Research Report B

Student Researchers: Investigating Engagement in Enterprise and Entrepreneurship through Student-Student Interaction

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1. Overview

1.1 Context

In the recent business context, there has been a paradigm shift from a company-centric, efficiency driven approach that often conflicts with user's perception of value, to a more user-centric model where value is created as part of a collaborative process known as co-creation (Prahalad and Ramaswamy, 2002). Co-creation affords the opportunity for collaborative work between agents across broad areas such as product/service design, business decision making, innovation and knowledge creation, and is seen to be a growing trend. The Telegraph (2018) reports that 58% of businesses have piloted co-creation projects in innovation activity, with 49% of business polled arguing that they now work collaboratively with consumers on a regular basis.

The UK higher education system is going through a significant period of change and more demands are being placed on educators with regards to the student experience. Co creation of learning and student engagement in shaping their curricula is becoming a more widespread pedagogic practice. Student engagement can be defined as, '…a serious interest in, active taking up of and commitment to learning' (Kuh *et al* 2010). It is a long-held notion in UK higher education institutions that student engagement is crucial to student success in Higher Education settings. Indeed, student engagement activity and concepts are ubiquitous across the UK University landscape. However, whilst the notion of students as collaborative co-creators is not new (Nagda, et al, 1998), students may often lack agency within higher education systems and structures (Bovill *et al*, 2011).

Indeed, this is reflected in the available literature, where the majority of student-academic co-creation debate is centred on developing learning pathways, or content, and formative assessment. What then of the concept of students as co-creators of new knowledge as academic partners working in a collegiate manner with researchers within higher education institutions? At doctoral level, this is of course nothing new. For example, Ph.D. students regularly work with academics to create knowledge that is both new and publishable, and has been explored in depth within the literature (Lee, 2008), yet much focuses on the academic as a supervisor, not a collegiate equal in the collaboration.

Less still is published in the area of working with students that are not working at doctoral level. It is against this backdrop that we present this report.

1.2 Aims of the Project & this Report

Enterprise for all, is the title of Lord Young's 2014 report to the Government on enterprise and the UK education system. The title highlights the prevailing view that we should enable all students to access education which develops enterprising capabilities due to the fast changing pace of the modern economy and employment. Lord Young's report recommended that to enable enterprise for all, all universities

should be encouraged to provide all students the opportunity to choose to take a module in entrepreneurship education. Yet, despite enterprise and entrepreneurship being available and promoted in universities more and more, we are aware of parts of the student body who are not accessing this growing range of opportunities. A common issue faced by enterprise educators is that there are some parts of the student population that are hard to reach, are turned off by the language used and discount entrepreneurship education as not being for them, thus they do not opt to take advantage of enterprise modules or extra-curricular activities.

As educators and researchers in the arena of entrepreneurship and innovation in the higher education institution context we are interested in the best way to engage students in entrepreneurial activity within our institutions. At both Aston University and the University of Gloucestershire we are continuing to explore how to further develop enterprise education across the whole student body, as opposed to the more dominant business-school focussed approach. Key areas for discussion stemming from this are how to engage students from across the university and how to encourage those who may be put off by the idea of entrepreneurship and business, to engage in developing the wider competencies provided by enterprise education.

As this is a challenge faced by many universities, researchers from Aston University and the University of Gloucestershire developed this collaborative project "Enterprise for all? Understanding student disengagement in enterprise education through the use of student researchers." The project has been supported through the EE-UK Enterprise Education Research Project Fund. By working together we have been able to gain a richer understanding of student engagement across two institutions with differing characteristics. Gloucestershire is primarily a teaching-led institution which is smaller in scale, allowing it to focus on developing closer-knit communities. As Aston is larger in size with an international reputation and greater research focus, it is able to offer world-class teaching on a larger scale.

