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Evaluation of 'Business Enterprise' Module

Faculty of Business & Law

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1. Introduction

This report outlines a process of evaluation of the Business Enterprise module, undertaken on behalf of the Institute for Enterprise as part of an exploratory piece of research instigated by the authors. The Business Enterprise module is situated within the Strategy and Business Analysis subject group in the Faculty of Business and Law. It aims to enable students to develop the appropriate skills and knowledge to contribute effectively to the creation of a small business with prospects for long-term survival and growth. The module is core and delivered at level 2 on the HND Business course.

The purpose of the evaluation was an integral part of the exploratory research by the authors to investigate the impact of 'contextual' based evaluations of enterprise education curriculum. This is discussed further in the section on Background.

A copy of the evaluation tool, the questionnaire, is provided in Appendix A. The findings from the questionnaire are discussed in the later sections of the report and follow the flow of questions as per the questionnaire with the quantitative data first then followed by the qualitative data. This is followed with a discussion about the results at the lower end of the scale and potential factors for that and finally a section summarising conclusion and limitations. The first results sections discuss the baseline data of the respondents in relation to age and gender. All charts relating to the relevant section except for those in the section on baseline data are detailed in Appendix B.

2. Context

Following almost 2 years of attempting to evaluate the impact of enterprise education on students using a longitudinal design and numerous unsuccessful attempts to engage student's participation in the research, we were steered back to a new starting point to reassess how to evaluate. Over the course of our research journey many aspects as to what we were doing were emerging in relation to our research design and to the findings of the project. Going back to the start enabled us to take stock and look at both the successful and unsuccessful elements of the longitudinal design. Successful outcomes of the research were related to identifying two types of enterprise education curriculum that is available to students. We were discovering that there are 'implicit' elements being delivered as part of the curriculum as well as the 'explicit' elements, such as the module that we are reporting on here. The less successful elements were the lack of student engagement in the project which was linked to the design of the questionnaire and unsuitability for use within traditional semesters within Leeds Met (see Harte & Stewart, 2010). It was these main factors that prompted us to 'start again' as it were and to reassess our next steps.

Following a re-visit to the literature, attendance at workshops organised by enterprise educator organisations and examining our own assumptions, we believed that evaluation of enterprise in the curriculum should be more meaningful, particularly from an impact and added value perspective. A key finding, which has been a misconception of many researchers and enterprise educators, is that enterprise education and entrepreneurship education are not the same. In addition, the questionnaire we were using was, we were initially led to believe, suitable to use to evaluate the impact of both types of curriculum in higher education. Therefore, by re-visiting the literature, reflecting on our experience to date, the tools we were using and the emergent findings we devised a new approach to evaluating enterprise education. Our previous approach could be described as a 'global' or generic approach, which obtained generalised data about student's perceptions and opinions about enterprise and entrepreneurship education in general. By 'general' we mean that the questionnaire used to obtain this data was not specifically focussed on or pointed towards any specific aspects of the actual learning outcomes of a particular module, course or programme. Therefore, to overcome our student engagement problems and to make evaluations more meaningful and useful to enterprise education curriculum we decided to explore a 'contextual' approach to evaluating the subject.

Our new approach consisted of using a 'local' contextual approach to evaluation rather than a 'global' and generic approach. The difference between the two is that evaluating a single module locally takes into account contextual factors such as the educators/lecturers experience and innovative approaches; the actual module learning outcomes; the student's learning experience, learning and teaching inputs such as tutorials & lectures; module materials; physical resources and features of feedback to students and most importantly the subject discipline. In the main, entrepreneurship education (curriculum clearly and explicitly linked to tangible outputs of graduate business start-up beyond university) can be applied across a wide range of subject disciplines without the need for taking into consideration contextual factors. However, that said, we are not suggesting that it can be applied to every subject; we would argue there are some subject disciplines that will require some tweaking and consideration of some contextual factors. But with regards to enterprise education, it is not inextricably linked to the notion of graduate business start-up, it is a pre-cursor to that. If as a consequence of being the recipient of enterprise education, whether explicit or implicit, a student goes on to consider business start-up as an option following university then we would consider that a significant achievement. Such an outcome shows that the student has expanded their mind and thought about the approaches and options available to them and their future employment beyond university. Furthermore, the producing of exceptional graduates to thrive within an organisation intrapreneurially is also integral to this concept.

We don't have the capacity to track or truly measure such thought and activity and we realise the unachievable nature of such measures. We can though go some way to preparing students for the world of work beyond university and it is the responsibility of higher education to enable this transition. We believe the concept of enterprise education is one way to contribute to this.

The National Council for Graduate Entrepreneurship (NCGE) eloquently conceptualise and illustrates the concepts of enterprise and entrepreneurship, we believe, and in a way that distinguishes the two but puts the emphasis on what enterprise education. This is important as it shows how this is different from entrepreneurship. Their statements are below:

“The ‘Enterprise Concept’ – focuses upon the development of the ‘Enterprising Person and Entrepreneurial Mindset’. The former constitutes a set of personal skills, attributes, behavioural and motivational capacities which can be used in any context (social, work, leisure etc.). Prominent among these are: intuitive decision making, capacity to make things happen autonomously, networking, initiative taking, opportunity identification, creative problem solving, strategic thinking, self-efficacy etc. The latter focuses upon creating empathy with the lifeworld of the entrepreneur and entrepreneurial ways of doing, thinking, feeling, communicating, organising and learning”.

“The ‘Entrepreneurial Concept’ – focuses upon the application of enterprising skills in the context of setting up a new venture, developing/growing an existing venture and designing an entrepreneurial organisation (one in which the capacity for effective use of enterprising skills will be enhanced). The context might be business, social enterprise, NGOs or even public organisations.”

(<http://www.ncge.com/home.php>)

There is a clear distinction between being an enterprising person and the application of this in society by setting up a new venture. We believe there is a clear distinct difference and for us, the NCGE themselves outline it here.

If we take these concepts and think about them in the context of the module we have evaluated here, our module sits well with both but more so the former enterprise concept. The module:

- has explicit entrepreneurship learning outcomes and content but can be seen to have an overlap with enterprise
- has no intention or expectation that all students will start a business and the factors for this are that the module is core and delivered to 138 students at level 2
- Shows clear connections between enterprise and entrepreneurship – both concepts being the same but different (Harte & Stewart, 2010)
- intends to produce enterprise outcomes for majority of students who won't actually start a business through focus on entrepreneurship. For these students the module is about producing enterprise outcomes; e.g. they will have skills, attitudes, aptitudes etc of enterprise by doing the module but will not be entrepreneurs.
- And therefore the module is about entrepreneurial graduates, graduate entrepreneurs and entre(intra)preneurial; i.e. enterprising, graduates.

3. Methodology

The research methodology and design underpinning the questionnaire was as a consequence of assessing the contextual factors of the module and was applied following a separate project undertaken by the Researchers investigating a new approach to evaluating enterprise education curriculum in higher education (Harte & Stewart, 2010; Stewart & Harte, 2010). The contextual factors included the educator/lecturer thoughts on the module and what he/she brings to the module in addition to the module descriptor; the module learning outcomes – what the module expected of the students in their learning and how they would be expected to learn; the learning and teaching inputs – how the module content was delivered, what learning materials were used with students, how the students were expected to use and learn from these materials, the physical resources and aspects such as feedback and tutor’s contributions. Our methodology is of key importance in this piece of research which is openly constructionist to take account of the heavy influence from numerous contextual actors and factors which are discussed below but not least the student voice.

Comment: Given this sentence I would delete the first sentence above and my comment above won't then apply.

Drilling down into deeper contextual factors, inputs from the module such as the module descriptor, learning outcomes, learning methods and teaching inputs such as learning materials and access to university facilities were all taken into consideration when designing the questionnaire. This design resulted in the evaluation being directly related to the module content within the subject discipline, enabling more rigorous and useful impact on the results and thus making the evaluation more meaningful, particularly for the individual educator. Furthermore, results from this evaluation in terms of the student’s responses and their feedback will prove extremely useful in respect to any changes or improvements that are made as a consequence to the module content and delivery.

The sample size originally selected was 100 of which 85 responded, out of a possible population of 138. The sample size of 100 was determined by the Module Leader due to a moratorium on surveying all students within Leeds Met at levels 1 and 2, so as to not cause ‘questionnaire fatigue’ in students prior to the distribution of the NSS.

However, we are of the view that the data retrieved from the sample of 85 reflects the content of the module very well and the contextual factors relating directly to this module.

4. Discussion of Results & Analysis

There are two sections that relate to discussion and analysis of results: quantitative and qualitative. The quantitative section is discussed first with the qualitative results following. The scale of the questionnaire was a '5-point' scale and the labels for the different sections of the questionnaire varied. For each section they were:

Section Area	Labels attributed to 5-point scale				
Sections 1-3	Not met	Marginally met	Somewhat met	Moderately met	Fully met
Section 4	Not demonstrated	Marginally demonstrated	Somewhat demonstrated	Moderately demonstrated	Fully demonstrated
Sections 5-10	Low contribution	Slight contribution	Moderate contribution	Significant contribution	High contribution
Section 11	Low confidence	Slight confidence	Moderate confidence	Significant confidence	High confidence

The reason to keep the scale at 5 points throughout was to underpin the validity in the interpretation of the student's responses and for ease of analysis.

The questionnaire was split into two parts. The first part asked questions about the module content and associated enterprise attributes and the second part asked questions about how certain elements contributed to learning outcomes. The 'statement' from Part 1 and Part 2 of the questionnaire guiding the responses appears in Section 1 and Section 2 below. To view the questionnaire in full please go to Appendix A.

Finally, while we discuss the more positive responses at the upper end of the 5-point scale in greater detail throughout this evaluation report we do not ignore the responses at the lower end of the scale and this component is discussed at the end of the report following discussion of the qualitative data.

5. Baseline data

The first two Charts and Figures show the breakdown of age and gender.

The age breakdown is initially surprising considering the sample size of this evaluation. A figure of 34% of the students are in an age range from 21 to 36 years old, 55% are in an age range from 19 to 20 years old. This is interesting because within our sample size of 85, 36% are above the typical age range at what we would expect to see at level 2 of an undergraduate degree i.e. aged 19 or 20. However, this reflects a number of factors about modern society and higher education, such as gap years; widening participation; adult learners and non-traditional entrants who may be attending university as a consequence of the marginalised labour market or casualties of redundancy schemes.

The gender breakdown initially reflects the male-female divide in the entrepreneurial world but this cannot be claimed here because this module is core and not self-selecting. We were unable to get data on the gender split for this course but were informed that it is male-dominated. However, despite this we still cannot suggest that the sample is not fully representative of the population. The circumstances in which the module leader distributed and collected the responses; i.e. attendance at tutorials and lectures etc.; may have been an influencing factor. .

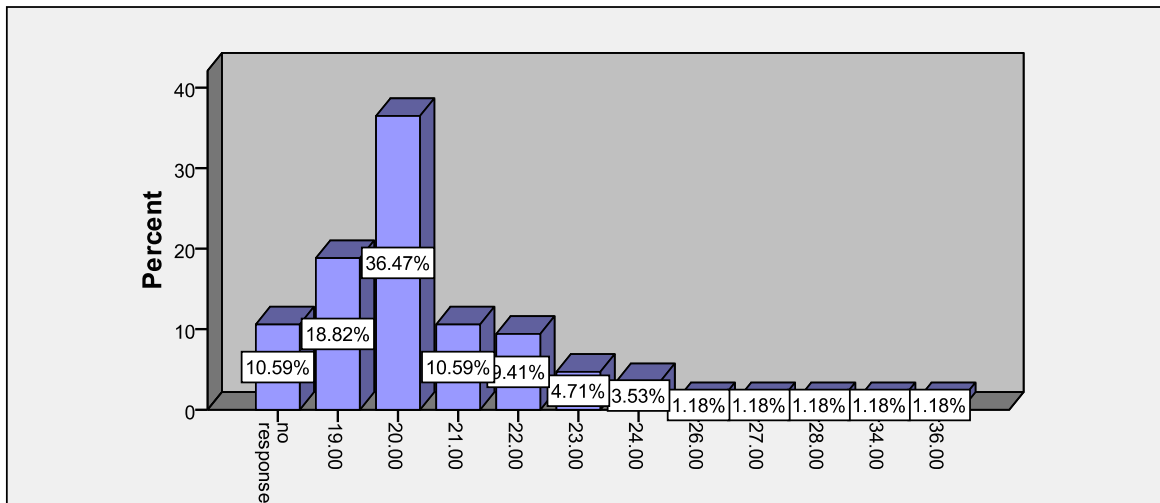


Chart A: Q15 – Age (n=78) (n=9 - no response)

Age		Frequency	Percent
Valid	no response	9	10.6
	19.00	16	18.8
	20.00	31	36.5
	21.00	9	10.6
	22.00	8	9.4
	23.00	4	4.7
	24.00	3	3.5
	26.00	1	1.2
	27.00	1	1.2
	28.00	1	1.2
	34.00	1	1.2
	36.00	1	1.2
	Total	85	100.0

Figure A: Q15 – Breakdown of ages in raw numbers Age (n=78) (n=9 - no response)

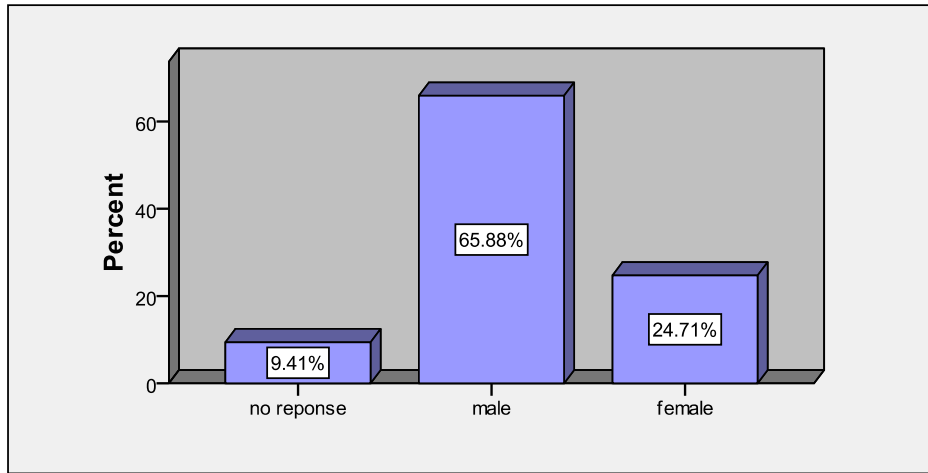


Chart B: Q16 – Gender (n=77) (n=8 - no response)

Gender

	Frequency	Percent
Valid no response	8	9.4
male	56	65.9
female	21	24.7
Total	85	100.0

Figure B: Q16 – Breakdown of gender in raw numbers (n=77) (n=8 - no response)

6. Part 1

Section 1

Part 1 – guiding statement “Please rate how well the following learning outcomes and enterprise attributes have been met in relation to the module named above, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points ‘4’ and ‘5’ on the 5-point questionnaire scale; ‘moderately met’ and ‘fully met’.

Section 1 – Questions 1a – 1j:

Q#	Question - I am able to demonstrate a critical understanding of:	Combined %
Q1a	Entrepreneurship and the small business	73%
Q1b	Business planning	78%
Q1c	Marketing & market research	62%
Q1d	The legal form of business, risk management & insurance	49%
Q1e	Strategic management in small business and enterprise development	60%
Q1f	Financial consideration of small firms	55%
Q1g	Financial planning and management	52%
Q1h	People & the small firm – employing & managing human resources	60%
Q1i	Innovation & entrepreneurship	68%
Q1j	The complexities of the business environment	65%

Table 1.0: List of questions from Q1a – Q1j with combined responses for ‘moderately met’ and ‘fully met’.

In this section, in nearly all cases, the ‘moderately met’ and ‘fully met’ categories have achieved and exceeded a combined response rate of 50%. The one outcome with less than 50% (Q1d) addresses the legal and related technical matters. The next lowest scores are for two outcomes related to financial management, each with just over 50% (Q1f & Q1g). Financial matters also have high technical components. Both outcomes are also perhaps of more direct interest and relevance to those with an intention at some level to start a business. Other outcomes have wider application in general management and so may have been more highly rated because of perceived potential relevance. Furthermore, for the self-employed or entrepreneurs the financial aspects of running a business are heavily reported as being aspects that are the hardest to learn or get to grips with when running a business and can sometimes be at the centre of business failures (Cope, 2009).

However, the students have responded positively to demonstrating a critical understanding of a number of components pertaining to planning and starting up a business, key factors for success and consideration of the small firm. These components are also of course of value and relevance to wider business management contexts.

Section 2

“Please rate how well the following learning outcomes and enterprise attributes have been met in relation to the module named above, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points ‘4’ and ‘5’ on the 5-point questionnaire scale; ‘moderately met’ and ‘fully met’.

Section 2 – Questions 2a – 2f:

Q#	Question - In relation to enterprise and entrepreneurship I am able to:	Combined %
Q2a	Identify and research business opportunities	64%
Q2b	Develop a proposal that would have a high potential to be accepted by prospective investors	59%
Q2c	Identify key success factors required to make a sound business proposal operable	67%
Q2d	Identify resultant actions required to make a sound business proposal operable	52%
Q2e	Identify the possible contributions of forms of support for new business ventures	53%
Q2f	Assess the possible contributions of forms of support for new business ventures	64%

Table 2.0: List of questions from Q2a – Q2f with combined responses for ‘moderately met’ and ‘fully met’.

In this section, in all cases the ‘moderately met’ and ‘fully met’ categories have also achieved and exceeded a combined response rate of 50%. This illustrates a good example of the ‘communication’ of the actual module content and the students’ understanding of what is required of them in relation to their learning. . The highlighting of these contextual aspects of the actual module learning outcomes (Table 2.0) as integral to the evaluation illustrates the importance of connecting the two to enable assessment of the direct impact of the module itself. The results here do suggest that students feel confident in their ability to apply the understanding developed since the questions and responses focus on ‘able to do’. It is then encouraging that the majority of students are claiming to have developed practical ability as well as knowledge and understanding. There is variation in the level of response to each of the different questions which might be expected. Those with the lowest scores, as with the previous section, can be seen as of more specific interest to starting a business, particularly ‘resultant actions’ (Q2d) and ‘identify possible contributions’ (Q2e), and so may have been less effective and successful for those students with little or no aspiration to do so. The learning outcomes with the highest ratings may be perceived to have wider application in business management. Some are also indicative of the way in which entrepreneurship education can develop enterprising characteristics; e.g. Q2a and Q2c are to do with learning outcomes of value in enterprise terms in business management employment contexts and not just for entrepreneurs.

Responses in this section are encouraging since a) it is a core module and b) not every student is interested in enterprise or starting a business.

Section 3

“Please rate how well the following learning outcomes and enterprise attributes have been met in relation to the module named above, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points ‘4’ and ‘5’ on the 5-point questionnaire scale; ‘moderately met’ and ‘fully met’.

