# The Importance and Need for continuing Research into Enterprise Education

Dr Sarah Preedy

# What do we mean by enterprise education?

What three words spring to mind when you think of enterprise education?

How might enterprise education differ from other 'types' of education?

# Defining Enterprise Education

Enterprise education is defined by QAA (2018) as:

*"the process of developing students in a manner that provides them with an enhanced capacity to generate ideas, and the behaviours, attributes and competencies to make them happen"* (QAA 2018, p. 9).

Entrepreneurship education is defined by QAA (2018) as:
*"the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation."* (QAA 2018, p. 7).

# Why do we deliver enterprise education?

- Enhance start up rates, growth and productivity of businesses.

- Development of enterprising knowledge, skills and behaviours to be applied in various contexts.

- Transferable skills - A guiding principle of Enterprise Education is to develop students autonomous and leadership behaviours (EntreComp, 2016; QAA, 2018).

- The need for innovative, resilient and adaptable graduates.

# Why do research in enterprise education?

- Growth in provision of enterprise education in the UK both in and extracurricular – estimated that there are over 3,000 entrepreneurship related courses offered globally (Kuratko, 2017).

- Policy maker support.

JRC SCIENCE FOR POLICY REPORT

EntreComp: The Entrepreneurship Competence Framework

Margherita Bacigalupo, Panagiotis Kampylis
Yves Punie, Godelieve Van den Brande

PLYMOUTH
MARJON
UNIVERSITY

APPG FOR
ENTREPRENEURSHIP
ENTERPRISE EDUCATION

# Where do we deliver enterprise education?

Business Schools → Institutional wide delivery

HE, FE and Schools

In curricular + co-curricular + extracurricular

# Who is the enterprise educator?

# How do we deliver Enterprise Education?

Although the QAA (2018) guidelines provide clarity on the aims and objectives of EE there remains contention on how 'best' to teach entrepreneurial concepts.

There are a diversity of pedagogical approaches employed by enterprise educators and this can make measurement of programme impact difficult.

# How do we deliver it?

Enterprise and entrepreneurship can be difficult concepts to teach as the rigidity of an academic environment is perceived to conflict with the complexity and variability of the entrepreneurial process.

Educators may be constrained by institutional requirements yet need to employ innovative teaching methods.

Provision is further criticised for often lacking a multidisciplinary approach with Business Schools dominating its development and delivery.

# My Research

*To explore the phenomenon of entrepreneurial learning, through extracurricular enterprise activity, within UK universities.*

- Examine how students perceive the theoretical concept of entrepreneurial learning.
- Identify what types of extracurricular enterprise activities students may engage in.
- Identify what motivates students to become involved in extracurricular enterprise activities.
- Critically examine the benefits of engaging in extracurricular enterprise activities.
- Critically examine links between engagement in extracurricular enterprise activities and entrepreneurial learning processes.

# Extracurricular enterprise education

*"Extracurricular activities are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum … do not involve a grade or academic credit and participation is optional on the part of the student"* (Bartkus et al., 2012: 698).

Extracurricular entrepreneurial activities may include: business competitions, guest lectures, workshops and networking events (Lilischkis *et al*., 2015; Vanevenhoven and Drago, 2015), raising awareness of entrepreneurship activity, assisting students in setting up businesses, promoting entrepreneurship as a future career (Rae *et al.,* 2012; Pittaway *et al.,* 2015) and peer to peer education in entrepreneurship basics (Lilischkis *et al.,* 2015)

# Benefits of extracurricular enterprise activities

| Skills Development | Knowledge Acquisition | Personal Growth |
|---|---|---|
| • 95% of survey participants<br>• 87% of interview participants | • 77% of survey participants<br>• 65% of interview participants | • 90% of survey participants<br>• 43% of interview participants |

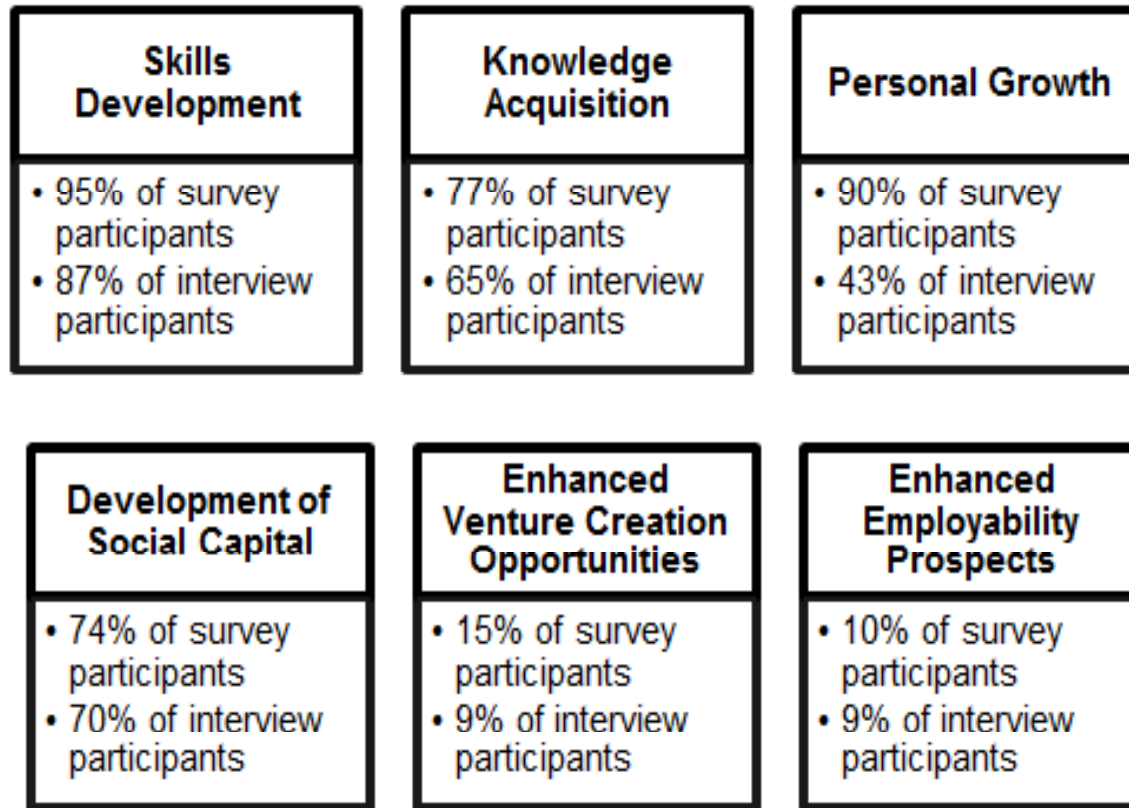| Development of Social Capital | Enhanced Venture Creation Opportunities | Enhanced Employability Prospects |
|---|---|---|
| • 74% of survey participants<br>• 70% of interview participants | • 15% of survey participants<br>• 9% of interview participants | • 10% of survey participants<br>• 9% of interview participants |

**Figure 1. Benefits to individuals engaged in extracurricular enterprise activities (Author's own).**

# Extracurricular Enterprise Education

What activities do you design/deliver/support that could be considered extracurricular enterprise education?

What do you feel are the benefits?

What research opportunities does this present?

# What next? - Interesting areas of enquiry

- Student approaches to reflection upon the entrepreneurial process and how enterprise educators can effectively support reflective processes.

- Binary and gendered discourse differentiating 'entrepreneurs' from 'non-entrepreneurs'.

- Understanding and evaluating the value of different learning models within enterprise education.