The main aim of the project was to listen to student voices regarding enterprise education, particularly those who are disengaged. This is important as universities often fail to fully engage with our student bodies and the student voices that are heard tend to be from the motivated and engaged students. The findings related to why students do not engage can be found in Report A: Enterprise for All: Reaching the unengaged. This report, Report B Student Research: Investigating Engagement in Enterprise and Entrepreneurship Education through Student – Student Interaction, reports on the process of using student-researchers to research and suggest changes to teaching and learning activities in universities. It will also offer a short "how to" for others interested in utilising the methods in their own institutions. This should be of interest to enterprise educations because although there are a number of examples of one-off inclusion of students in scholarship of teaching and learning, the HEA (2014) points out that there is little information on how learning partnerships work in practice, particularly within subjects.

1.3 The Use of Students in Knowledge Co-Creation

As stated above, the main aim of the project was to listen to student voices regarding enterprise education, particularly those who are disengaged. However, a major challenge that universities face is accessing the unengaged, who, by definition, are

interacting less with university staff and structures. Thus, a core aim of the research project was to propose a way to give voice to and empower the disengaged students through engaging students in the process of knowledge creation in the context outlined above. To do this, we took a student-led research approach where students were recruited as researchers that were equal paid members of the research team, in addition to the two project leads. This decision was taken as we believe, based on experience of previous student-led research co-creation activity, student researchers are extremely motivated and in a better position to be able to actively engage the student body than faculty members.

Bovil et al. (2016) describe four main roles that students can play in co-creation (see figure 1 below):
1) a consultant - sharing and discussing valuable perspectives on learning and teaching
2) a co-researcher - collaborating meaningfully on teaching & learning research or subject based research with staff
3) a pedagogical co-designer - sharing responsibility for designing learning, teaching and assessment
4) a representative - student voice contributing to decisions in a range of university settings

The roles are not mutually exclusive and may overlap. The first three roles dependent on staff creating opportunities for collaboration, whereas the fourth is student led.

Figure 1: Student roles in co- creation of learning and teaching from Bovil et al. (2016)
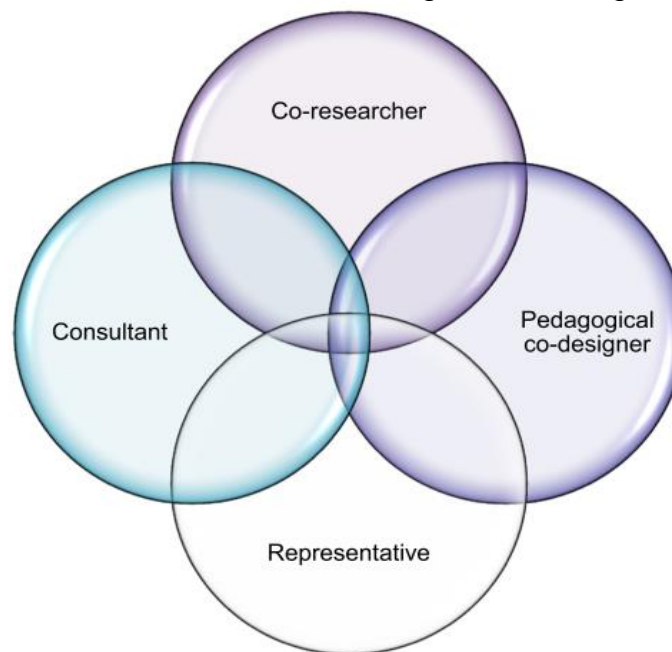
In our project the students are acting as co-researchers and consultants.

2. The Process of Co-creation with Student Researchers: Our Approach in Enterprise for All?

As indicated above, the parameters of the project were set out in the funding grant application made by the two academics – Anna Rebmann and Jason Evans. However, the bulk of the work on this project was done by student researchers with the academics providing support. In this section, we outline the main processes that occurred during the project. These are:
1. Attracting and hiring student researchers
2. First meeting & formal introduction of the project
3. Training
4. Student management
5. Finalising the outputs

2.1 Finding Students

It was decided early on in the process to seek as broad range of different student backgrounds for the student researchers as possible. This was to ensure a range of views were represented within the research team. It was also felt that a broader participation would facilitate a broader range of focus groups and therefore a richer depth of opinion for analysis. The approach to finding students was different for each institution.