Section 3 – Questions 3a – 3m:

Q#	Question – in relation to business enterprise I am able to:	Combined %
Q3a	Develop a concept for a business idea	73%
Q3b	Understand the business environment	75%
Q3c	Demonstrate the need for my idea	71%
Q3d	Analyse the prospects for success based on data and research	64%
Q3e	Connect implementation strategies to the analysis of prospects	49%
Q3f	Make decisions on business ideas	68%
Q3g	Write a business plan and critically evaluate for improving	71%
Q3h	Generate relevant market research data	54%
Q3i	Analyse relevant market research data	60%
Q3j	Develop cash flow forecasts for my business idea	58%
Q3k	Develop a human resources & legal plan i.e. employees, rates of pay & organisational structure	53%
Q3l	Present feasible timelines for a business idea	58%
Q3m	Work effectively in teams of people	78%

Table 3.0: List of questions from Q3a – Q3m with combined responses for ‘moderately met’ and ‘fully met’.

This section as a whole indicates high levels of success for the module as judged by student ratings of the outcomes. The question relates directly to enterprise attributes and the majority of the specific attributes have been rated as being met by the majority of students. The one exception is Q3e which may be related to the understanding of the actual question by the respondents; the wording could be said to be ambiguous. The high ratings for outcomes related to for example business ideas (Q3a), business planning (Q3g) and working in teams (Q3m) do though seem to confirm the general effectiveness of the module in developing enterprise related attributes. In addition, questions 3b and 3c also confirm the effectiveness of the module in developing key skills in understanding the business and confidence in business ideas.

Once again, responses in this section are encouraging in the context of individuals aspirations for enterprise, or not.

Section 4

“Please rate how well the following learning outcomes and enterprise attributes have been met in relation to the module named above, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points ‘4’ and ‘5’ on the 5-point questionnaire scale; ‘moderately demonstrated’ and ‘fully demonstrated’.

Section 4 – Questions 4a – 4j:

Q#	Question - In relation to the following enterprise skills and attributes I am able to demonstrate:	Combined %
Q4a	idea generation	74%
Q4b	problem solving	76%
Q4c	personal time management	80%
Q4d	researching & scoping the problem	74%
Q4e	communicating ideas	79%
Q4f	Confidence	82%
Q4g	risk-taking	75%
Q4h	working effectively in teams	78%
Q4i	ability to analyse	78%
Q4j	application of knowledge	76%

Table 4.0: List of questions from Q4a – Q4j with combined responses for ‘moderately demonstrated’ and ‘fully demonstrated’.

This section has a very high combined response rate for the higher end points on the scale for ‘moderately demonstrated’ and ‘fully demonstrated’. The section deals with a series of skills and attributes considered to be inherent in individuals (Gibb, 2005) to a greater or lesser extent and that enable an individual to be ‘enterprising’. These particular skills and attributes were taken from the module information as being key to the student learning outcomes and are also listed on Gibb’s template for enterprising skills, attributes and behaviours. Here it is illustrated in the student responses that they are able to demonstrate these skills and attributes and are clearly confident in demonstrating them. We are able to say therefore from these responses that the module had a positive effect in developing enterprise characteristics as general business management capabilities.

7. Part 1

Section 5

This section deals with part two of the questionnaire where students are asked about specific inputs of the module such as teaching methods, learning materials, lab access and lecture and tutorial contributions.

Part 2 - **Please rate your assessment of how well the following elements have contributed to your achievement of the learning outcomes, with 1 being the lowest and 5 the highest.**

The table below is a summary box of the combined responses for points '4' and '5' on the 5-point questionnaire scale; 'significant contribution' and 'high contribution'.

Section 5 – Questions 5a – 5e:

Q#	Question - How well have features of the Tutorials contributed to achievement of the learning outcomes?	Combined %
Q5a	In-class learning activities	59%
Q5b	Real-world examples	65%
Q5c	Hands-on IT lab activities	47%
Q5d	Student preparation activities	48%
Q5e	Tutor style	71%

Table 5.0: List of questions from Q5a – Q5e with combined responses for 'significant contribution' and 'high contribution'.

The combined results in this section are very encouraging as individuals vary in which methods of learning and teaching they find most effective. We know this from established theory on learning styles as well as from anecdotal evidence from experience.

Unlike simulation driven modules where access to IT labs are an essential part of the module it is not integral to this module. So, this possibly reflects the score for Q5c. The students also seem somewhat unhappy about how well the tutorials have contributed to learning in relation to their student preparation activities (Q5d). This is also evidenced in the feedback from the students and can be found in the qualitative data. In the main, some students are not happy with the module timescales for things like assessment and getting into groups, which affects their preparation.

Section 6

Please rate your assessment of how well the following elements have contributed to your achievement of the learning outcomes, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points '4' and '5' on the 5-point questionnaire scale; 'significant contribution' and 'high contribution'.

Section 6 – Questions 6a – 6e:

Q#	Question - How well have features of the Lectures contributed to achievement of the learning outcomes?	Combined %
Q6a	Powerpoint slides	68%
Q6b	Opportunity for discussion	68%
Q6c	Opportunity for questions	66%
Q6d	Usefulness of answers	69%
Q6e	Lecturer style	68%

Table 6.0: List of questions from Q6a – Q6e with combined responses for 'significant contribution' and 'high contribution'.

These results are very pleasing because typically, lecture method can score much lower due to students' dissatisfaction of this learning method generally. Also, learning styles and preferences can have an influence and direct impact in this area. It appears that all the inputs of the lectures listed above have been key factors in the majority of students achieving their learning outcomes.

Section 7

Please rate your assessment of how well the following elements have contributed to your achievement of the learning outcomes, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points '4' and '5' on the 5-point questionnaire scale; 'significant contribution' and 'high contribution'.

Section 7 – Questions 7a – 7f:

Q#	Question - How well have the Module Materials contributed to achievement of the learning outcomes?	Combined %
Q7a	Module guide	53%
Q7b	Workbooks	40%
Q7c	Handouts	59%
Q7d	X-stream	67%
Q7e	Portal	64%
Q7f	Other online resources	71%

Table 7.0: List of questions from Q7a – Q7f with combined responses for 'significant contribution' and 'high contribution'.

The results in this section have on average a 25% spread from the lowest to the highest score and are showing, in all cases, a more even dispersal of responses from students, though in the main the top 3 points of the scale have the highest responses. In relation to independent learning we might have expected more consistently high results here. However, the notion of independent learning is open to interpretation and is also clearly linked to learning styles.

The use of X-stream has been useful for the students to obtain module materials and is a policy of Leeds Met, which is working effectively for the majority of students on this module. It appears that on the subject of module guide and workbooks the student's views are less positive. It is though again reassuring to note that all methods have few students rating any materials low in contribution.

Section 8

Please rate your assessment of how well the following elements have contributed to your achievement of the learning outcomes, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points '4' and '5' on the 5-point questionnaire scale; 'significant contribution' and 'high contribution'.

Section 8 – Questions 8a – 8d:

Q#	Question - How well have the Physical Resources contributed to achievement of the learning outcomes?	Combined %
Q8a	IT facilities	48%
Q8b	lab access	42%
Q8c	teaching accommodation	64%
Q8d	library	78%

Table 8.0: List of questions from Q8a – Q8d with combined responses for 'significant contribution' and 'high contribution'.

These results illustrate that the students are very happy with two of the physical resources available to enable them to achieve the required learning outcomes and experience a positive learning environment. We suspect that the lower scores for IT facilities and lab access relate in the main to availability outside of the contact time for this module. Lab access and use of IT facilities is not integral to delivery of this module so students will be required to access such facilities independently. Therefore, they may have encountered difficulties in being able to get to use such facilities. It is also possible of course that the result is not negative. It may simply reflect that the facility was not needed and so not significant for most students.

Section 9

Please rate your assessment of how well the following elements have contributed to your achievement of the learning outcomes, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points '4' and '5' on the 5-point questionnaire scale; 'significant contribution' and 'high contribution'.

Section 9 – Questions 9a – 9d:

Q#	Question - How well have features of tutor Feedback contributed to achievement of learning outcomes?	Combined %
Q9a	timeliness	60%
Q9b	content	65%
Q9c	quantity	61%
Q9d	clarity	72%

Table 9.0: List of questions from Q9a – Q9d with combined responses for 'significant contribution' and 'high contribution'.

According to research (the NSS being one example), feedback is an extremely important aspect for students at this time in higher education. However, the type and frequency of feedback shown by the research to be required and requested by students is taking longer to affect, due to institutional demands and procedures placed upon HE educators. Improvement in the turn around of feedback is being made to provide feedback quicker and for it to be more meaningful for students but mechanistic institutions, i.e. the university, ha not yet provided the environment for this to take place due to traditional structures. Furthermore, with the advent of the technological and digital age this makes the process somewhat harder, as opposed to the wrongly perceived notion that it should be easier, due to the integration of technology with traditional systems and the realisation that the convergence of the two will not materialise overnight. However, in this particular circumstance, it appears that these students are happy with all aspects of their feedback.

It is interesting to note that content and clarity of feedback is of more importance and value to students in supporting their learning than either of quantity or timeliness. This is perhaps counter intuitive in respect of current policies. That said, the overall result of over 50% for each feature of feedback does support what is known about the importance of feedback from previous and current research.

Section 10

Please rate your assessment of how well the following elements have contributed to your achievement of the learning outcomes, with 1 being the lowest and 5 the highest.

The table below is a summary box of the combined responses for points '4' and '5' on the 5-point questionnaire scale; 'significant contribution' and 'high contribution'.

Section 10 – Question 10a:

Q#	Question - How well has your Module Tutor contributed to achievement of learning outcomes?	Combined %
Q10a	my module tutors contribution has been	69%

Table 10: Question 10a with combined responses for 'significant contribution' and 'high contribution'.

This question now seems somewhat of a 'red herring', despite the positive response. The limitation here is in not knowing what the module tutors contribution was. However, the fact that the students responded highly to this question suggests that for them, on an individual basis, their tutors contribution was valued and perceived to be high as the 69% combined response shows for the top 2 points of the scale. With a combined response of the top 3 points the result is 91%. The individual students' needs and perspectives of this question are the most important here.

Section 11

The table below is a summary box of the combined responses for points '4' and '5' on the 5-point questionnaire scale; 'significant contribution' and 'high contribution'.

Section 11 – Question 11a:

Q#	Question - Please rate how confident you feel you are now to develop an idea for a business	Combined %
Q11a	My level of confidence to develop an idea for a business is	78%

Table 11: Question Q11a with combined responses for 'significant contribution' and 'high contribution'.

These results are extremely satisfying because the student's responses clearly illustrate that the module content and teaching inputs have all contributed to high levels of student's confidence in developing ideas. This is good news on two counts: 1) that students have incorporated many different learning aspects all combined with enterprise and entrepreneurship characteristics and attributes, and; 2) that on the most basic level students' confidence and levels of skill from an employability perspective appear very promising. The notion of being enterprising or having increased levels of entrepreneurial intent appears almost secondary to the seemingly important basic principle of confidence which is important to future employability.

8. Discussion of lower end scale results

As mentioned in the Introduction, we do not ignore those responses that are evident at the lower end of the scale and here we suggest that there are a number of possible reasons as to why some students chose those lower ratings.

1. Student's levels of interest and intent will differ and while we are not suggesting this module's objective is about creating entrepreneurs, as it is not, it is nonetheless enterprise education curriculum which is focused on the practicalities of creating and running a business. Also, the module is core and not self-selected.

These factors suggest there will be a number of individuals who:

- a. naturally rise to the challenge of working out complex problems in the context of setting up a business and their skill will naturally increase;
 - b. are already very enterprising and will also naturally benefit from such curriculum in much the same way;
 - c. are not particularly interested in or are not enterprising, have no desire to set up a business and who do not find a great deal of benefit in participating in such curriculum, and potentially;
 - d. individuals who are already very enterprising and may not learn a great deal from a module like this but are just doing it because it is a core module.
2. further factors include:
 - a. levels of student attendance;
 - b. individual learning styles
 - c. a predictable outcome of a distribution of responses
 - d. understanding the questions
 - e. individual students' interpretation of the questions
 - f. not being able to apply the questions to actual practice e.g. not associating the question with something they have done as part of the module etc.

9. Discussion of qualitative data

The full detail of the qualitative data can be found in Appendix C. This section will briefly discuss the nature of the qualitative data and a small number of aspects that relate directly to the quantitative results.

The qualitative data that has come back from the students is very pleasing in two respects: 1) it is very positive and constructive about the module and 2) it therefore provides triangulated confirmation of the quantitative results.

The data has been extracted from the questionnaires and grouped into themes that reflect variables from the key contextual factors i.e. the module content, the learning and teaching inputs and outputs. There are three categories of qualitative data that relate to the questions on the questionnaire and these are:

- Things I liked most about the module
- Things I liked least about the module
- Suggestions for improvement

In the first category of 'things I like most about the module' under all the themes it is clear that the students enjoyed the module and the experience but four themes stand out the most in relation to the student's learning and these are the Business Plan, Lecturer/Tutor, Real world-example and Team working. There are numerous positive comments but the most significant factor about this data is that it is extremely diverse. The comments from the students are not repetitive, they are very individual and make reference to many different aspects about the module itself and how it has been good for them, their learning and their confidence. The other significant factor about this data is that the majority of this feedback sits comfortably with the quantitative data throughout this report. The responses for both these sets of qualitative and quantitative data illustrate clear relative points between the numerical and open data captured.

In this category the main themes that were drawn out from the data that the students illustrated as positive related to:

- **business plan**
- **idea generation**
- **lecturer/tutor**
- **problem-solving**
- **real-world examples**
- **teaching and learning inputs**
- **team-working**

Comment: Isn't this repetitive of the paragraph above?

In the second category of 'things I liked least about this module' the feedback is dispersed across the module itself as can be seen from the themes that were drawn out from the data. Certain aspects are more prominent such as the Business Plan and aspects of that such as Financial and Legal inputs, Teaching and Learning Inputs and Team working.

In this category the main themes that were drawn out from the data that the students illustrated as less positive related to:

- business plan
- financial/legal inputs

- idea generation
- real-world examples
- teaching and learning inputs
- team-working
- miscellaneous

In the third category of 'suggestions for improvement' there are a lot less comments relating to the module. Upon inspection the comments relate very much to the students needing more time for assessments and group work.

In this category the main themes that were drawn out from the data that the students illustrated as suggestions for improvement related to:

- business plan
- feedback
- financial/legal inputs
- lecturer/tutor
- teaching and learning inputs

The qualitative data has proved extremely useful, particularly as a confirmatory source of data to triangulate the quantitative data. However, the most important aspect is in relation to effecting improvements or tweaking the module to reflect some of the more frequent comments, this type of data provides the information to correctly interpret and enable any effectuations.

10. Conclusions

Our main aim in undertaking this evaluation was to assess components of the module close-up rather than at a distance, which is what previous generic questionnaires have done. We are happy that we have assessed module components close-up by taking into consideration the contextual local factors and this has returned results that are of actual value to both the student and the module. Comparing this with our previous generic approach, results would have not been beneficial for either the students or the module. At best, we could have given students an indication about how their learning had changed over a period of time but this would not have been in direct relation to the actual module. This would have been based on a series of questions designed to generalise about how students learn and whether their learning in relation to particular aspects of entrepreneurialism increases or decreases over time. No impact from the results would have benefited the actual module either because it did not take any aspects of the module design or content into consideration. This we believe is the key major failure to generic evaluative tools for entrepreneurship and especially enterprise education.

We have indicated throughout this report, in some areas more strongly than others, that the module content has impacted positively on student learning but we do acknowledge to an extent some are assumptional claims. These claims though do relate to the notion of students in higher education as participants in the student learning experience more generally as regards student feedback, how they learn and their responsiveness to particular learning and teaching methods.

However, the actual results are not generalisations and are specific to the module, which in one respect adds value and rigour to our research because the essence of the evaluation was deliberately local and not generic in design. Therefore, while we acknowledge our research approach is slightly limited in the case of generalising outside of the specific module, this was not the desired intention. This substantiates that our results are useful and applicable for our educators to use validly and feedback into and effect improvements to the module. Furthermore, our openness about our constructionist methodological stance implies a degree of interpretation and assumption.

This module has increased the interest of the students in this topic area and the varieties in the teaching and learning inputs have clearly retained their interest. This is evidenced clearly in the qualitative data. However, there are a number of constructive comments from the qualitative data that can be triangulated with the quantitative data that we have put forward in the section on recommendations. These may help to improve the module and enhance it for future students.

Based on the results of the evaluation we can conclude that through our local evaluation approach, such curriculum stands a better chance of sustainability by inverting the typical generic approach and using a more organic meaningful approach. By taking the students feedback and using this to make an assessment of key areas for improvement will enable the achievement of meaningful improvements, rather than just anecdotal evidence or not making any improvements at all.

Finally, as regards our approach to this evaluation, we are confident in saying that inverting the evaluation approach from global to local has yielded some extremely useful, exciting and valid results that will add real value to this module. In addition, the evaluation model can be applied to any subject discipline should the Institute wish to disseminate this concept more widely.

11. Recommendations

We recommend:

That the module team examine the results of both data sets in more detail and discuss possible changes to the module to effect improvements based on the wealth of student feedback data.

That the Institute for Enterprise, Faculty of Business and Law and Leeds Metropolitan University consider what wider use can be made of this evaluation approach, particularly applying it to other subject disciplines.

That the research approach used in this study is applied when seeking to evaluate impact of modules and programmes elsewhere.

That additional research is carried out to address those limitations detailed where new data is both possible and desirable.

12. Limitations to the research

There are a number of limitations to this research which have already been outlined in this report. We suggest that as regards to the levels of intent in students, any research conducted within this area needs to be constructionist. This is because control factors cannot be applied to measure prior exposure or experience of enterprise or enterprise education in students and levels of intent will differ in individuals from the beginning to the end of the module and the variation in intent may well go down in individuals as well as increase.

It would have been useful to follow up those students doing this module that completed the questionnaire to find out whether those who responded at the upper end of the scale had low intent at the start or were high – i.e. how the module has impacted upon them. However, due to anonymity, confidentiality and time constraints this was not possible.

The addition of a question at the end relating to “my level in confidence now compared to at the start is low, medium, high etc” would have been useful. This was an oversight in the design.

Furthermore, asking how confident the student would be in applying what they had learned to a real-life situation would also potentially have produced some fruitful results. After covering all the tasks and responsibilities of the module would it be something they would want to go through for real as an entrepreneur?

Finally, for the sections starting from Part 2 in Section 5 about teaching inputs a limitation to the questionnaire is not being able to find out more about the reasons why some of these responses were lower and what aspects of the inputs students have issues with e.g. in-class learning activities and real-world examples etc.

Dear Student

In collaboration with the Institute for Enterprise, we have been asked to collect student views about their experience of the “Business Enterprise” module. As you are currently studying this module your views will be very helpful and appreciated. Please take a few minutes to answer the questions below and hand the questionnaire immediately back to your Tutor once completed. However, if for any reason you are unable to do this please return to Vicky Harte at the Institute for Enterprise in Old Broadcasting House via the Reception Desk at the Helpzone area in the Rose Bowl foyer.

By completing and returning this questionnaire you are giving your informed consent for the information it contains to be used to report results on students responses internal and external to the University. The questionnaires are anonymous and information will be stored confidentially.

We thank you in advance for your co-operation.

