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A Systematic Review of Entrepreneurship Education Programmes within the United Kingdom's Universities:

*Encouraging and Equipping the Entrepreneur of
tomorrow*

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Introduction

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Order of Presentation

- **Background of the field**
 - EE and HEIs
- **Systematic Review of EE**
 - Purpose
 - Performing the SR
 - Understanding the results
 - Other reporting
- Relating to conference theme: The *student's journey* in practice

Background

- Entrepreneurship is concerned with the process of “**change, emergence and creation**” (Bruyat and Julien, 2000: 173).
- Practice of entrepreneurship is a major area of **business activity** that has developed its own technique (Rae, 2007).
- Enterprising activities are the engines **driving the economy** for the creation of new businesses, source of innovation and wealth creation (Brush *et al.*, 2003).

These statements are now an assumed ‘given’... but what about in a wider, educational sense?

Background

- Growth of entrepreneurship in practice documented through EE
- Previously, research has predominantly focussed on the individual and their success:
 - *Quantitative studies*
 - *Psyche of the entrepreneur / entrepreneurial behaviours & intentions*
 - *Small Business*
- Definitional constructs – setting a conceptual framework
 - *To inspire... comprehending past centuries of economic / educational philosophers?*
 - *Allowing critical pedagogies for the new small business owner to be formed*
 - *Delivery of practical, vocational education*

Entrepreneurship Education

- Considerable study has highlighted the benefits of Entrepreneurship Education Programmes (EEPs) towards economic growth, thus supporting governmental and educational initiatives on their creation and delivery (Acs, 2007; Raposo *et al.*, 2011).
- EEPs assist in developing entrepreneurial mind-sets, influencing intentions and nurturing enterprising behaviours (Fayolle, 2005; Ertuna and Gurel, 2011; Edwards and Muir, 2012; Fitriati *et al.*, 2013).
- Since its emergence, primarily in the United States during the 1970s, EEPs or entrepreneurial content are now well represented and considered commonplace in higher education business schools and departments.

EE and HEIs

- In encouraging employable individuals, this notion of creating entrepreneurially-minded individuals is
 - **Acknowledged**
 - **Valued**
 - **Permeated**, throughout institutions facilitating EEPs.
- Viewpoints and theories on the subject are somewhat relaxed as this now empirically backed up field is integrated into well established business schools.
- With the job market remaining intense, EEPs facilitate students into recognising unique abilities and skills.

EE: A Systematic Review

- This presentation reviews recent literature and reporting in assessing developments in the provision of EEPs in UK universities.
- A systematic literature review process and resultant conceptual framework understands (latter stage of paper) acknowledges the greater depth and richness displayed in the research, to date.
- Within the academic field of EE, constraints however are apparent:
 - **Definitional problems**
 - **Assessment**
 - **EE legacy and wider implications in society**

Purpose of Systematic Review

Why?

What is the researcher looking for?

What can we 'get' from it?

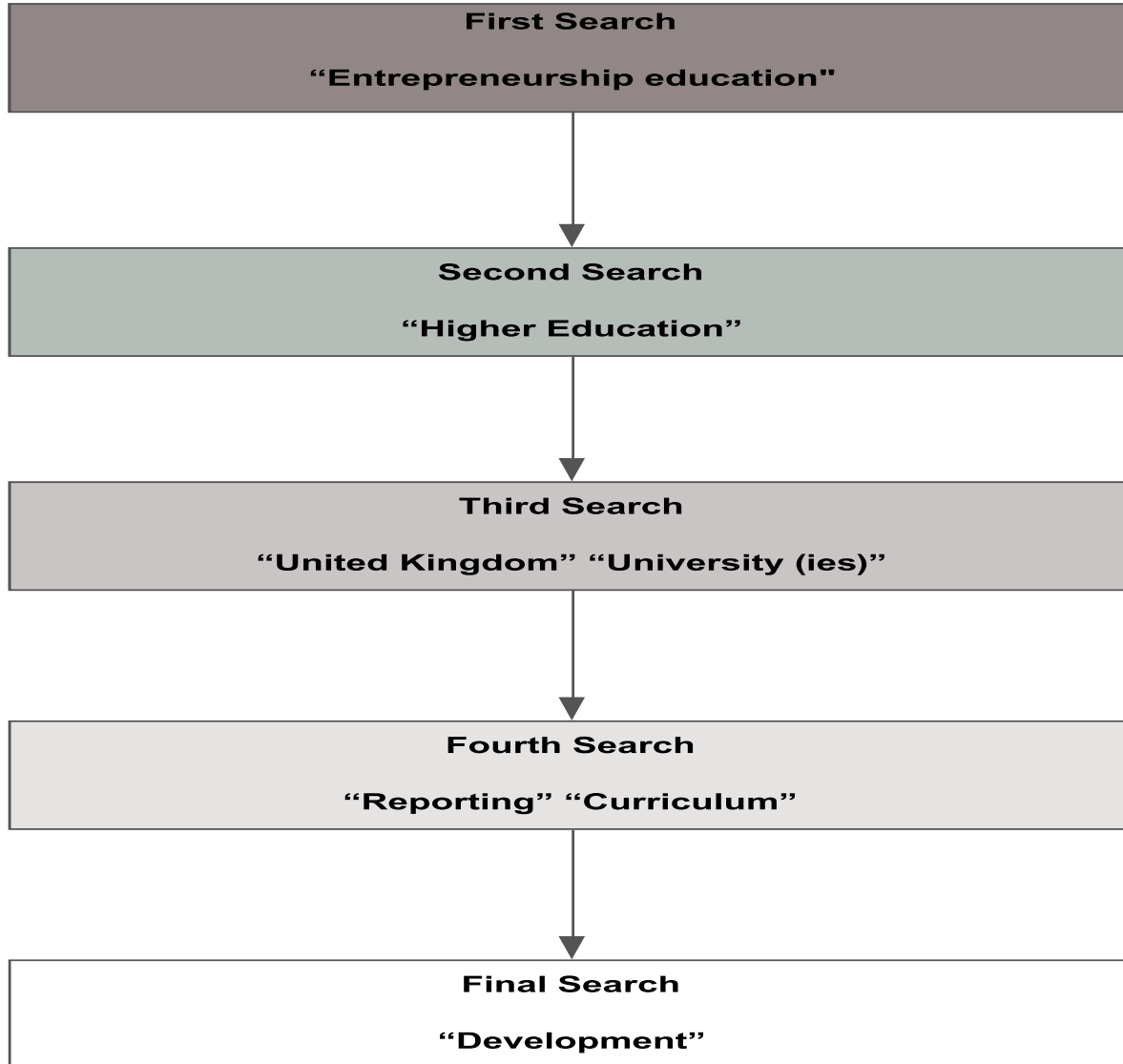
For whom?