2.1.1 University of Gloucestershire

The University of Gloucestershire student team was assembled after seeking expressions of interest. This was facilitated through contact with heads of Schools who, in turn, approached student representatives and link-tutors to seek expressions of interest. Response to the call was disappointing with only 5 respondents.

Following the initial expression of interest from students, an individual meeting was held with lead researcher, Jason Evans. At this meeting an in-depth discussion outlining the project, the outputs required and commitment needed was undertaken. Following this, 2 of the 5 interested respondent chose to withdraw, citing a concern over the commitment required and impact on studies. 3 initial respondents remained interested and expressed an increased interest in the project and were willing to commit. These 3 students, each from a different study area within the university were therefore hired to be a part of the project team.

2.1.2 Aston University

The student researcher posts were advertised to all students at Aston University through Aston's job shop. In the job advert, it was made clear that previous research experience was not necessary for the role as training would be provided. What was required was interest in the topic and willingness to learn, good interpersonal skills,

good writing skills, good time management and ability to work in a team. I felt this was important to emphasise that relevant research experience wasn't necessary as I wanted to get a wide range of candidates from different background and disciplines.

Applicants were asked to provide a CV and a cover letter explaining why they were interested in the role and why they thought they would be suitable for the position. The response to the call was much better than anticipated with 29 applicants from all of the faculties at Aston and from all year groups. The quality and enthusiasm of the applicants was impressive and the process to choose the students to fill the three posts was challenging. 10 students were invited to interview. As all these candidates had the relevant skills needed for the role, my hiring decisions were also influenced by wanting to ensure diversity in the student researchers, in particular to ensure diversity of representation of the different faculties at Aston University. Three researchers, from three different faculties (Aston Business School, the School of Engineering and the School of Life and Health Sciences) were hired for the project.

2.1.3 Student Feedback:

"The recruitment process was extremely simple. I was expressed my personal interest in undertaking a study around the subject of entrepreneurship and university. So, getting me on board for the EEUK project was an easy process. This opportunity to collaborate with other students and more closely with Jason and Anna seemed great and one reason as to why I participated in the process… Also, the chance to have my name attached to a research project and something to put on my CV were both contributing reasons as to why it interested me."

"I was initially approached by Sarah Dibble, my Course leader, who offered this opportunity to me. She felt I was a suitable candidate, and so I considered it. Once I met with the team, I decided I wanted to go for it, and so accepted the opportunity. It was a bit casual, but that's not a bad thing. If it was too strict and professional I probably would have turned the opportunity down."

"I thought the project was definitely something quite interesting, and I thought it would be a definite talking point to future employers who read up about my work on my CV. It's something that I also thought would be enjoyable to undertake, as it's not like any other module, and getting paid to do it is always a bonus!"

"The recruitment process was OK with me, as I do check and read my emails. The interview was really pleasant and I left the room happy and with good feelings. The following communication was clear and the instructions in the beginning of the project easy to follow."

2.2 First Meetings and Formal Introduction of the Project

The project was designed with a kick-off meeting to bring together all the student researchers and the two staff members involved so that everyone could get to know each other as well as for the staff members to introduce the project. The students from the University of Gloucestershire travelled to Aston University for the event and everyone first met over lunch. Having this social element first was very important as it gave an opportunity to build relations

in an informal atmosphere. In addition, whilst some hierarchy was required, and likely inherent in the lecturer/ student dynamic (albeit that students and lecturers were not known to one another prior to the start of the project), it was important that all members of the team felt equal ability to contribute, question and direct the project. We therefore felt that this initial meeting allowed for the establishment of a flatter hierarchy in the relationship from the very start.

After this initial meeting a meeting room served as the setting for a more formal and comprehensive introduction to the project. At this session we gave an overview of the project, explaining to the students the QAA definitions of enterprise and entrepreneurship education, introducing the project partners and then explaining the aims of the project. At this first meeting we also began work on initial thoughts, scheduling and communication norms going forward.