Kind regards

Institute for Enterprise Research Team
Professor Jim Stewart & Vicky Harte

Please rate how well the following learning outcomes and enterprise attributes have been <u>met</u> in relation to the module named above, with 1 being the lowest and 5 the highest.					
I am able to demonstrate a critical understanding of:	Not met 1	Marginally met 2	Somewhat met 3	Moderately met 4	Fully met 5
• entrepreneurship and the small business sector					
• business planning					
• marketing & market research					
• the legal form of business, risk management & insurance					
• strategic management in small business & enterprise development					
• financial consideration of small firms					
• financial planning & management					
• people & the small firm – managing human resources					
• innovation & entrepreneurship					
• the complexities of the business environment					
In relation to enterprise & entrepreneurship I am able to:	Not met 1	Marginally met 2	Somewhat met 3	Moderately met 4	Fully met 5
• identify and research business opportunities					
• develop a proposal that would have a high potential to be accepted by prospective investors					
• identify key success factors required to make a sound business proposal operable					

In relation to enterprise & entrepreneurship I am able to:	Not met 1	Marginally met 2	Somewhat met 3	Moderately met 4	Fully met 5
<ul style="list-style-type: none"> identify resultant actions required to make a sound business proposal operable 					
<ul style="list-style-type: none"> identify the possible contributions of forms of support for new business ventures 					
<ul style="list-style-type: none"> assess the possible contributions of forms of support for new business ventures 					
In relation to business enterprise I am able to:	Not met 1	Marginally met 2	Somewhat met 3	Moderately met 4	Fully met 5
<ul style="list-style-type: none"> develop a concept for a business idea 					
<ul style="list-style-type: none"> understand the business environment 					
<ul style="list-style-type: none"> demonstrate the need for my idea 					
<ul style="list-style-type: none"> analyse the prospects for success based on data and research 					
<ul style="list-style-type: none"> connect implementation strategies to the analysis of prospects 					
<ul style="list-style-type: none"> make decisions on business ideas 					
<ul style="list-style-type: none"> write a business plan and critically evaluate for improving 					
<ul style="list-style-type: none"> generate relevant market research data 					
<ul style="list-style-type: none"> analyse relevant market research data 					
<ul style="list-style-type: none"> develop cash flow forecasts for my business idea 					
<ul style="list-style-type: none"> develop a human resources & legal plan i.e. employees, rates of pay & organisational structure 					
<ul style="list-style-type: none"> present feasible timelines for a business idea 					
<ul style="list-style-type: none"> work effectively in teams of people 					

In relation to the following enterprise skills and attributes I am able to demonstrate :	Not demonstrated 1	Marginally demonstrated 2	Somewhat demonstrated 3	Moderately demonstrated 4	Fully demonstrated 5
<ul style="list-style-type: none"> idea generation 					
<ul style="list-style-type: none"> problem solving 					
<ul style="list-style-type: none"> personal time management 					
<ul style="list-style-type: none"> researching & scoping the problem 					
<ul style="list-style-type: none"> communicating ideas 					
<ul style="list-style-type: none"> confidence 					
<ul style="list-style-type: none"> risk-taking 					
<ul style="list-style-type: none"> working effectively in teams 					
<ul style="list-style-type: none"> ability to analyse 					
<ul style="list-style-type: none"> application of knowledge 					

Please rate your assessment of how well the following elements have **contributed** to your

achievement of the learning outcomes, with 1 being the lowest and 5 the highest.					
How well have features of the Tutorials contributed to achievement of the learning outcomes?	Low contribution 1	Slight contribution 2	Moderate contribution 3	Significant contribution 4	High contribution 5
• in-class learning activities					
• real-world examples					
• hands-on IT lab activities					
• student preparation activities					
• tutor style					
How well have features of the Lectures contributed to achievement of the learning outcomes?	Low contribution 1	Slight contribution 2	Moderate contribution 3	Significant contribution 4	High contribution 5
• powerpoint slides					
• opportunity for discussion					
• opportunity for questions					
• usefulness of answers					
• lecturer style					
How well have the Module Materials contributed to achievement of the learning outcomes?	Low contribution 1	Slight contribution 2	Moderate contribution 3	Significant contribution 4	High contribution 5
• module guide					
• workbooks					
• handouts					
• X-stream					
• Portal					
• Other online resources					
How well have the Physical Resources contributed to achievement of the learning outcomes?	Low contribution 1	Slight contribution 2	Moderate contribution 3	Significant contribution 4	High contribution 5
• IT facilities					
• lab access					
• teaching accommodation					
• library					
How well have features of Tutor Feedback contributed to achievement of learning outcomes?	Low contribution 1	Slight contribution 2	Moderate contribution 3	Significant contribution 4	High contribution 5
• timeliness					
• content					
• quantity					
• clarity					
How well has your Module Tutor contributed to achievement of learning outcomes?	Low contribution 1	Slight contribution 2	Moderate contribution 3	Significant contribution 4	High contribution 5
• my module tutors contribution has been					
Please rate how confident you feel you are now to develop a valid idea for a business	Low confidence 1	Slight confidence 2	Moderate confidence 3	Significant confidence 4	High confidence 5
• My level of confidence to develop an idea for a business is					
Please state in your own words the things you liked most about this module.					

Please state in your own words the things you liked least about this module.

My suggestions for improvement on this module are.

Please complete these two final questions.

Age: Gender: M F

Thank you for your time in completing this questionnaire. Your views are highly appreciated.
Please hand the questionnaire immediately back to your Tutor once completed. However, if for any reason you are unable to do this please return to Vicky Harte at the Institute for Enterprise in Old Broadcasting House, via the Reception Desk at the Helpzone area in the Rose Bowl foyer.

Appendix B – Charts

Section 1

entrepreneurship and the small business sector

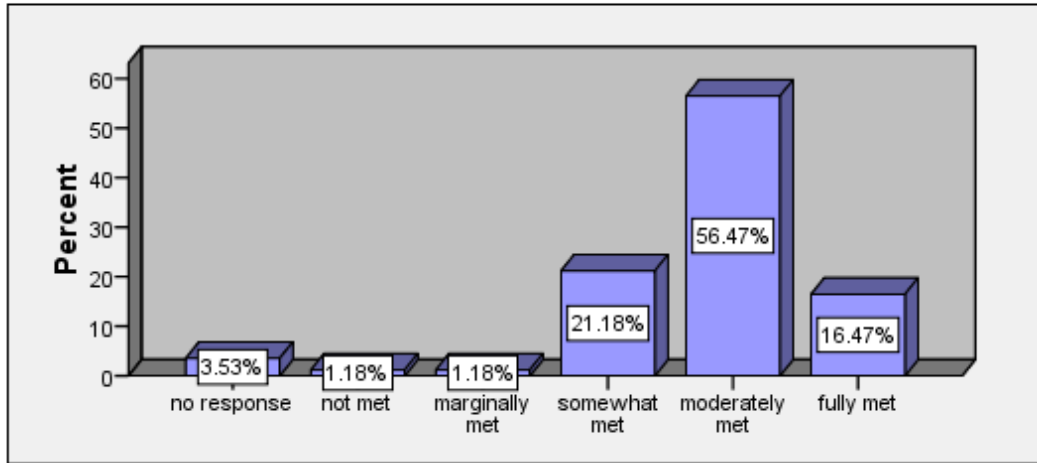


Chart 1.0: Q1a – entrepreneurship and the small business sector - has a combined response of 73% for ‘moderately met’ and ‘fully met’.

business planning

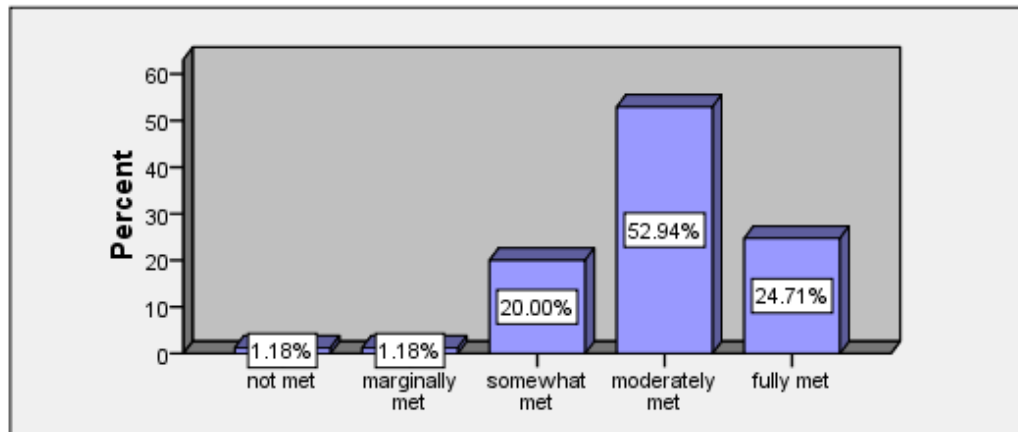


Chart 1.1: Q1b –business planning - has a combined response of 78% for ‘moderately met’ and ‘fully met’.

marketing & market research

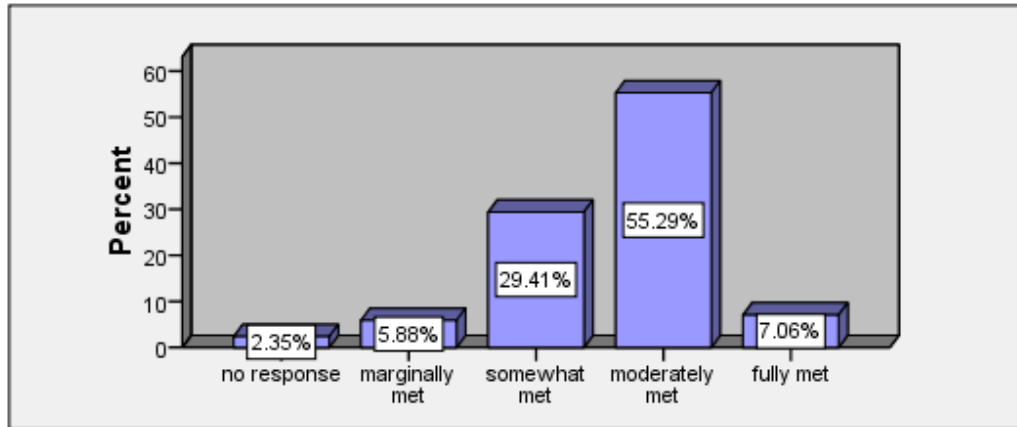


Chart 1.2: Q1c – marketing & market research - has a combined response of 62% for ‘moderately met’ and ‘fully met’.

the legal form of business, risk management & insurance

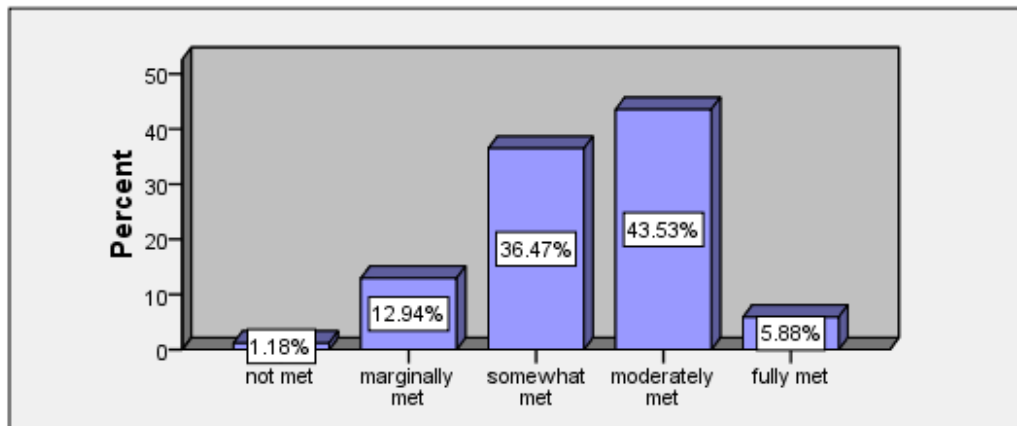


Chart 1.3: Q1d - the legal form of business, risk management & insurance has a combined response of 49% for ‘moderately met’ and ‘fully met’.

strategic management in small business & enterprise development

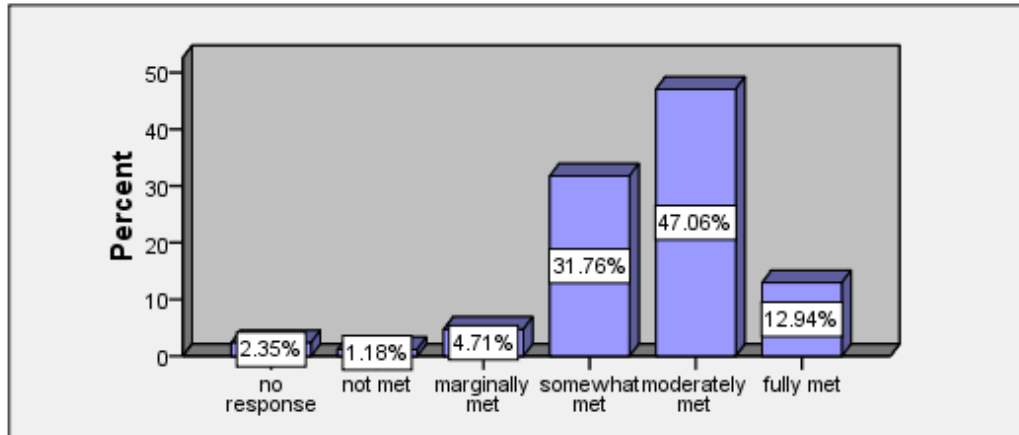


Chart 1.4: Q1e – strategic management in small business & enterprise development has a combined response of 60% for ‘moderately met’ and ‘fully met’.

financial consideration of small firms

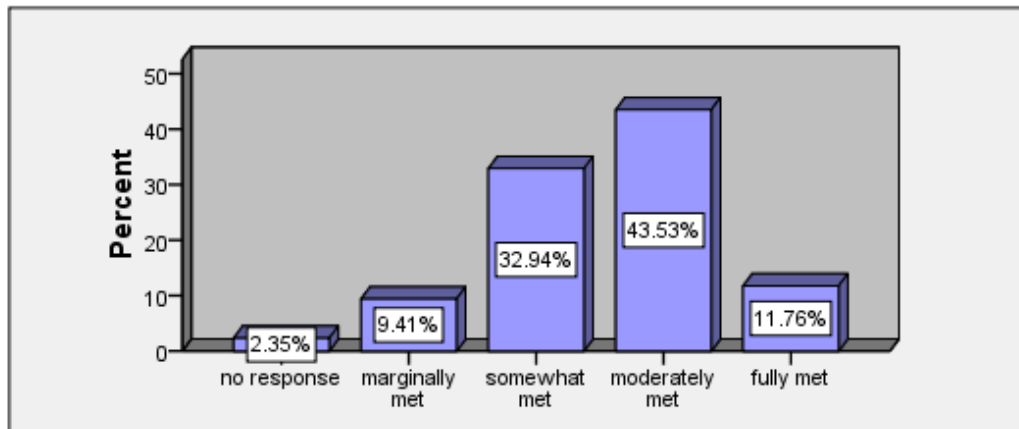


Chart 1.5: Q1f – financial consideration of small firms has a combined response of 55% for ‘moderately met’ and ‘fully met’.

financial planning & management

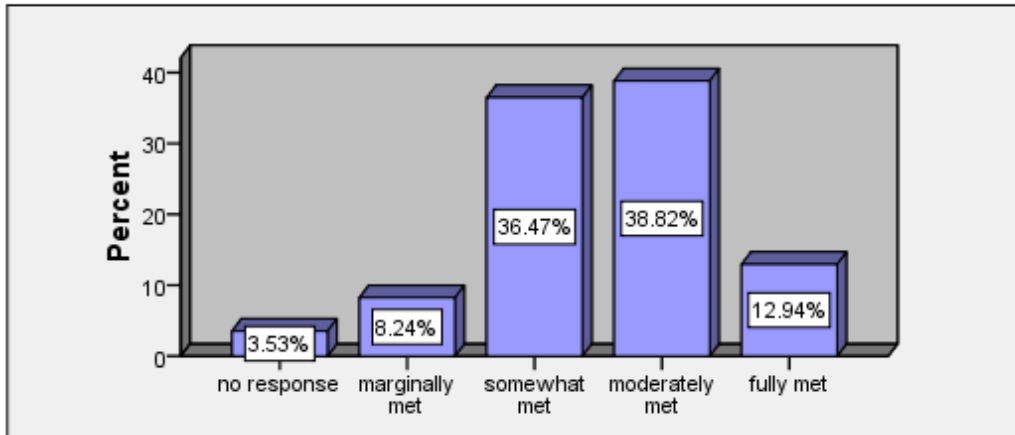


Chart 1.6: Q1g – financial planning & management has a combined response of 52% for ‘moderately met’ and ‘fully met’.

people & the small firm – managing human resources

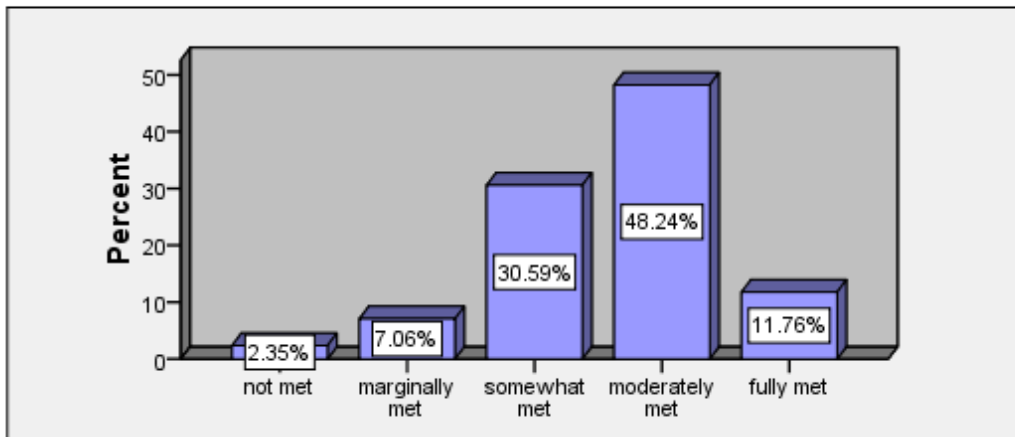


Chart 1.7: Q1h - people & the small firm – managing human resources has a combined response of 60% for ‘moderately met’ and ‘fully met’.

innovation & entrepreneurship

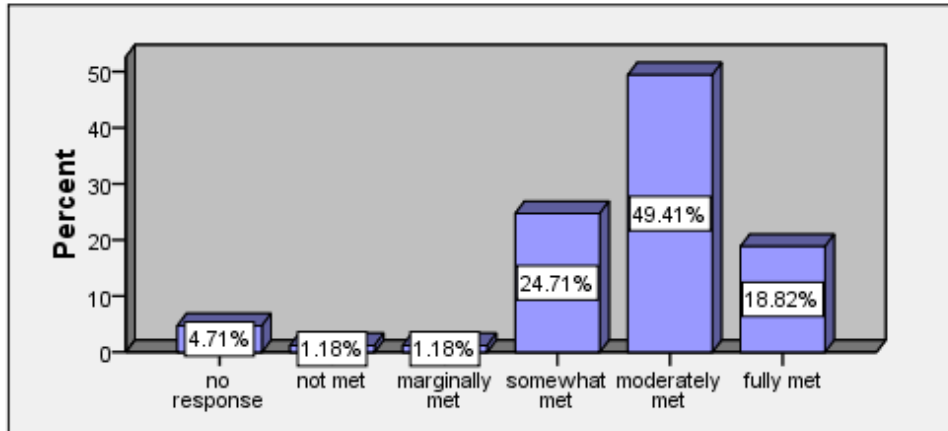


Chart 1.8: Q1i – innovation and entrepreneurship has a combined response of 68% for ‘moderately met’ and ‘fully met’.