EE: A Systematic Review

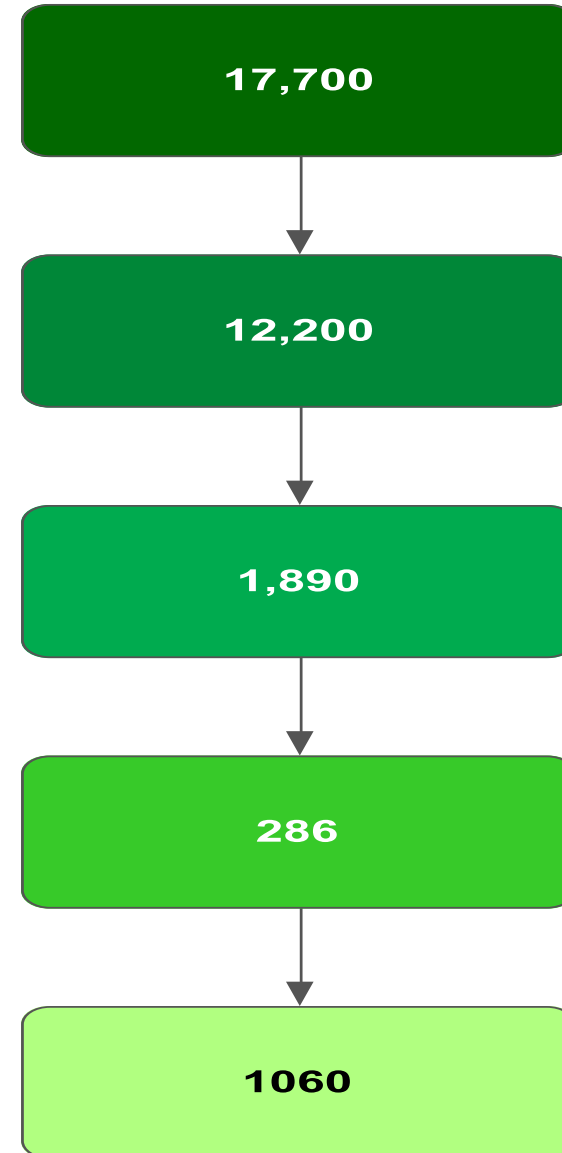
- Sources:
 - Online Search Engine
 - **Academic Articles**
 - Published (Edited) Book Chapters etc...
 - Reporting
- Process - *Setting boundaries to get started* [Advanced Search option]:
 - Stages 1 -5 (with associated keywords)
 - 1 – “Entrepreneurship education” then ↓
 - 2 – “Higher Education” then ↓
 - 3 – “United Kingdom” “University (ies)” then ↓
 - 4 – “Reporting” “Curriculum” then ↓
 - 5 – “Development” finally,
- Time horizon:
 - 2006 – 2015 - *Why?*
 - *Surge in EEPs in the UK*
 - *Recent empirical data*
 - *Current and Contextual anecdotal facts*
- Limitations?
- Discipline
 - In context
 - Theoretically and practically relevant
 - Peer reviewed or governmentally endorsed, etc...