2.2.1 Student Feedback:

"I was told from the outset that the project will be like taking on another module in my course. It was made quite explicitly clear by Jason and Anna, and from Sarah."

"The project was explained well. This was primarily through the provision to the student researches of the project proposal Jason and Anna sent to EEUK. This also included the pay structure. The amount of time we were expected to this was slightly less clear to me personally."

2.3 Training

As part of the first meeting we trained the students in the research methods they would need to complete the project: organising and running focus groups. As discussed earlier, knowledge of conducting focus groups was not a requirement for being hired we wanted to ensure a large pool of potential recruits with various different subject backgrounds. For example at Aston, if previous experience in the research method had been required then it would have drastically reduced the variety of applicants as only our psychology students had any experience of running focus groups. One of our student researchers from Aston does study psychology and had learnt about and practiced running focus groups in her degree programme. It was very useful having this experience in the team, but it was not essential as the other members of the team picked up what was required from our training.

As both the academics on this project have experience teaching research methods, it wasn't difficult to create and provide the training in focus groups. However, we did get very helpful input from Aston University's marketing department as they regularly train students to run focus groups and so had material ready for us to adapt.

We completed the training on running focus groups in the first meeting and had time left for the students to design the focus group questions and think about how to recruit participants for the project.

At a later date, and as a component of our second group face-to-face meeting, a lead in research at the University of Gloucestershire spent some time with the student researchers discussing the project, the desired outcomes and analysis of the focus group data gained. This was a welcome addition to the project as it allowed for a third-party voice to give objective consideration and feedback to the project, and advice on the analysis element of the project.

During the write-up stage of the project, advice was again provided from both academic leads for the project, though most students had undertaken some form of significant academic writing exercise prior to the project, which made this session a lot easier to manage.

2.4 Team Management

Student management was a significant consideration for both academics involved in the project. As discussed, it was important to reduce hierarchy as much as possible, leading to an approach that was mainly laissez faire. This was indicated at initial meetings and agreed with the student group, with a general understanding that as paid researchers, there was self-responsibility for hitting deadlines, contributing and attending meetings etc.

Throughout the process we found that students were bought-in to the process, self-managing well within the group in the main, though some issues arose around final report preparation. Aside from scheduled group meetings and pre-scheduled progress meetings, student researchers were given the time and space to self-manage.

With two key outputs for the student researchers of the project, required by specific deadlines;

1) Presentation at EEUK event, Aston University, June 2018.

The students had completed all preparatory work prior to the conference, including recruiting to and conducting focus groups, analysing data and formulating conclusions and recommendations. Prior to the event we had a short group meeting at which student-produced materials were considered and agreed, along with a base understanding of running order. Other than this, the student researcher's fully prepared and delivered a very high standard of presentation.

2) Preparation of report and video recorded experiences

Prior to the EEUK event presentation, the students had completed the vast majority of writing up of the report. Given the excellent contribution and self-management to date, we as academic leads also expected the same to be true of the write-up. However, we realised that, in fact, this area of the work required much more monitoring than any of the previous work undertaken.

Whilst the report was generally of a high standard, with expected elements present and accounted for, less focus was paid to the editing of the material. Throughout this process it would have been better for the outcome if we had monitored much more closely this element of the project. We could speculate as to why this might have

occurred; the report was due in the summer, a time when students traditionally work or seek employment post-degree, a feeling of completion after the success of the EEUK event, or less confidence in producing a report for an academic audience than we had given credit for. This is something that we intend to explore further to inform future, similar co-creation activities with student researchers. Indeed, the students fed back to us afterwards that they were unclear of how to go about such a large task and they hadn't realised the difficulties fitting the write-up around different exam and coursework schedules.

2.4.1 Student Feedback:

"Main difficulties are communicating with the other team in Aston and coordinating work and managing workload alongside my studies. This became easier after I had finished all my assignments, but it was quite challenging when I was still working on uni work."