the complexities of the business environment

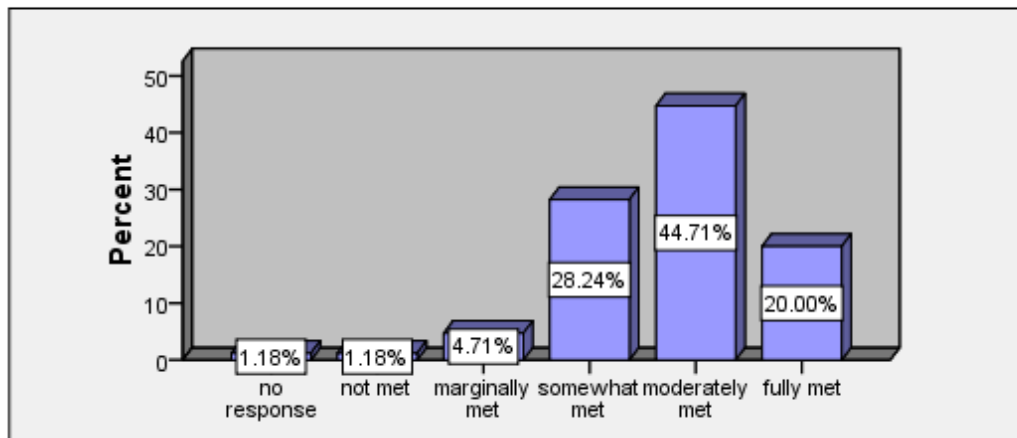


Chart 1.9: Q1j - the complexities of the business environment has a combined response of 65% for ‘moderately met’ and ‘fully met’.

identify and research business opportunities

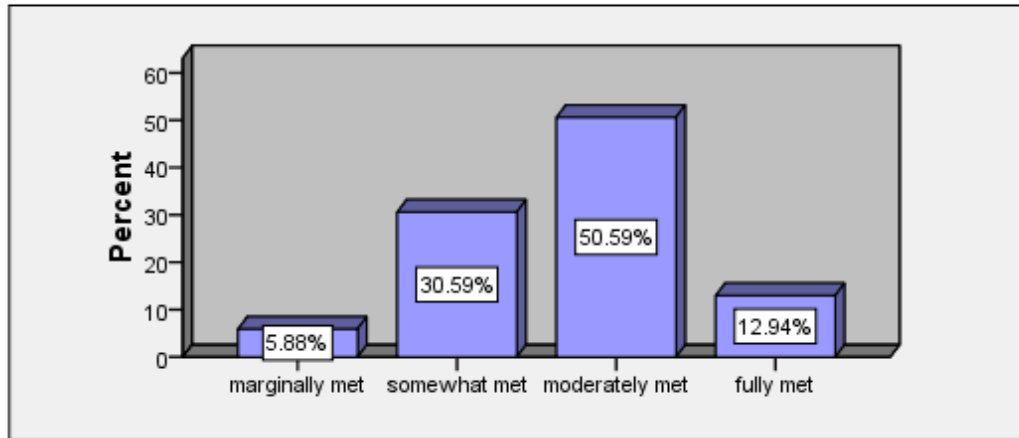


Chart 2.0: Q2a – identify and research business opportunities has a combined response of 64% for ‘moderately met’ and ‘fully met’.

develop a proposal that would have a high potential to be accepted by prospective investors

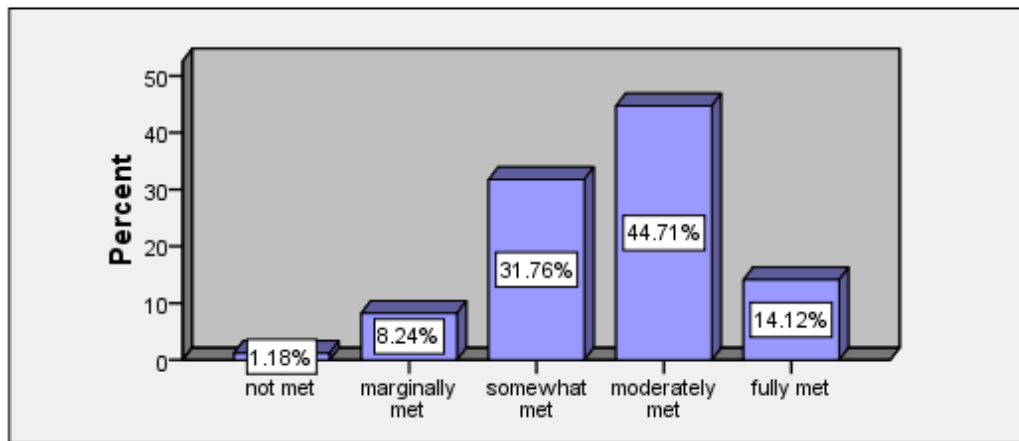


Chart 2.1: Q2b – Develop a proposal that would have a high potential to be accepted by prospective investors has a combined response of 59% for ‘moderately met’ and ‘fully met’.

identify key success factors required to make a sound business proposal operable

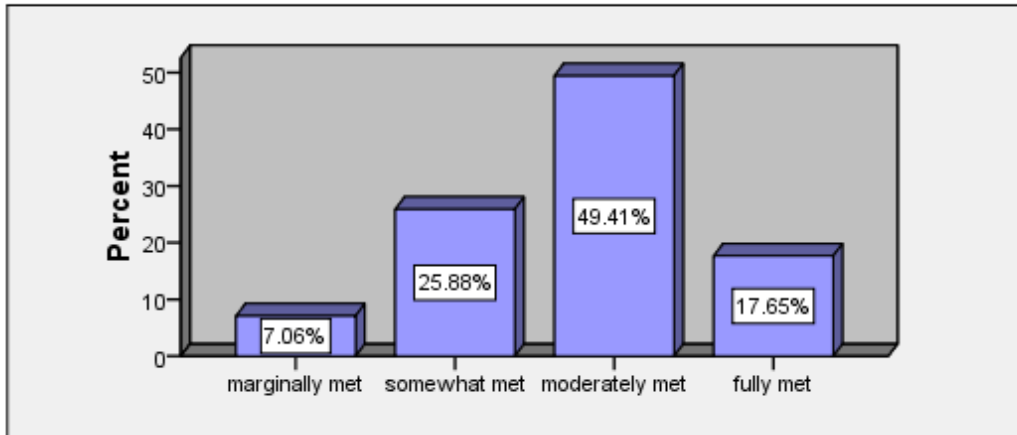


Chart 2.2: Q2c – identify key success factors required to make a sound business proposal operable has a combined response of 67% for ‘moderately met’ and ‘fully met’.

identify resultant actions required to make a sound business proposal operable

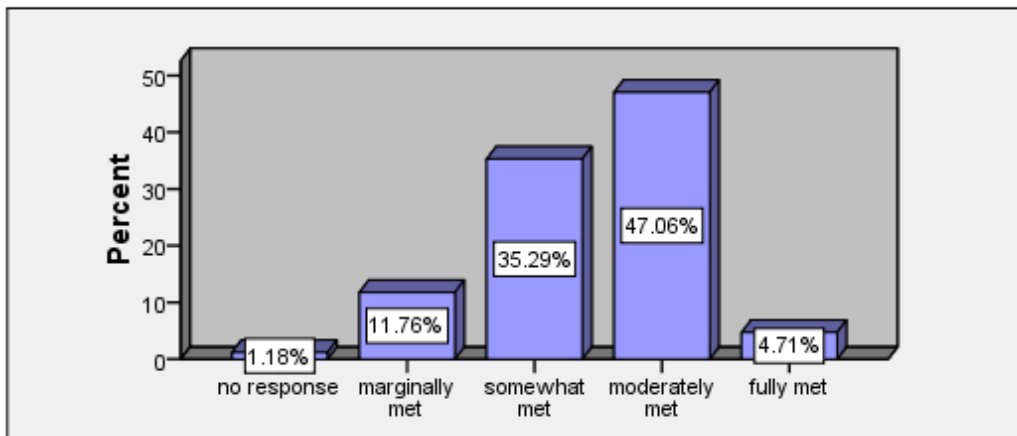


Chart 2.3: Q2d – identify resultant actions required to make a sound business proposal operable has a combined response of 52% for ‘moderately met’ and ‘fully met’.

identify the possible contributions of forms of support for new business ventures

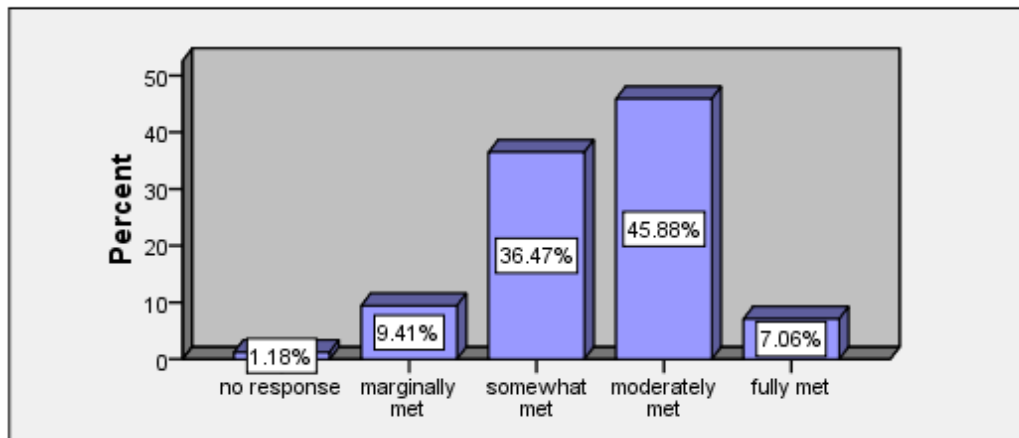


Chart 2.4: Q2e – identify the possible contributions of forms of support for new business ventures has a combined response of 53% for ‘moderately met’ and ‘fully met’.

assess the possible contributions of forms of support for new business ventures

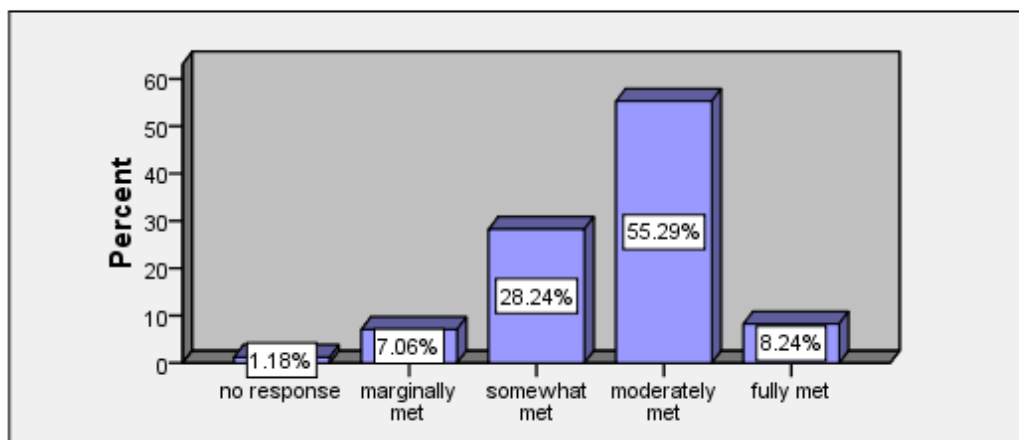


Chart 2.5: Q2f – assess the possible contributions of forms of support for new business ventures has a combined response of 64% for ‘moderately met’ and ‘fully met’.

Section 3

develop a concept for a business idea

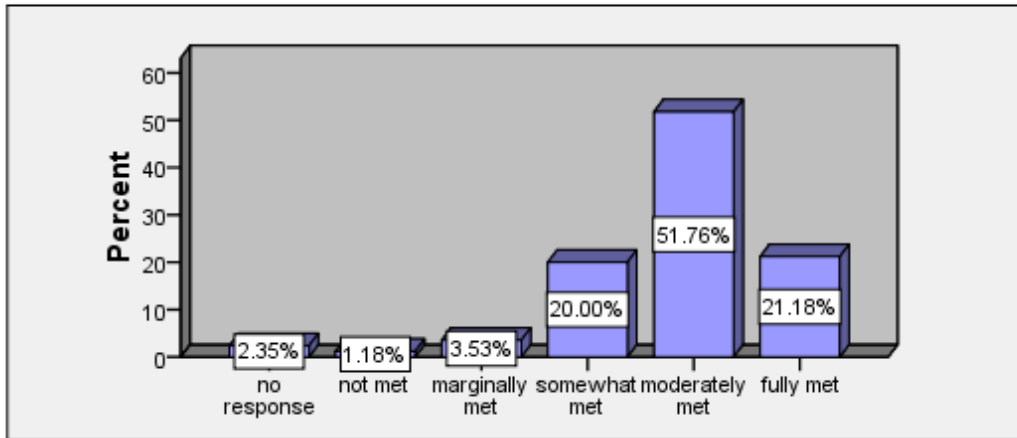


Chart 3.0: Q3a – Develop a concept for a business idea has a combined response of 64% for ‘moderately met’ and ‘fully met’.

understand the business environment

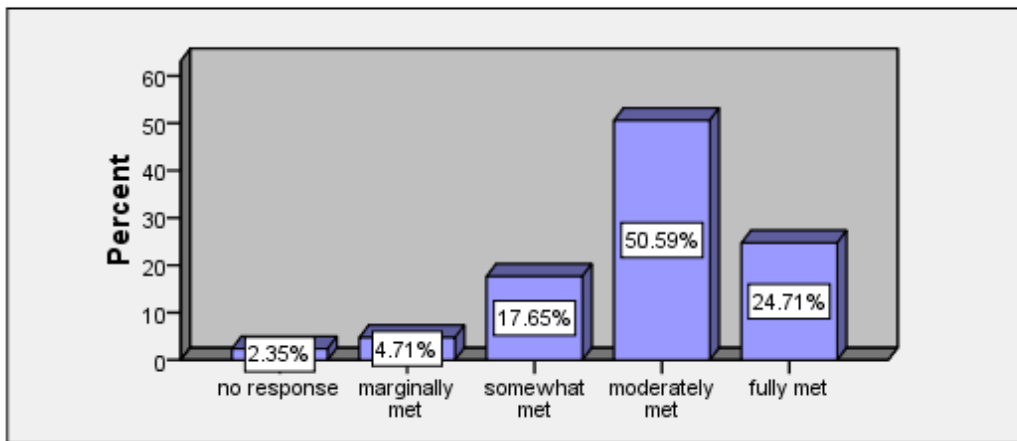


Chart 3.1: Q3b – Understand the business environment has a combined response of 64% for ‘moderately met’ and ‘fully met’.

demonstrate the need for my idea

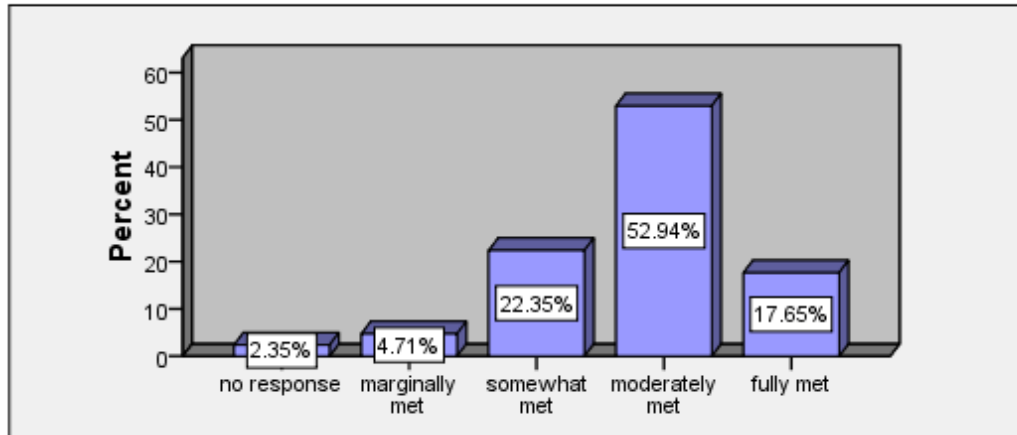


Chart 3.2: Q3c – Demonstrate the need for my idea has a combined response of 64% for ‘moderately met’ and ‘fully met’.

analyse the prospects for success based on data and research

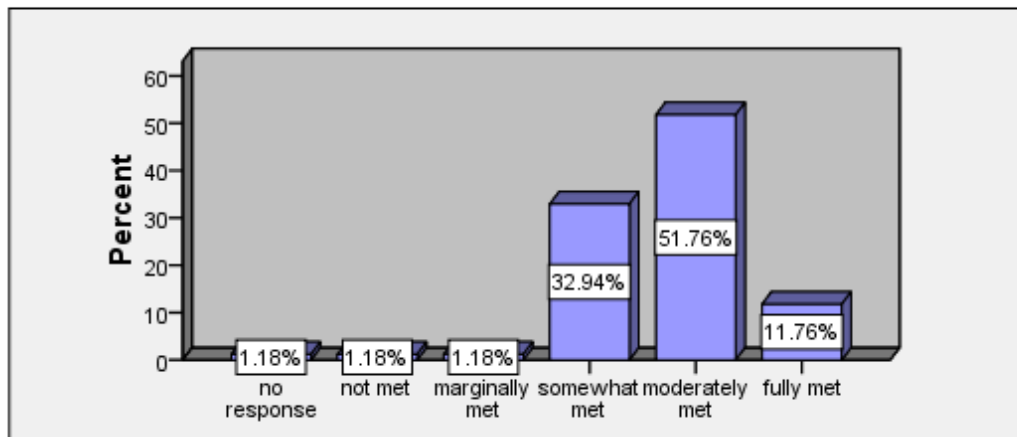


Chart 3.3: Q3d – Analyse the prospects for success based on data and research has a combined response of 64% for ‘moderately met’ and ‘fully met’.

connect implementation strategies to the analysis of prospects

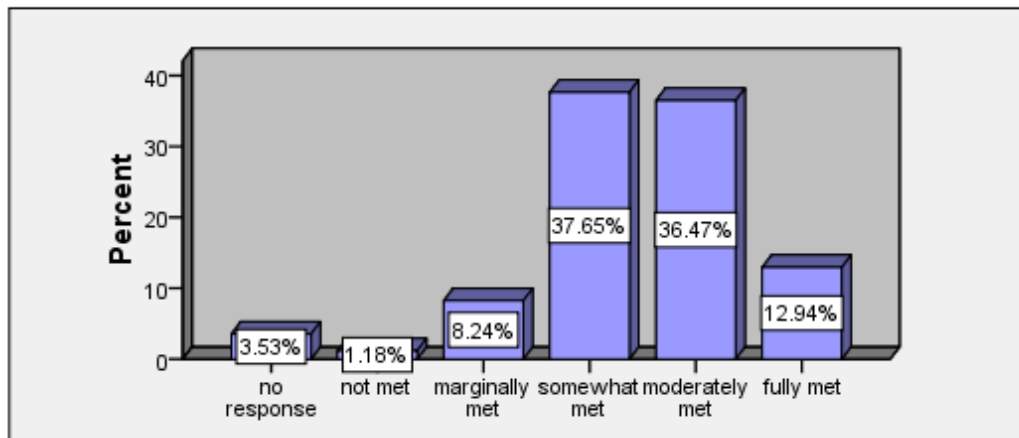


Chart 3.4: Q3e – Connect implementation strategies to the analysis of prospects has a combined response of 64% for ‘moderately met’ and ‘fully met’.