Performing the Review

Literature Searches



Search Results



Understanding the Results

- Key ideas appearing...
 - Conceptual (mis)understandings
 - Specific, unique EE courses
 - Teaching Methods – What and how to teach? (primitive)
 - EE Provision (Census like research)
- EE in Practice
 - Significant reporting of recent years (Post-2013)
- Influences
 - Empirical examples from abroad
 - Innovative teaching methods
 - Collaboration

EE: Reviewing the Reporting

Scotland	r. United Kingdom	Europe / International
Education Scotland	DBIS <i>(Department for Business, Industry and Skills)</i>	EC <i>(European Commission)</i>
Scottish Government / <i>(formerly Executive)</i>	DTI <i>(Department for Trade and Industry) now Dept. for BERR</i>	OECD <i>(Organisation for Economic Cooperation and Development)</i>
QAA Scotland <i>(Quality Assurance Agency)</i>	Lord Young Report <i>(‘Enterprise for All’)</i>	WEF <i>(World Economic Forum)</i>

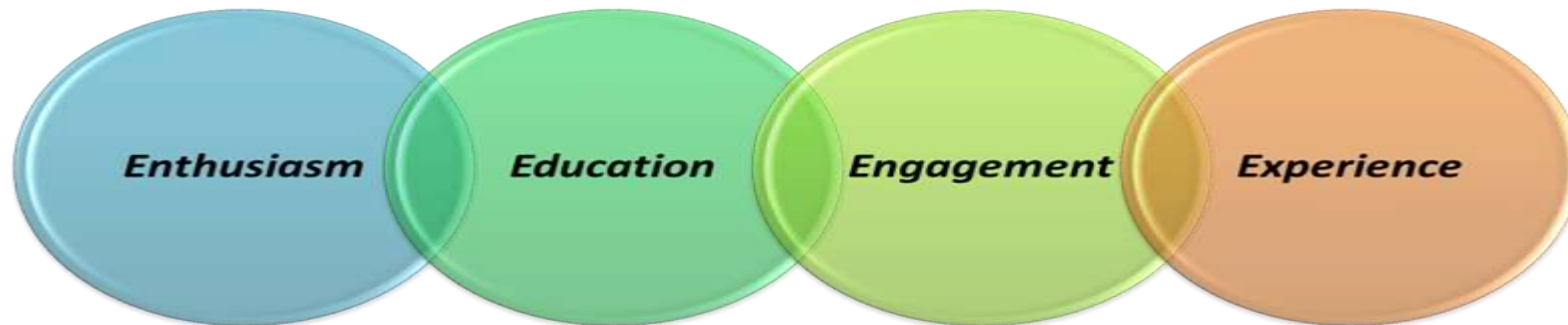
Lord Young Series – *A UK-specific example...*

- Government endorsed series on business creation.
 - UK wide
 - Following on from reports such as Bolton (1971)
- “Make Business Your Business: Supporting the start-up and development of small business” (May, 2012)
- “Growing Your Business: A report on growing micro businesses” (May, 2013)
- “Enterprise For All: The relevance of enterprise in education” (June, 2014)

Defining moment for enterprise educators in the UK?

Other Recent Initiatives

- As seen within our UK HEIs...
- Pilot Study
 - **Birmingham**
 - **Buckingham**
 - **Northumbria**



Encouraging and Equipping tomorrows Entrepreneur

- Findings confirm that EEPs, and their varied delivery methods, have been facilitated in greater numbers in the country.
- Particular HEIs document the introduction, progress and legacy of EEPs. However, the majority of EEPs are subject to review, modification and at the mercy of consistent funding.
- Implications for this research include recommending and advancing new aspects of EEPs that enhance the student journey, making efficient and effective use of economic and personnel resources.

Relating to HEIR 2015?

- **Appreciating the learner's journey**
 - Alternative motivations to start university study – its obvious
 - requires a greater, more visible cross departmental relationship within UK HEIs
- **Results of systematic review?**
 - Natural themes
 - 'Re-finding' and redefining its place within business and academia

Conclusions

- **Theory is rapidly evolving**
 - Changing *nature* and *perception* of entrepreneurship
 - EE literature providing more *assured* and *valuable* contributions to an ever-growing *conceptual framework* of the discipline
 - Mostly novel, conceptual ideas
 - Evidence of EE practice across most of UK HEIs is **NOT** common
- **Education & Practice**
 - EE Teaching methods are *engaging* and *productive*
 - Realistic complexities – Dealing *WITH* and *IN* dynamic environments

Conclusions

A dilemma, in EE provision, is ***facilitating these programmes*** to a group of prospective students whilst ***allowing*** the opportunity for them to ***actively retain*** initial, ***entrepreneurial*** motivations and personal aspirations

Thank you for listening!

Any questions?..