"Aside from the standard difficulty of completing a research project for the first time and completing all of the necessary steps like a literature review and writing in a certain style, one of my main difficulties was the team working aspect. It was a new experience to be working with people so distant and that I have never worked with, or even met before. One example of the difficulties this brought was in the writing phase, where I felt group contribution and differences in work style were one challenge we faced. "

"The write up part was quite unclear in the beginning as we were all unsure how to divide the write up and how to proceed to it I general. Further, we failed to consider that the analysis and write up clashes with the examination/ final deadlines period, which left us with quite tight deadline for the report."

3. Research Experiences

3.1 Research Experiences: Lead Researchers

For both academic researchers the experience has been interesting and, in some ways, transformational.

Working with students as equals on a significant project is a unique experience. Allowing student researchers to take the lead on a project and have faith that the outcomes would be of a quality standard was daunting, and at times a difficult prospect, but, ultimately, the approach was justified. However, there were times, as outlined in this report, that we could have done more to get the balance right, though this was also a learning experience for us, so this recommendation is a retrospective perspective from this learning.

Related to this challenge was that student researchers, at times, struggled with other university commitments, particularly given the time horizons that we were working to. This is a point noted by students (*see 'feedback', 'student researcher experience' section*). We

could have done more in the preparations stage to have considered this. Indeed, working with students at the earliest of stages would have been beneficial in this regard.

The outcomes of the student research are dealt with in a separate, student researcher generated report – suffice to say here that the insights gained by the student researchers have been enlightening. It is doubtful that we would have received responses of such depth and honesty had we been conducting the focus groups, given the power dynamic that would likely be inherent in the interaction.

A further benefit was the ability to use student researchers that have a close understanding of the subject we intended to study – a resource that is, in the main, rarely utilised.

Benefits	Challenges
- Extra human resources with close understanding of research subjects - access to students that we could never have obtained - fresh perspectives and ideas	- Communication with student researchers - Getting the right balance of independence for students versus direction from academics - Fitting work around the students' studies and other obligations - Getting students to participate in the focus groups

3.2 Research Experience: Student Researchers

For the students, the experience was positive and enabled them to develop their skills and knowledge. They also appreciated the fact that the work was paid.

"…the opportunity to get paid to do work that would help me a great deal with my final year studies was a motivating factor. Also, the chance to have my name attached to a research project and something to put on my CV were both contributing reasons as to why it interested me. These were also big personal gains for me too. To be able to now say that I have completed a research project as part of a multi-university group is a good talking point to have in possible future job interviews. The experienced I and group faced have all helped develop my skill set. Whilst some of these would have been developed during the dissertation process alone, things like the presentation skills, further team work and collaboration skills and the challenge to deliver a product of quality that is representing two universities have all helped develop me personally."

"I feel I've gained more experience in the field of research, and now have a greater understanding of how academic studies are carried out. I also know more about what work goes into the material I reference in my assignments. "

"Initially I have chosen to take part of it because I wanted to gain experience in practical research, the group setting was a clear benefit for me as this sort of experience is really valuable for my future career. Also, the fact that a project I am part of will be published

weighed heavily on my decision. Lastly, the project offered a good pay and a student always needs some extra income."

"In general, I liked the project very much and I am very happy with my decision to be part of it. I think that we were amazing group with wide talents and capabilities and everyone contributed their best in their unique way. The fact that we were from different backgrounds was one of the advantages of the project. In our Aston group these differences assisted us in numerous ways and made our duties easier to establish."

"Personally, I feel much more confident about how research is conducted from the beginning to the end and how much effort it actually requires. Previously, from my experience, I have always had a negative opinion about group work, which have changed due to my participation in this project. Currently, I feel much more positive about group project and collaborative work with others. Further, I have clearer understanding about the challenges and effort needed in that sort of projects. "

"I have enjoyed the meetings and events very much and came to the realisation that research is indeed the area I want to develop in the future. This experience, in general, is extremely valuable to me and I am very happy to be part of the team and the project."