make decisions on business ideas

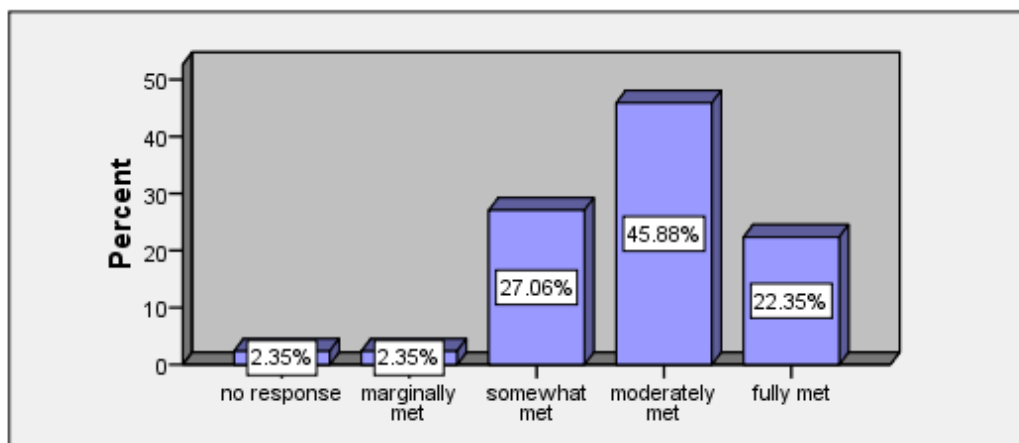


Chart 3.5: Q3f – Make decisions on business ideas has a combined response of 64% for ‘moderately met’ and ‘fully met’.

write a business plan and critically evaluate for improving

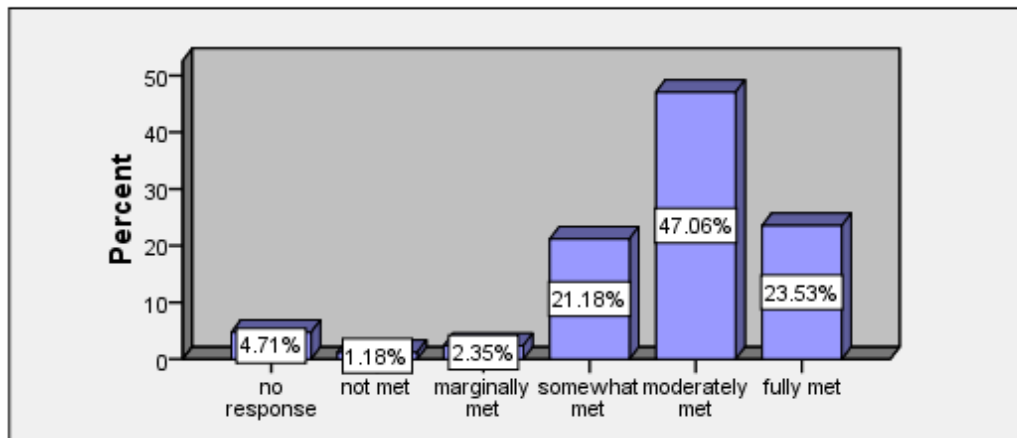


Chart 3.6: Q3g – Write a business plan and critically evaluate for improving has a combined response of 64% for ‘moderately met’ and ‘fully met’.

generate relevant market research data

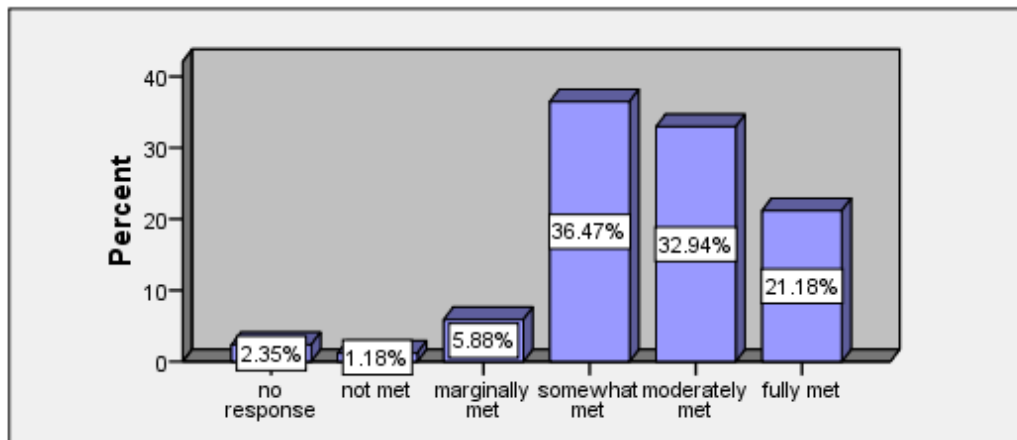


Chart 3.7: Q3h – **Generate** relevant market research data has a combined response of 64% for ‘moderately met’ and ‘fully met’.

analyse relevant market research data

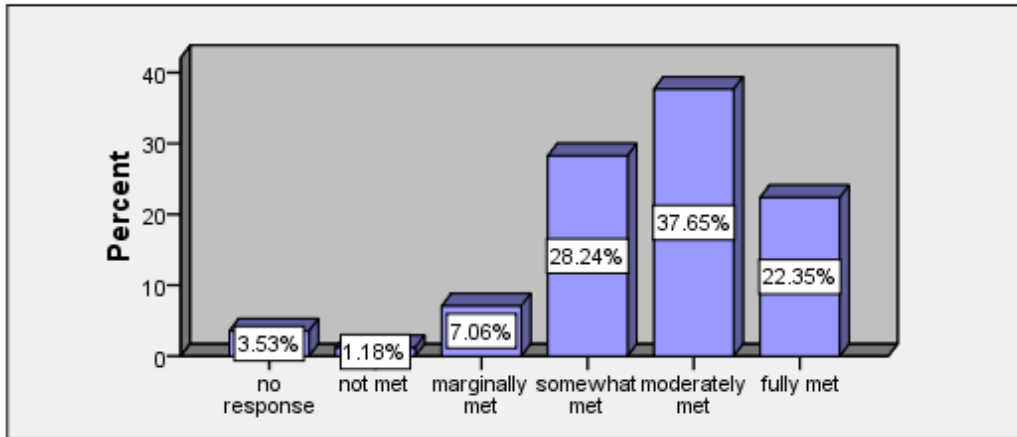


Chart 3.8: Q3i – **Analyse** relevant market research data has a combined response of 64% for ‘moderately met’ and ‘fully met’.

develop cash flow forecasts for my business idea

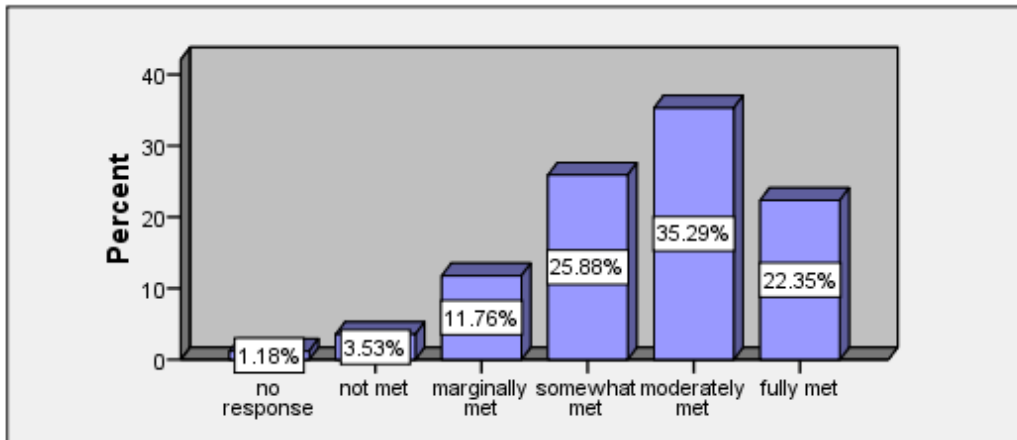


Chart 3.9: Q3j – Develop cash flow forecasts for my business idea has a combined response of 64% for ‘moderately met’ and ‘fully met’.

develop a human resources & legal plan i.e. employees, rates of pay & organisational structure

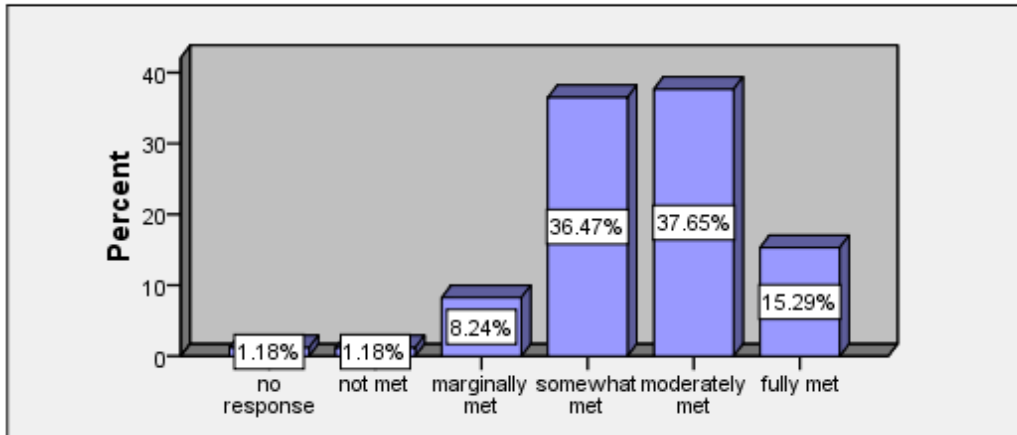


Chart 3.10: Q3k – Develop a human resources & legal plan i.e. employees, rates of pay & organisational structure has a combined response of 64% for ‘moderately met’ and ‘fully met’.

present feasible timelines for a business idea

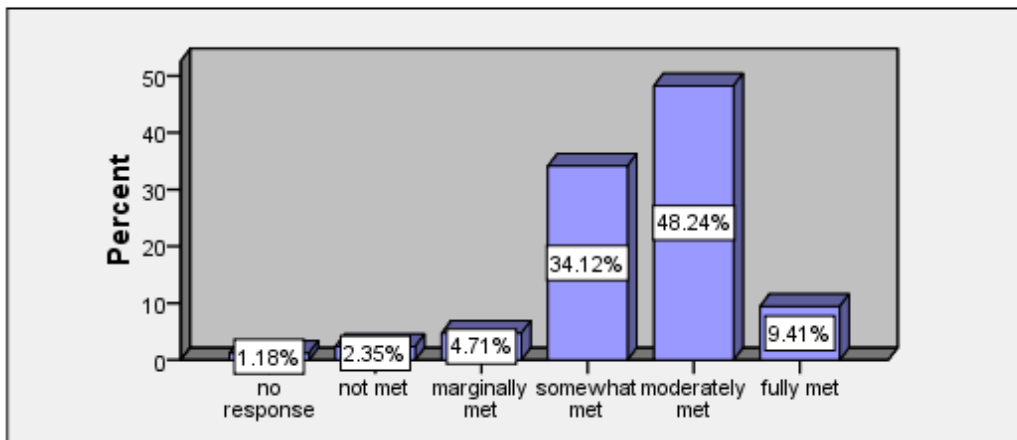


Chart 3.11: Q3l – Present feasible timelines for a business idea has a combined response of 64% for ‘moderately met’ and ‘fully met’.

work effectively in teams of people

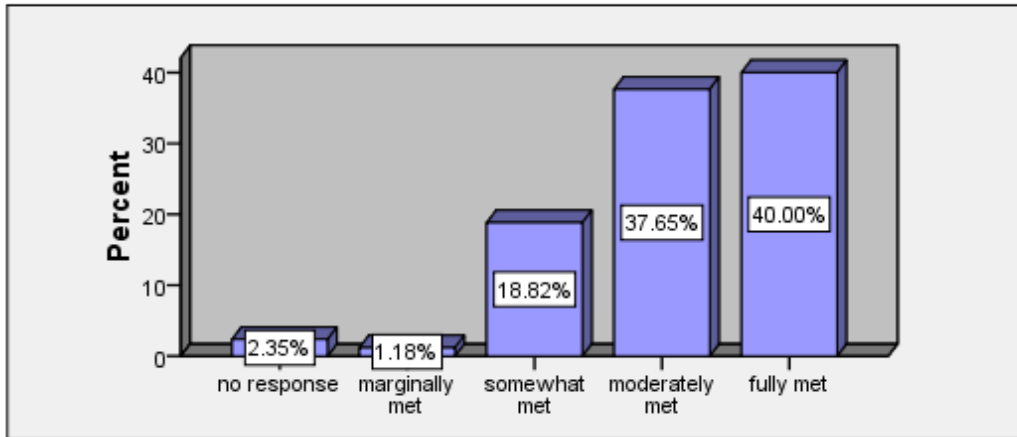


Chart 3.12: Q3m – Work effectively in teams of people has a combined response of 64% for ‘moderately met’ and ‘fully met’.

Section 4

idea generation

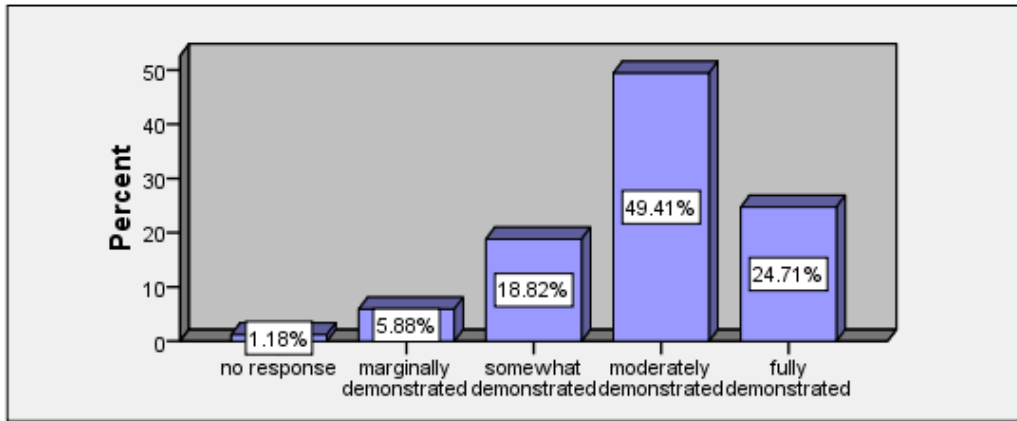


Chart 4.0: Q4a – idea generation - has a combined response of 74% for ‘moderately demonstrated’ and ‘fully demonstrated’.

problem solving

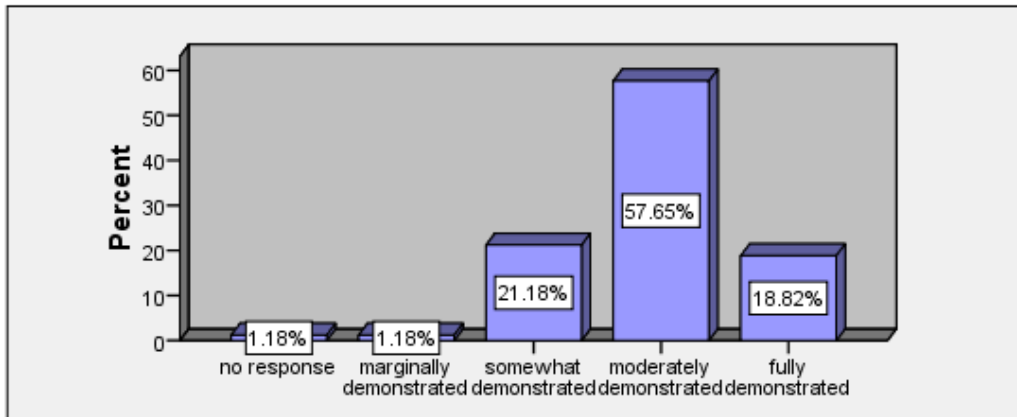


Chart 4.1: Q4b – problem solving - has a combined response of 76% for ‘moderately demonstrated’ and ‘fully demonstrated’.

personal time management

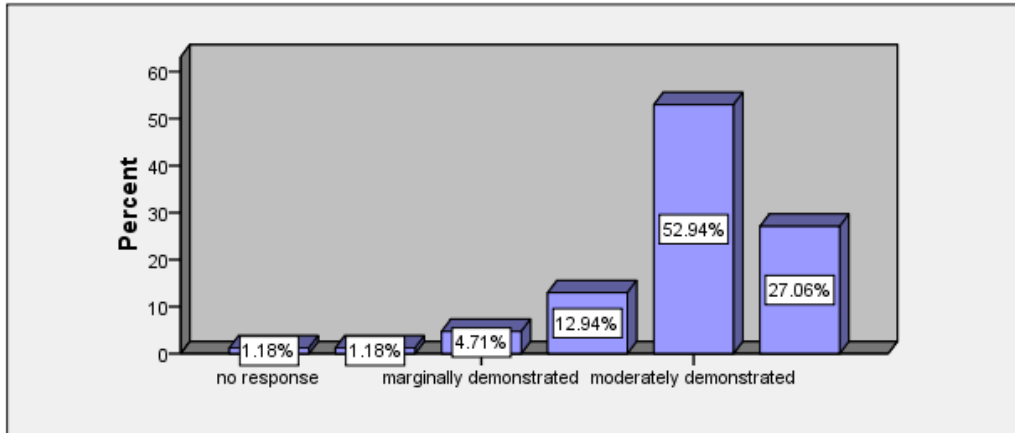


Chart 4.2: Q4c – personal time management - has a combined response of 80% for 'moderately demonstrated' and 'fully demonstrated'.

researching & scoping the problem

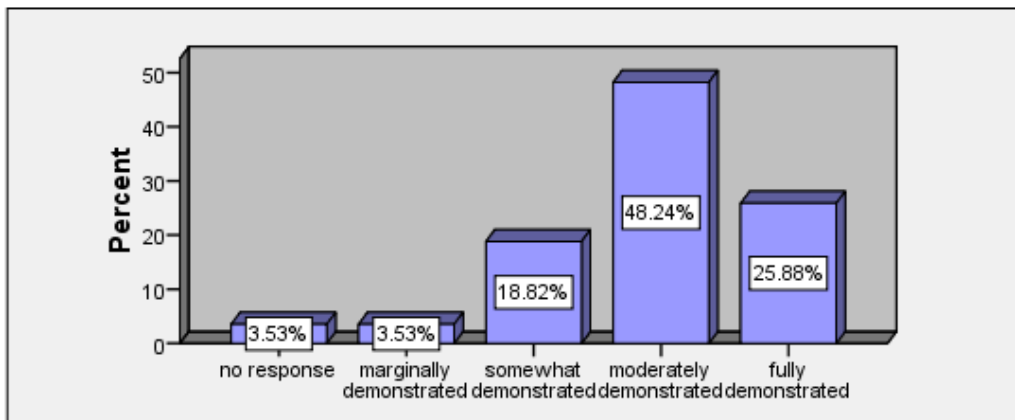


Chart 4.3: Q4d – researching and scoping the problem - has a combined response of 74% for 'moderately demonstrated' and 'fully demonstrated'.