4. Recommendations

As highlighted above, the experience of academics working with student researchers as co-researchers and consultants on enterprise education was very positive and provided enterprise educators with valuable research and perspectives on engaging students. On the basis of this experience on this project we have a number of recommendations for those considering in setting up student research projects.

1) Involve students at the planning stage
For this project, we, the academics, had already set up the project aims and parameters by the time we hired the student researchers. This worked fine and allowed us to research a topic that mattered to us, but it also limits the parameters of co-creation. A more participatory approach would involve students in planning the project from the outset. This could be an interesting way of discovering issues and topics that are important to students, but academics are unaware off. One way of doing this, could be in setting up a student advisory board to identify potential co-creation projects. An example of such practice can be found at the Entrepreneurship Institute at King's College London which is student-led through an advisory board. The student advisors need not necessarily be the students who take on the research project.

2) Advertise student researcher positions widely
Whilst we had no problem recruiting students, we found out from our student researchers that many more students would be interested in such work and hadn't heard about these jobs. It would be good to advertise as widely as possible to get greater representation of students from different parts of the university with different backgrounds as the diversity in the student researchers really strengthened the team. As one of the students wrote:

"I think that we were amazing group with wide talents and capabilities and everyone contributed their best in their unique way. The fact that we were from different backgrounds was one of the advantages of the project. In our Aston group these differences assisted us in numerous ways and made our duties easier to establish."

As mentioned earlier, we used different methods to advertise the positions in the two universities. It seems that it would be good to use both advertising in the equivalent of a job shop and word of mouth from university lecturers and also to complement these with other methods – perhaps university social media accounts or posters round the university.

Student feedback from University of Gloucestershire:
"I also think in the future projects like this may benefit from a more open recruitment process. Although great for me personally, I felt very lucky to be part of this, and had several friends asking about it when I told them of it. An open policy would also see hopefully more motivated and academically stronger students applying and getting the opportunity which should improve any research outcomes."

Student feedback from Aston University:
"What need to be considered for the future is that the regular student rarely checks/pays attention to the emails, especially if the word business (or other business-related words) is somewhere in the title. Many of the participants in the focus groups and some of my friends have asked me how I have applied for that project and shred that they do not recall seeing that information or receiving such email."

3) **Factor in student-researcher dips in engagement relative to their yearly cycles by discussing and fixing deadlines at the beginning of the project.**

Students have busy lives. As well as their studies, many also have part time jobs as well as other commitments, but also the amount of time they have available for extra activities varies along with the academic cycle. Exam season, coursework deadlines and holidays are periods when it can be difficult for the students to organise to meet. It is important to discuss with students how they will manage the timings of the project at the beginning. We had this conversation and decided to be flexible with deadlines, but on reflection, the flexibility may have contributed to delays in the project and an inability to decide on appropriate meeting dates. The few hard deadlines we had, such as the final workshop presentation, led the students to being better organised and although it was tough, they met these harder deadlines.

Student feedback: *"The deadlines for assignments and the exam periods need to be taken into account in the beginning of the project and specific timetable needs to be produce with accordance with them."*

4) **Discuss at planning stage how to incorporate (if possible) with current studies and topics.**

As part of the student involvement in the planning stage, we would also advise discussing with the potential student researchers if it is possible to incorporate the research into their current studies as this reduces the tension in timing. For this project we had one student who wrote their final year dissertation on the subject of enterprise education. Unsurprisingly, this

student had a greater focus and more time for completing the project and the dissertation research contributed the backbone of research report A.

Student feedback: *"More structure would be a good place to start improvements. Maybe try and implement it into students' timetables? Like a set-in-stone added/extra-curricular module to their courses? Maybe it could help towards their degree, or at the very least employability awards?"*

5) Start off the project with a meal or some other informal activity

Having lunch all together before commencing work on the project really well as an ice-breaker and team-building activity. It allowed everyone to get to know each other in an informal setting as well as helping to establish that we wanted the students to feel as equals in the project with the academics.

6) Consider meetings and communications early on and set clear expectations - particularly if going across locations.

One of the main challenges of the project was communication between the participants and organising meetings. As one of the students remarked "*organising the meeting times between us was very tricky as all of us are engaged and busy students. Further, organising the meeting between the 6 different researchers from both universities was also very difficult.*" This was made more difficult from the academics perspective as the students were not always that quick at responding to e-mails and needed chasing. This made it even more difficult to arrange meeting dates. As academics, we had not set very clear expectations at the start of the project with regards to communication.

Student feedback: *"To improve a student research project in the future I would recommend more opportunities for the groups to meet in person. Obviously budgetary and time constraints were an issue, but when the group all met up I feel we had some good discussion and progressed a lot. This is something that I feel cannot be mimicked through online meetings and they are very easy to tune out from and never felt as productive as a face to face discussion."*

In the future we would:
- Set clear guidelines about communication in the introductory meeting e.g. tell the students that we expect a response to an e-mail within 24 hours on Monday to Friday.
- Ask students if there were communication channels other than e-mail that they would like us to use e.g. a WhatsApp group and use these as well as e-mail
- Arrange more face-to-face meetings
- Agree to a schedule of online meetings at the start of each term

7) Provide training and ask other colleagues for their help in providing this training

The training for the students was invaluable. It ensured they had the right knowledge and skills and that we could take students from a broad range of backgrounds which added to the diversity of perspectives.

We would also advise asking colleagues who provide research training to help out. We found that our colleagues were very happy to help us and this not only provided us with expertise

but reduced our burden. We were fortunate to receive input from Aston's marketing department who regularly trains students and from a 2 hour training session in coding qualitative data from colleague at University of Gloucestershire who teaches research methods.

8) It is difficult to recruit for focus groups, more than food is needed to motivate students to participate and need a wide variety of methods to recruit participants

Getting enough participants for the focus groups was difficult. Free food was not enough of an incentive for many students who expected also to be paid for attending. This meant it took quite some time to recruit enough students for the study. We would recommend trying to find funding to pay for participation in the focus groups and also use as many different methods as possible to recruit students. We found the following methods worked:

- the student researchers recruited from their personal networks
- recruiting in person at student club and society meetings
- asking lecturers to promote the research

We had less success with:

- e-mails to the broad student population
- posters

The students also had some tips for running the focus groups:

- *Aim for lower number of participants from different degree backgrounds*
- *Try to encourage clear conversation and at best mention each participants name prior to/after they have spoken. As this allows identification of voices at the writing up stage*

9) In managing the student researchers take a flat-hierarchy approach, but act as a constructive monitor rather than an observer.

As the aim is the co-creation of research with students, it is important to give the students ownership of the project and for there to be equality between the academics and the students in the development of the project. As discussed in the section on team management, we managed to create this atmosphere, but we would advise taking less of a laissez-faire approach to management and more of the approach of a constructive monitor. One of the students also suggested that "*all researchers need to be aware of what is expected from them by what time and an assigned leader of each group needs to monitor that process.*"

To do this we would suggest:

- Tell students clearly that they have ownership of the project
- Develop timetable and deadlines with students and have monthly progress reports and meetings with the academics
- Assign a leader to each group to monitor the process and report back to the academic
- Remind the students of the up-coming deadlines
- Link payment to the fulfilment of these deadlines

10) Develop student research projects into an on-going process

The project was a success and has provided useful insights for both universities that would have been very difficult to obtain without the use of student researchers. There

are many more topics of research to improve our understanding of enterprise education and other aspects of the university experience that could be tackled using student researchers. Furthermore, the project does much to improving the skills and knowledge of the student researchers themselves. We would recommend developing an institutional approach to such projects so that every year, a few such projects could be sponsored by the university in as part of research to improve educational provision. In a few universities, such schemes have already been put in place, for example, Birmingham City University's programme - Student Academic Partners where staff or students can suggest educational development projects in which a student and staff member work on as equals and the student is paid for 100 hours of work (see case study 4.5 in Healey et al. 2014, p.48 for more details).

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