communicating ideas

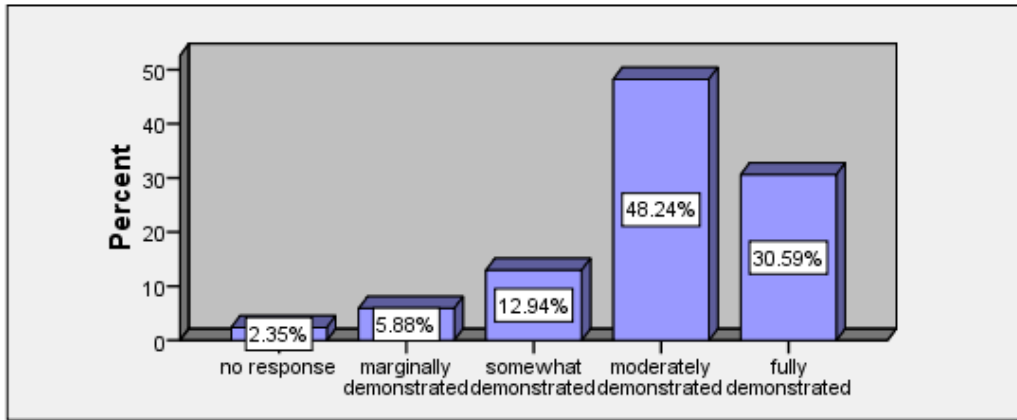


Chart 4.4: Q4e – communicating ideas - has a combined response of 79% for ‘moderately demonstrated’ and ‘fully demonstrated’.

confidence

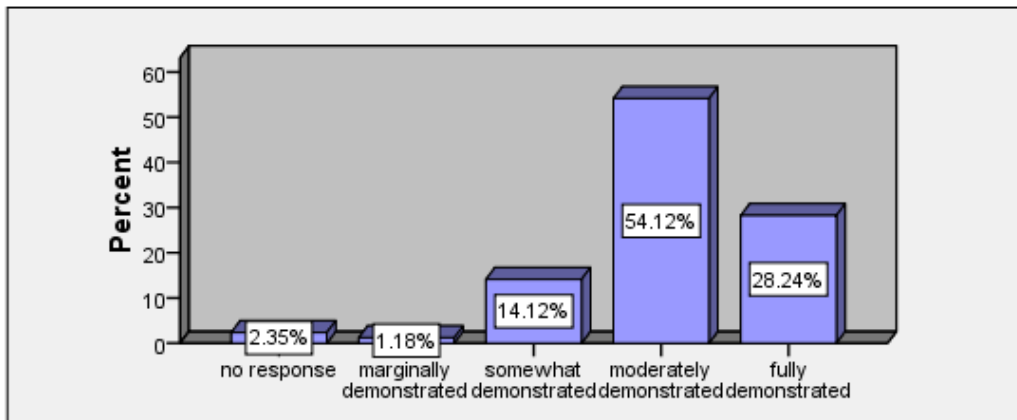


Chart 4.5: Q4f – confidence - has a combined response of 82% for ‘moderately demonstrated’ and ‘fully demonstrated’.

risk-taking

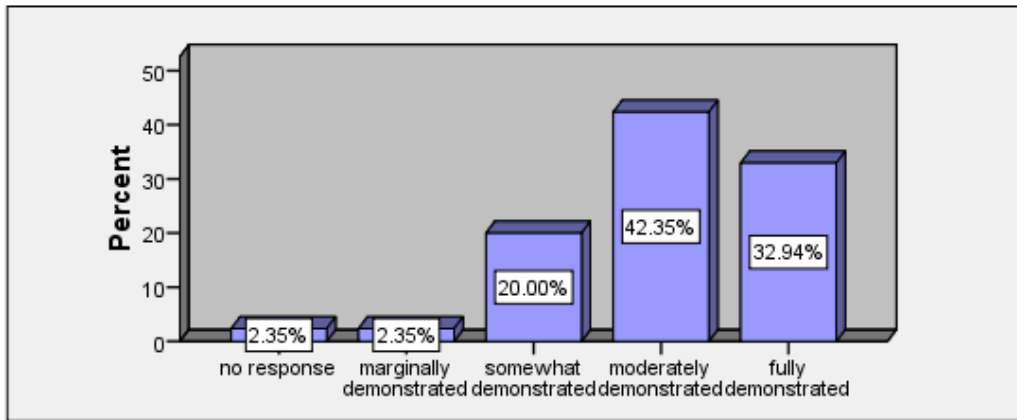


Chart 4.6: Q4g – risk-taking - has a combined response of 75% for ‘moderately demonstrated’ and ‘fully demonstrated’.

working effectively in teams

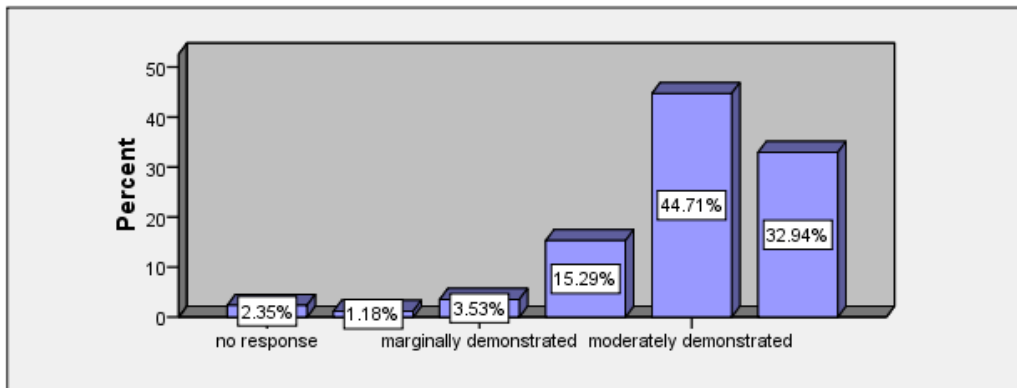


Chart 4.7: Q4h – work effectively as part of a team - has a combined response of 78% for ‘moderately demonstrated’ and ‘fully demonstrated’.

ability to analyse

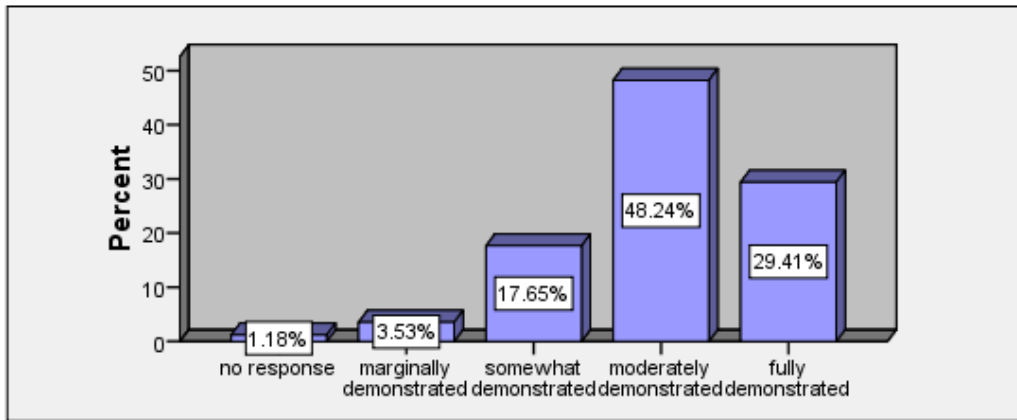


Chart 4.8: Q4i – ability to analyse - has a combined response of 78% for ‘moderately demonstrated’ and ‘fully demonstrated’.

application of knowledge

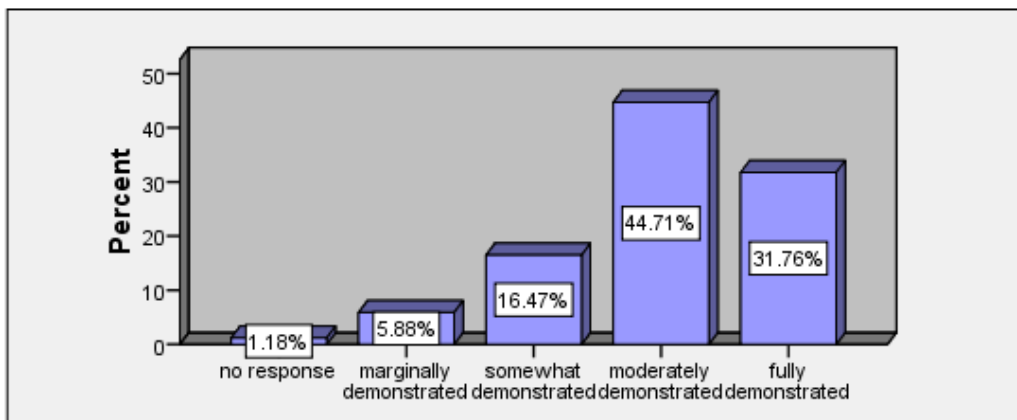


Chart 4.9: Q4j – application of knowledge - has a combined response of 76% for ‘moderately demonstrated’ and ‘fully demonstrated’.

Section 5

in-class learning activities

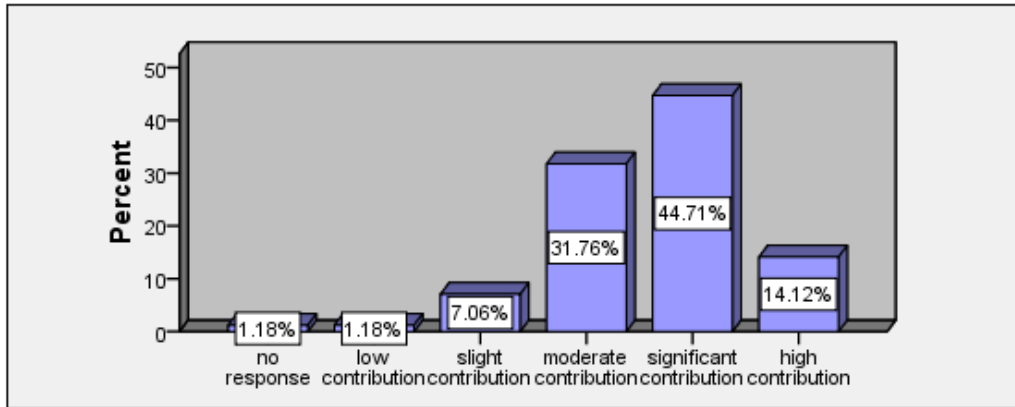


Chart 5.0: Q5a – in class learning activities - has a combined response of 59% for ‘significant contribution’ and ‘high contribution’.

real-world examples

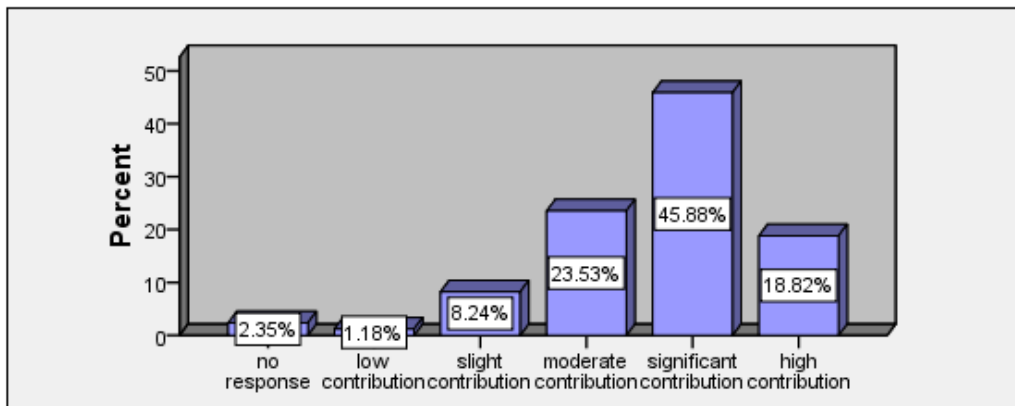


Chart 5.1: Q5b – real-world examples - has a combined response of 65% for ‘significant contribution’ and ‘high contribution’.

hands-on IT lab activities

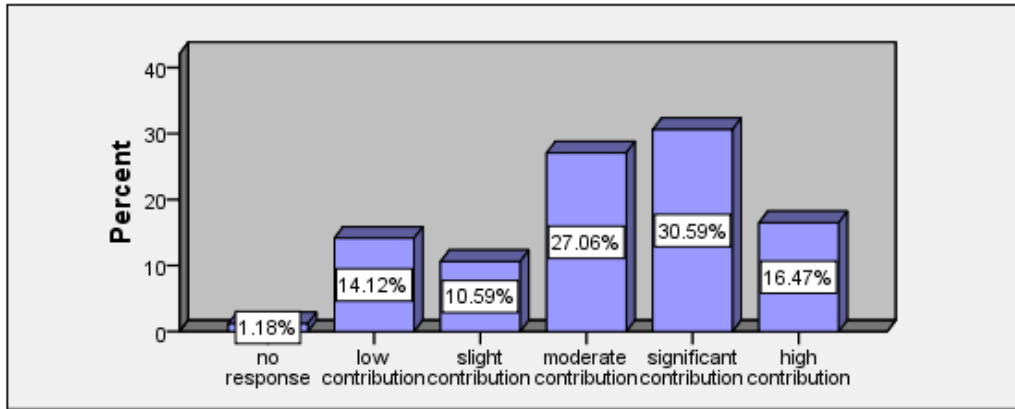


Chart 5.2: Q5c – hands-on IT lab activities - has a combined response of 47% for ‘significant contribution’ and ‘high contribution’.

student preparation activities

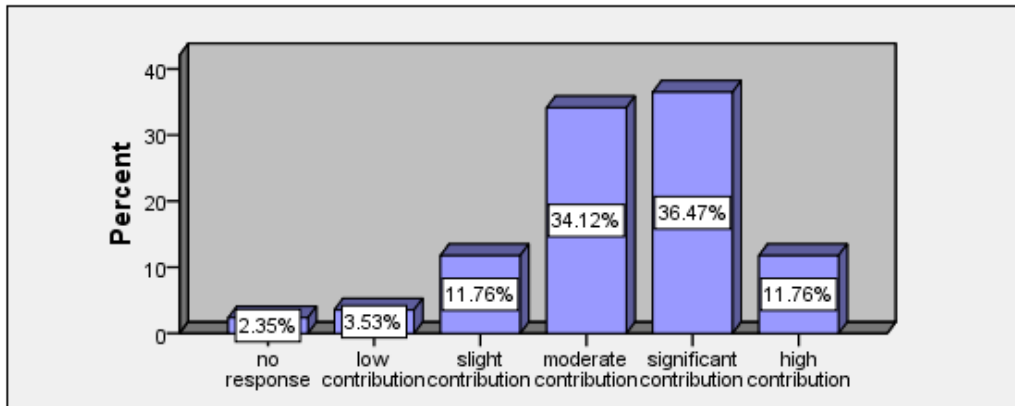


Chart 5.3: Q5d – student preparation activities - has a combined response of 48% for ‘significant contribution’ and ‘high contribution’.

tutor style

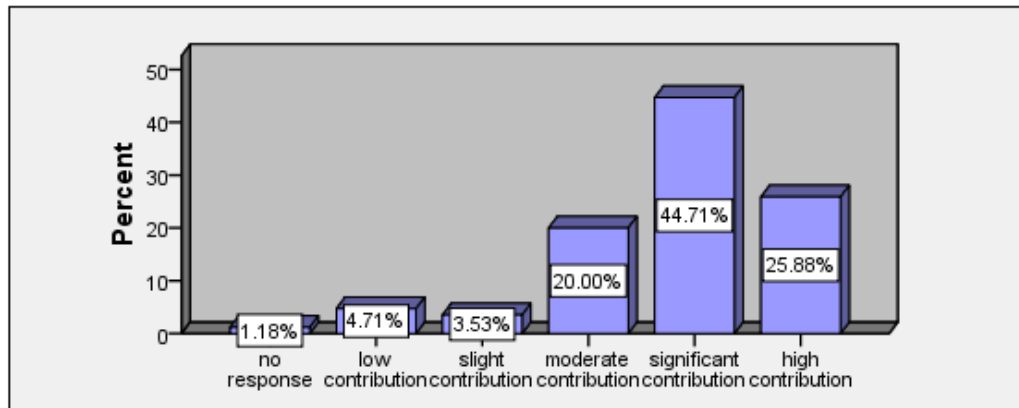
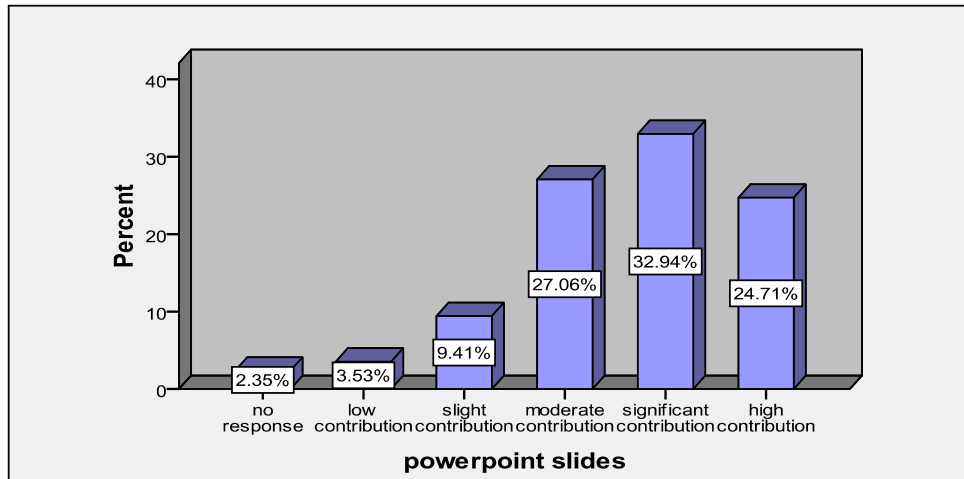


Chart 5.4: Q5e – tutor style - has a combined response of 71% for 'significant contribution' and 'high contribution'.

Section 6



opportunity for discussion

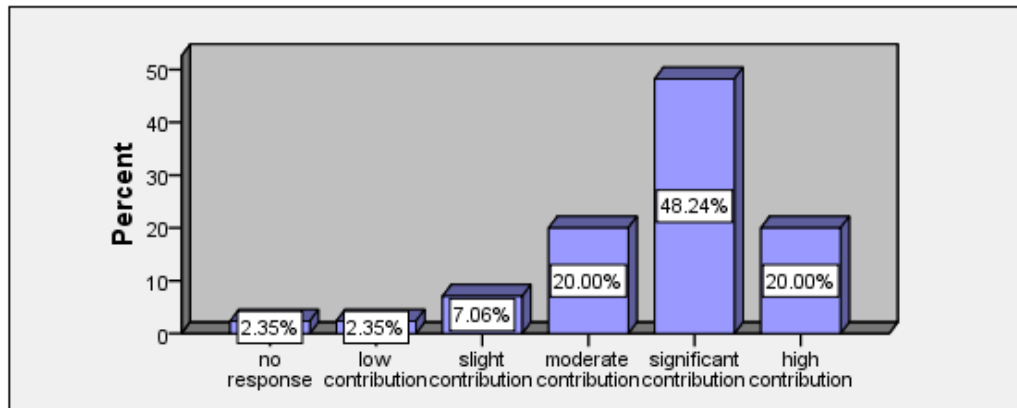


Chart 6.0: Q6a – opportunity for discussion - has a combined response of 68% for 'significant contribution' and 'high contribution'.

opportunity for questions

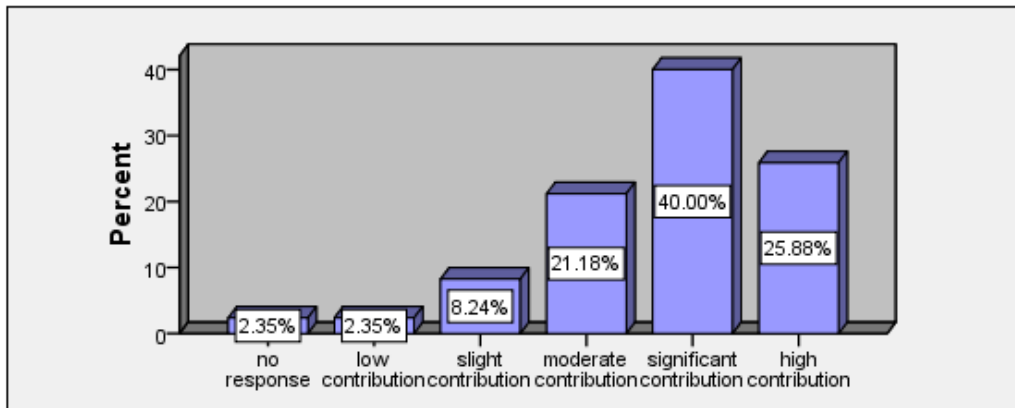


Chart 6.1: Q6b – opportunity for questions - has a combined response of 66% for ‘significant contribution’ and ‘high contribution’.

usefulness of answers

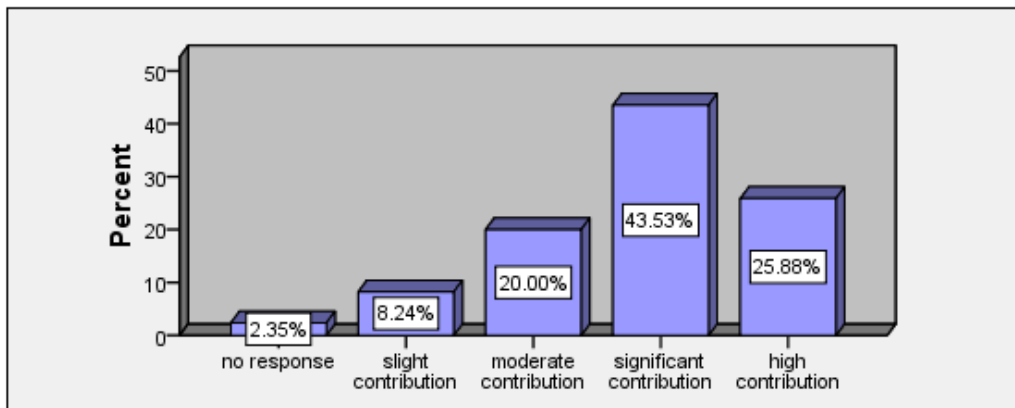


Chart 6.2: Q6c – usefulness of answers - has a combined response of 69% for ‘significant contribution’ and ‘high contribution’.

lecturer style

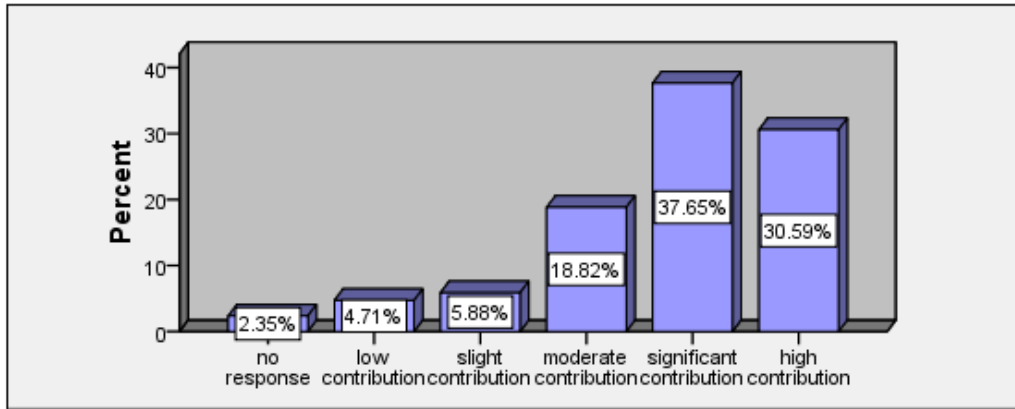


Chart 6.3: Q6d – lecturer style - has a combined response of 68% for 'significant contribution' and 'high contribution'.

Section 7

module guide

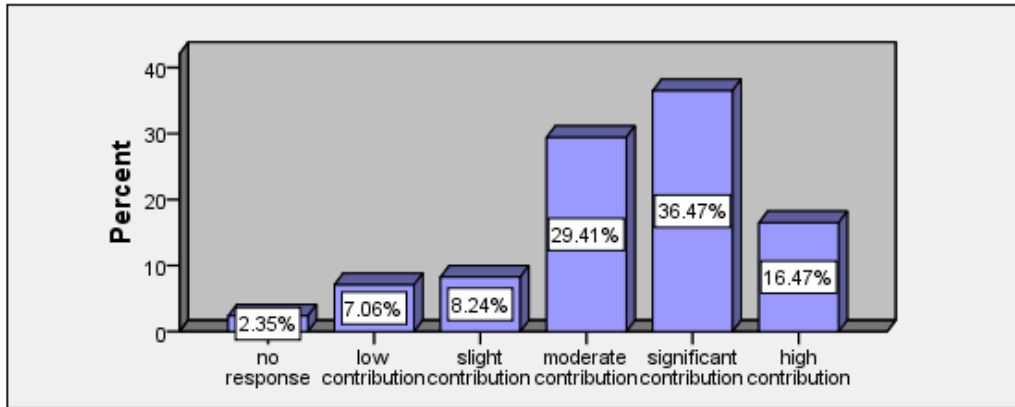


Chart 7.0: Q7a – module guide - has a combined response of 53% for 'significant contribution' and 'high contribution'.

workbooks

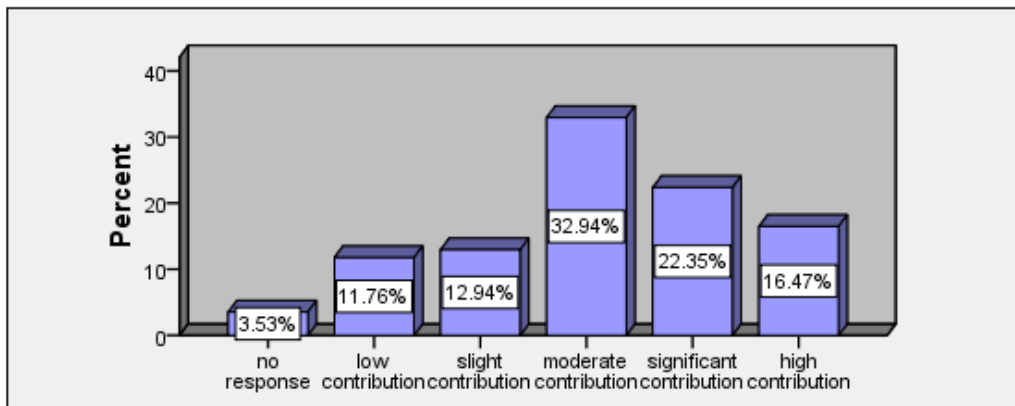


Chart 7.1: Q7b – workbooks - has a combined response of 40% for 'significant contribution' and 'high contribution'.

handouts

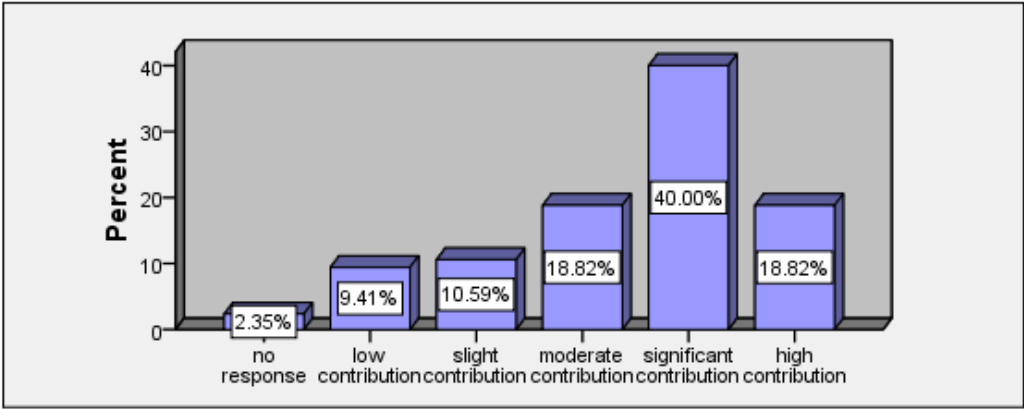


Chart 7.2: Q7c – handouts - has a combined response of 59% for 'significant contribution' and 'high contribution'.

X-stream

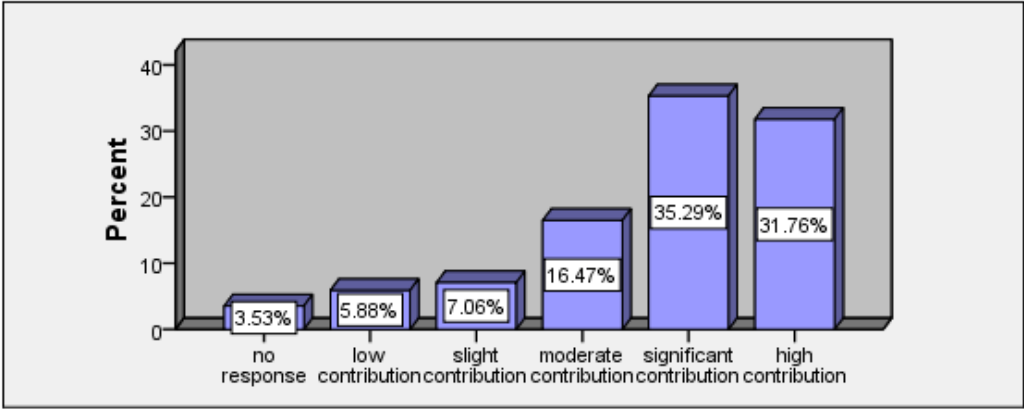


Chart 7.3: Q7d – X-stream - has a combined response of 67% for 'significant contribution' and 'high contribution'.

Portal

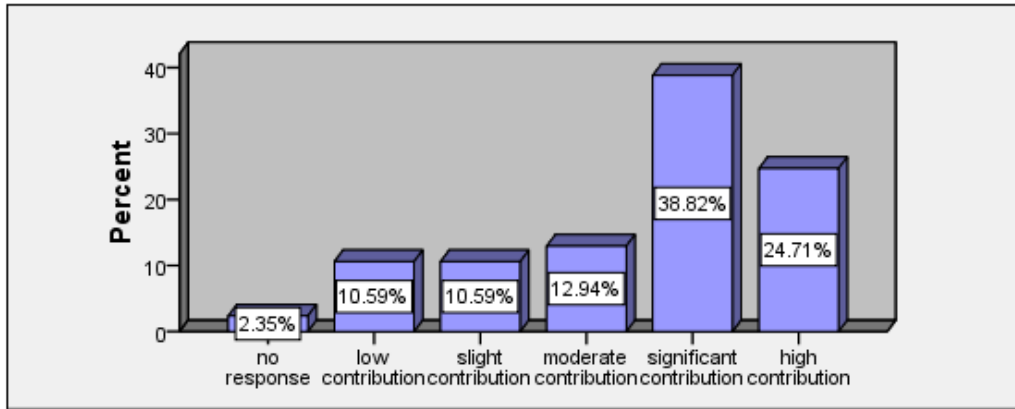


Chart 7.4: Q7e – Portal - has a combined response of 64% for ‘significant contribution’ and ‘high contribution’.

Other online resources

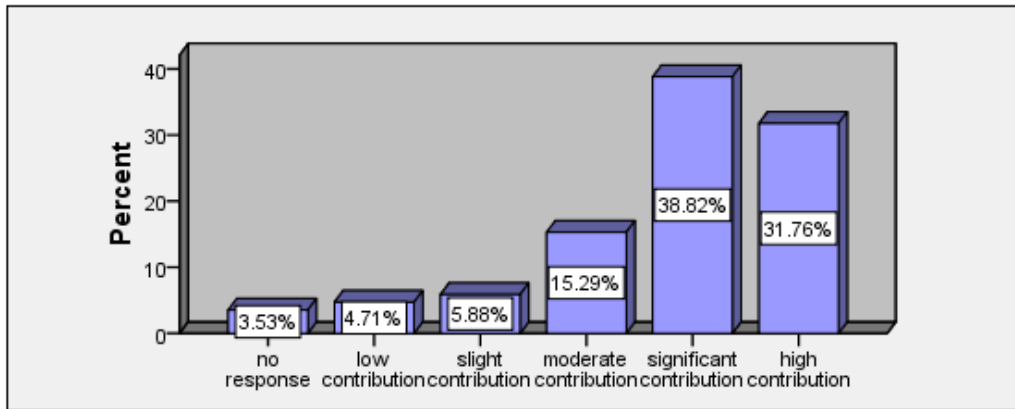


Chart 7.5: Q7f – Other online resources - has a combined response of 71% for ‘significant contribution’ and ‘high contribution’.

Section 8

IT facilities

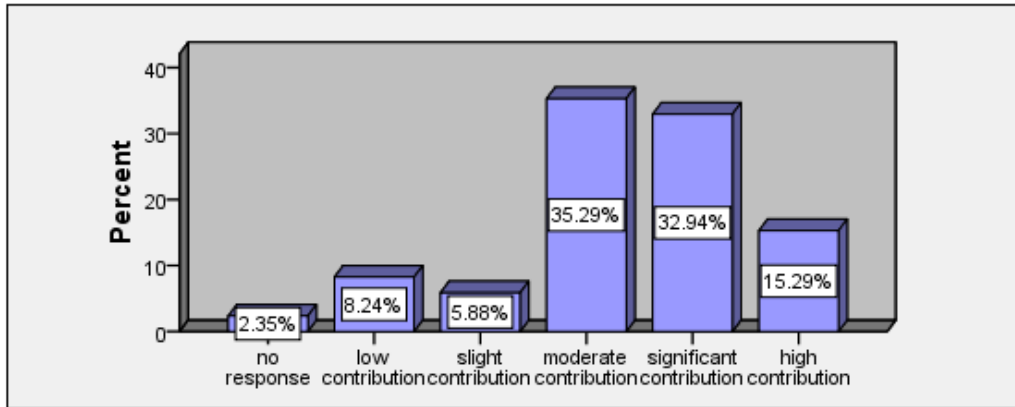


Chart 8.0: Q8a – IT facilities - has a combined response of 48% for 'significant contribution' and 'high contribution'.

lab access

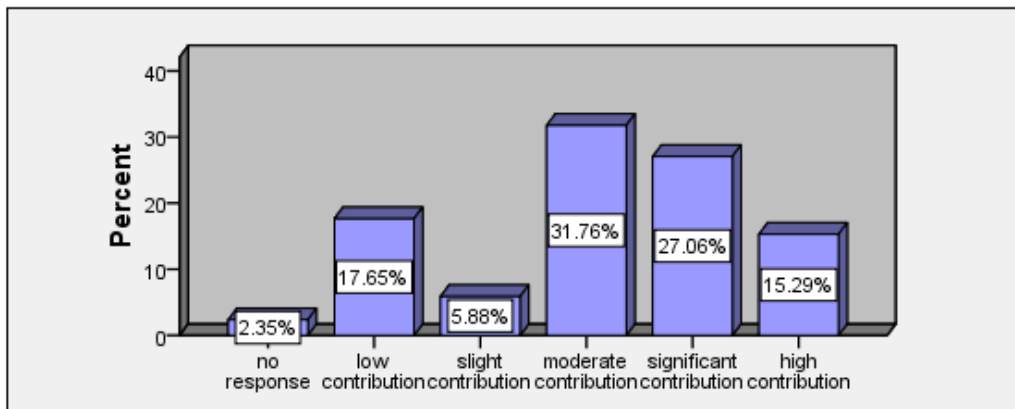


Chart 8.1: Q8b – Lab access - has a combined response of 42% for 'significant contribution' and 'high contribution'.

teaching accommodation

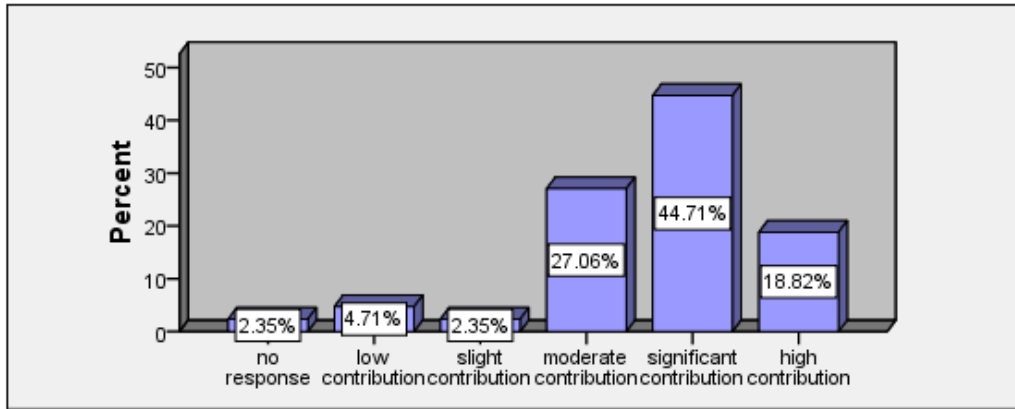


Chart 8.2: Q8c – teaching accommodation - has a combined response of 64% for ‘significant contribution’ and ‘high contribution’.

library

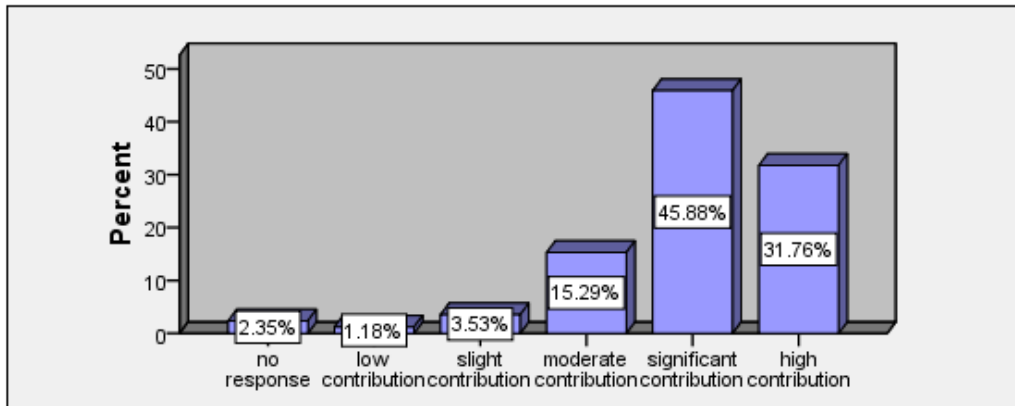


Chart 8.3: Q8d – library - has a combined response of 78% for ‘significant contribution’ and ‘high contribution’.

Section 9

timeliness

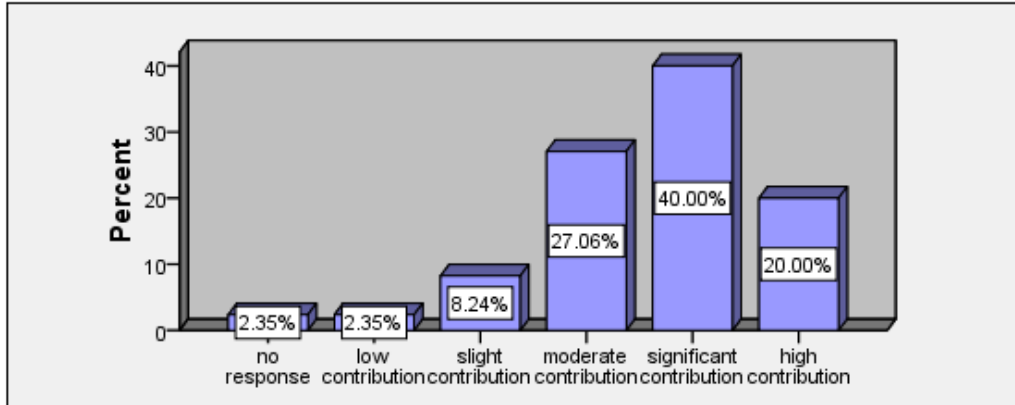


Chart 9.0: Q9a – Timeliness - has a combined response of 60% for 'significant contribution' and 'high contribution'.

content

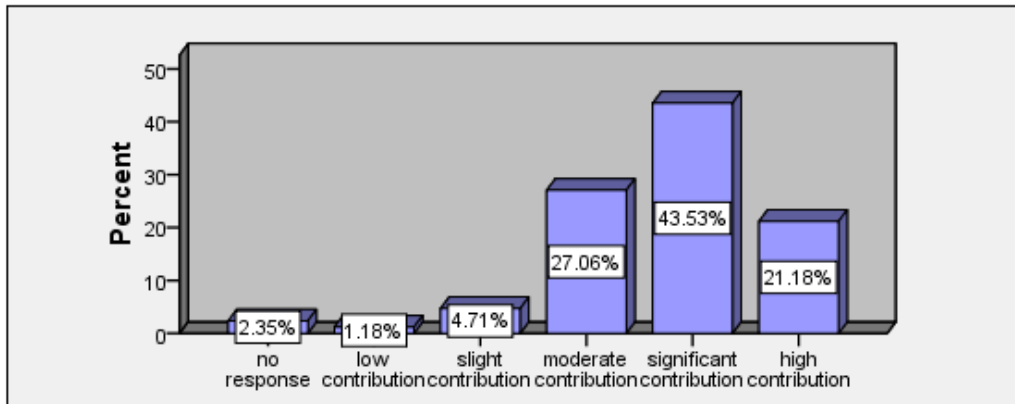


Chart 9.1: Q9b – Content - has a combined response of 65% for 'significant contribution' and 'high contribution'.

quantity

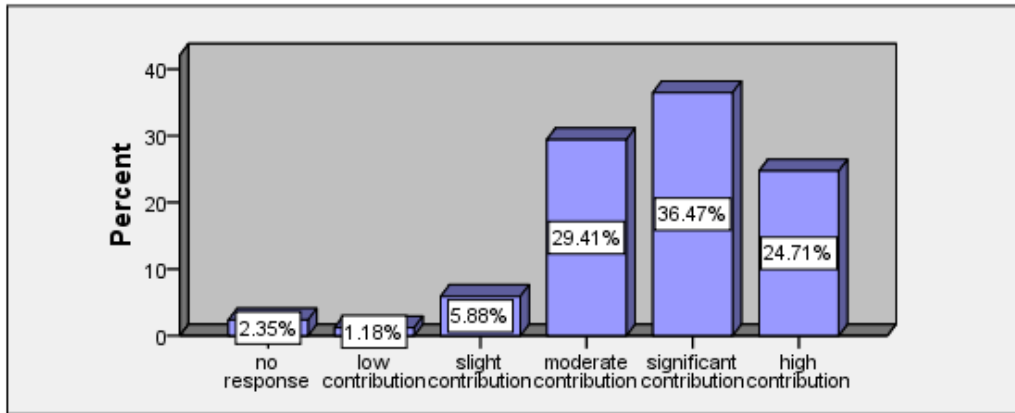


Chart 9.2: Q9c – Quantity - has a combined response of 61% for 'significant contribution' and 'high contribution'.

clarity

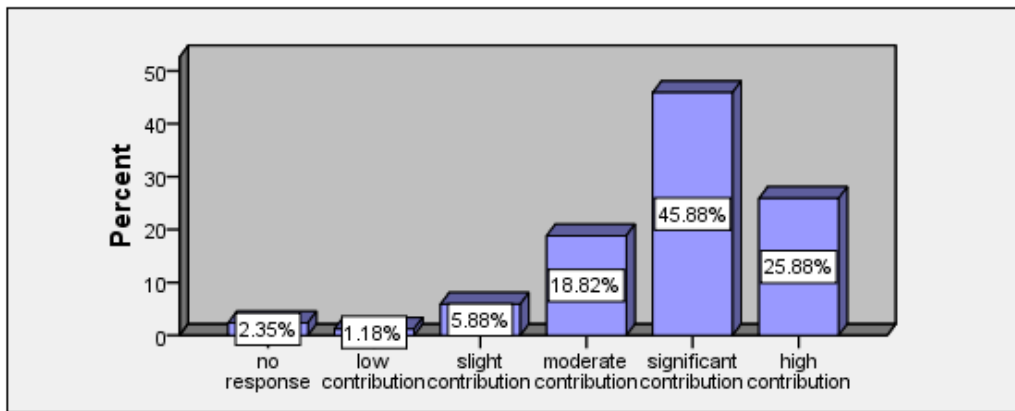


Chart 9.3: Q9d – Clarity - has a combined response of 72% for 'significant contribution' and 'high contribution'.

Section 10

my module tutors contribution has been

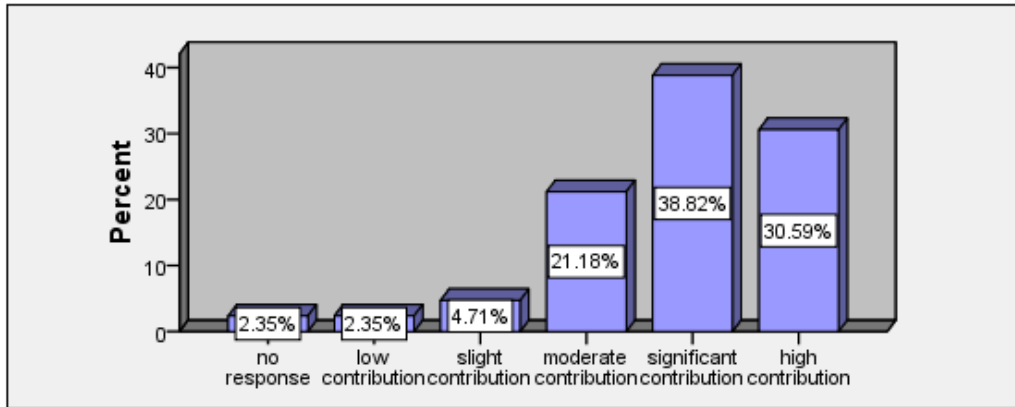


Chart 10.0: Q10a – my module tutors contribution has been - has a combined response of 69% for 'significant contribution' and 'high contribution'.

Section 11

My level of confidence to develop an idea for a business is

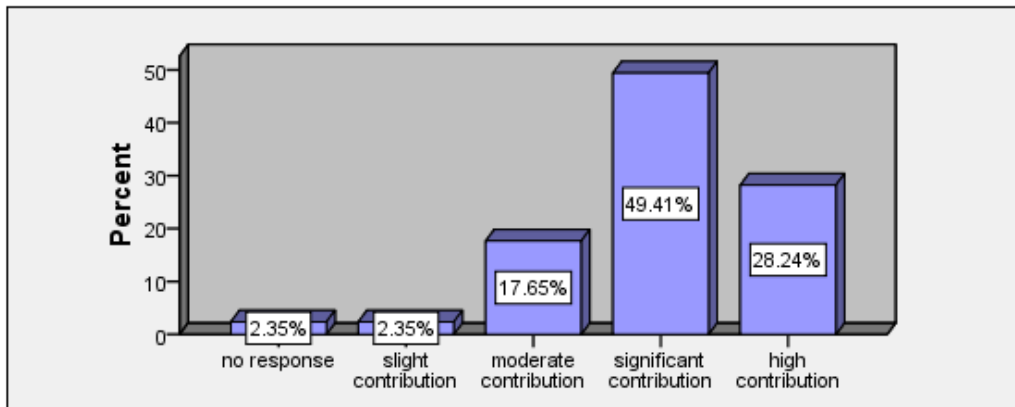


Chart 11.0: Q11a – my level of confidence to develop an idea for a business is - has a combined response of 78% for 'significant contribution' and 'high contribution'.

Appendix C – Qualitative data

Qualitative Data – Things I liked most about this module

Theme	Student responses
Business Plan	A positive from this module was how the lecturer answered and asked questions and got students in the lecture. Another thing I liked was how I was taught about Business planning something I've never before and have the knowledge to produce one.
	I enjoyed making a business plan
	I enjoyed the experience of the module and feel confident if in the future I want to write and develop plan
	Learning how to complete a business plan
	I thought this module was useful and extremely relevant to the course, it was interesting to be able to business plan as this may be something we have to do in the future
	I now feel quite confident to make my own business plan
	I enjoyed working on a business plan, as it was new to me. I also liked the group I worked with, and I worked well as a team. I was pleased with our finished result when we handed it in
	I enjoyed being taught by someone with an interest and involvement within the industry Helped me ideas and made me think more realistically about my business plan
	Enjoyed doing a business plan
	the chance to generate new ideas and develop a business plan.
	The Creating of a business plan
	Being given the opportunity to create a business, working in a group and being able to pitch our idea
Idea generation	The freedom to develop and create an idea with no boundaries
	Working in groups sharing ideas
	Good idea into how to set up a business. Idea generation
	Being able to use my creative ideas, creating something that is realistic
	the chance to generate new ideas and develop a business plan.
	Presentation Day, Banter with the tutor, generating ideas with the group
	The freedom to choose our own product
Lecturer/ Tutor	The Module in 100% underpins the name CORE module for Business and Management. Tutorials and where giving me a lot of pleasure and built an interest and passion driving to become own "BOSS". tutorials build a passion and inspire to become self employed, to run own business. Further tutorials focused on your own business and how to apply this into business plan. Can't wait to go through business simulation in second semester.
	A positive from this module was how the lecturer answered and asked questions and got students in the lecture. Another thing I liked was how I was taught about Business planning something I've never before and have the knowledge to produce one.
	I liked the content of this course it has given me an insight into starting your own business. Ted is a tutor, his knowledge of business related to us when doing our business plans.
	Tutor Very Good, Well in ted
	The lecturers style of teaching and the way it was taught
	I enjoyed being taught by someone with an interest and involvement within the industry Helped me ideas and made me think more realistically about my business plan

	Enthusiastic and knowledgeable tutor. Interesting subject
	I found our tutor helpful and easy to talk to about any problems we were having on our work
	Good teaching
Problem solving	Interesting module that gives an insight to starting up your own business and the issues that have to addressed
Real-world examples	Creating a business plan has been useful for real life practice
	It relates to real life and has helped develop skills we will actually use/ having an early deadline
	I liked the videos about real life business as it helped me- I want to set up my own business. And as h was..the business plan was very good experience
	The things I liked most about the module were the examples our tutor put is in class, of people who l a start up business
	Watching videos and team work
	Working in teams and watching videos
	Ability to somewhat experience real life entrepreneurship
	The experience of potentially running a business
	I like the fact that this module gave me real-life insight and experience in the business start up activit 100% pro-active. We faced problems and challenges which every entrepreneur will face. We had mu and advice from tutors. We were directed to information resources
	Information about world of business. all information you would need is available
	The hands on realistic work set
	Real world figures, locations etc
Teaching & learning inputs	Lots of good hand out e.g. DVD
	The realistic workload
	The things I most liked about the module were the Viva exam. This was were all the different groups share their ideas to the other groups. At the beginning I didn't enjoy working in a group, but after get in the group I began to enjoy the work
Team-working	The flexibility to work by myself and in a team
	I enjoyed the chance to work in teams and was glad to be given the opportunity to put my whole bus knowledge into practice, not just on section
	I enjoyed working on a business plan, as it was new to me. I also liked the group I worked with, and I worked well as a tea. I was pleased with our finished result when we handed it in
	Working on the plan with other group members
	Working in groups sharing ideas
	The business enterprise group working
	Teamwork Workload
	Watching videos and team work
	Team Work
	I enjoyed working as a team
	Working in teams and watching videos
	Working in a group
	The idea of working in a group and meeting new people
	Group work and team building

	The things I most liked about the module were the Viva exam. This was were all the different groups share their ideas to the other groups. At the beginning I didn't enjoy working in a group, but after get in the group I began to enjoy the work
	Working in a team
	Being given the opportunity to create a business, working in a group and being able to pitch our idea
Start-up	It showed that starting a business can be easy if you plan it well.
	The chance to gain a real understanding of what it takes when setting up a business
	You can develop and start your own business
	Learning how to start up a new business, which I do want to do in the near future
Misc	Very interesting. good module leader
	I just found it really interesting
	The way it was being different from it just being an essay or report
	Everything
	Very interesting
	It was motivating and a lot to learn doing it
	It was very interactive
	Presentation Day, Banter with the tutor, generating ideas with the group

Qualitative Data – Things I liked least about the module

Theme	Student Responses
Business Plan	Not fully understanding all aspects that were supposed to be included in the plan
	Learning how to put a business plan together and what goes in it
	Research side of the business plan
Financial/legal Inputs	In my opinion the financial part was quite hard. Maybe a bit more help, like what issues we had to lo salaries, staff, renting.
	The accounting parts
	The part I liked the least of this module, was the financial analysis due to I have never done this befo
	Work. i.e. financial plan
	I didn't like doing a financial
	Could have done with more in the legal framework for the business
	Finance- Sorry
	Finance
	Finance
	I would spend more time on the financial issues of the business start-up because lecture examples w to use them for our assignment.
	The finance part of the business
	Finance cash flow
Idea generation	Push into gift industry. From one point I felt like "I can't spread my wings", from the other, it opened different business aspects.
	I didn't enjoy the fact we had to develop an idea in the gift industry
	I thought the timescale of doing this work was very unrealistic, and there should have been more chr ideas

Lecturer/Tutor	I feel that greater tutor support is needed, I felt the tutor should clarify certain aspects of a business
Real-world examples	The videos within the first weeks served rather unhelpful
Teaching & learning inputs	I would spend more time on the financial issues of the business start-up because lecture examples w to use them for our assignment.
	The time limit for the assessment. Some of the lessons were pointless
	The amount of time given to do such a large piece of work
	How little time we had
	The way the lecturer delivers the lecture
	Lectures were a little boring and didn't prompt me to want to do anything other than turn up. we on on small sections of the plan meaning I am still unable to write a full plan
	I thought the timescale of doing this work was very unrealistic, and there should have been more ch ideas
	Time deadlines
	Would have liked more tutorial time
	Not having a product to build a plan around, as spent most of time thinking of an idea rather than pu anything in motion
	The things I liked least about the module were that the groups weren't assigned at the beginning of t semester. I think the students would have benefited more from being put into a group early on, so t have more time to plan and think of an idea.
	Market research and analysis, and forecasting different scenarios
	Lack of guidance from X-stream
	The videos within the first weeks served rather unhelpful
Team-working	The team I was in
	Working in a group was fine but would have been good to have an individual aspect to the module
	Involves just group work and no independent learning
	Having to work with an uncooperative group and getting left to do work that I'm least comfortable d
	Conflicts and differences within the team in regards to the assignment which causes confusion
	Working in a group means that my contribution counted towards other members which meant more
	Our group only had 3 people so the work load was increased for each of us, one more person would perfect
	I disliked the workload because there were only three of us in our group compared to the usual 4 per our class
	Working in a group
	Group Work
	Group Work. Lack of effort from most
	Group work not a big fan
	I would have preferred to do an individual assessment as I feel my group's effort and commitment w don't feel like we created a piece of work that was satisfactory
	The things I liked least about the module were that the groups weren't assigned at the beginning of t semester. I think the students would have benefitted more from being put into a group early on, so t have more time to plan and think of an idea.
	Pressure from the group

	Group work, unfair on certain members. I would rather do the whole plan on my own and get full rec
Misc	Different building just for this module
	Lack of support and cloth hall court! It's too far!
	Summary
	Group work, meetings, deadlines, word percentage
	lack of support given at times, meanwhile guide was too vague
	least minute stress

Qualitative Data – Suggestions for improvement

Theme	Student Responses
Business Plan	Better teaching, more time for assessment. More HELP for assessment- we had to figure out a business plan ourselves basically.
	more examples of what the plan should look like
Feedback	Individual meetings with tutors in relation to group feedback
	individual meetings
Financial/legal Inputs	More time spent in tutorials on the more tricky aspects such as the finance section
	I enjoyed this module. maybe more information within the legal and accounts side
Lecturer/Tutor	I wouldn't change anything. Your knowledge and passion which express or deliver to students is commendable.
	Better teaching, more time for assessment. More HELP for assessment- we had to figure out a business plan ourselves basically.
	More help from the module tutor
	More student support
Teaching & learning inputs	To start the business plan earlier, we were not put in teams for the first few weeks and only have about 2 weeks to do the plan.
	Create and individual element
	Better teaching, more time for assessment. More HELP for assessment- we had to figure out a business plan ourselves basically.
	Allow more time for students to complete the task
	More time, bigger word limit
	Make it an individual assignment but provide the business name, market research, etc then the whole assignment would be addressed by each individual
	More one on one sessions
	Spending more time in our groups
	Individual work, more guidance from tutors rather than vague answers to questions
	Give a longer time scale
	Better knowledge on the gift market
	More Time
	It would work much more efficient if the groups were formed earlier, enabling us to work together from the beginning. students should be encouraged to come up with specific business ideas for themselves in that when the group is formed, everyone has developed ideas about business start up
	More time from picking to hand in date
	More to do in first couple of weeks
	Improved workbook/ more help from module leader
	Broaden the topic from just gifts to any specific business idea
	Get put into groups sooner
	Individual work rather than group. Cut down the length. Stop the videos and the start of the module and focus more to work on assignment
	Groups be assigned earlier
	More choice of product/service, clearer demonstration on the construction of a business plan
	Fairer marking-peer assessments doesn't always work due to peers/social pressure

Team-working	Maybe no group based work
	More individual
	It would work much more efficient if the groups were formed earlier, enabling us to work together fr beginning. students should be encouraged to come up with specific business ideas for themselves in that when the group is formed, everyone has developed ideas about business start up
	Individual work
Positive comments	No need
	None
	keep it up