

Entrepreneurship Education in Higher Education in England

A Survey

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Summary

This report is about entrepreneurship education in higher education in England. Entrepreneurship is defined as the process of creating new business activity.

In 1999, all 133 Higher Education Institutes (HEIs) in England funded by the Higher Education Funding Council for England (HEFCE) were surveyed by telephone, email, fax and mail to obtain information on the extent of entrepreneurship education in English HEIs. The questionnaire consisted of questions relating to the provision of entrepreneurship teaching in the institution as a whole, and questions relating to specific series of classes (courses, modules, or electives) in entrepreneurship. Issues covered included:

- number and type of students taught
- class sizes
- teaching methods
- course syllabi
- use of in-house versus imported teaching materials
- perceived attitudes of students and other faculty to the teaching of entrepreneurship, and
- qualifications and experience (business and educational) of teachers.

A 96% response rate (at the institutional level) was obtained. 38%, or 50 HEIs, offered courses in entrepreneurship. Only 27 HEIs, about 20% of the total, had courses which were attended by non-business students (excluding continuing and further education students). Only 25% of all students taking entrepreneurship courses were non-business studies students (some of whom were taking combined courses which included business studies), even though non-business students comprise almost 90% of the student population.

Gross attendance at entrepreneurship courses increased by 23% between 1997/98 and 1998/99. The gross number of entrepreneurship courses increased by 15% from 104 to 120. The average number of students per entrepreneurship course increased by 7%, from 61 to 65.

Apart from North Yorkshire, there are no other obvious under-provided geographic areas.

Ninety-seven percent of the questionnaire respondents (mainly principal teachers of these courses) stated their students viewed their course favourably. However, only 57% of the course teachers in this survey thought that other academics in their institution viewed their course favourably. There does not seem to be an academic bias against explicitly practical entrepreneurship courses, compared with those with a more academic intent. Part of the apparent lack of academic legitimacy may be related to the people who teach the subject rather than the subject itself. Many of these are part-time lecturers and/or entrepreneurs themselves. Teachers who are not career academics may feel, and be perceived, as academically less legitimate. Yet, the great universities and business schools of England - and the US - tend to have greater provision of entrepreneurship courses than lesser-ranked HEIs.

Two main types of entrepreneurship course are evident: courses *for* entrepreneurship, and courses *about* entrepreneurship. These two courses are taught and assessed differently, and tend to have different types of teacher. Teachers of “for” courses tended to be more connected with real entrepreneurial activity, and clearly wished their students to get “near entrepreneurial experience” (Ohe, 1996) in the form of business plan preparation and interaction with entrepreneurs. They also appeared to believe that presentation and communication skills were important for entrepreneurship, and provided opportunities for practising and testing these skills. Considerably more effort was made in production of in-house cases in “for entrepreneurship” type courses than in “about entrepreneurship” courses. Courses *about* entrepreneurship tended to be taught in a traditional manner, through lectures, textbooks, and essays, and assessed in an end of course written exam.

There is a need for greater professionalism in entrepreneurship teaching. Relatively few teachers of entrepreneurship are full-time faculty with a teaching and research focus in entrepreneurship. There is no nation-wide forum for mutual learning among entrepreneurship teachers in England. Although student satisfaction seems high, academic legitimacy and academic progress within the field itself is suffering as a result.

It is recommended that DfEE consider sponsoring a series of regional seminars for academics and entrepreneurs who are considering moving into entrepreneurship teaching and research on a full-time or part-time basis. It is recommended that DfEE consider sponsoring a seminar for HEI administrators, including faculty deans, on alternative ways of raising funding for entrepreneurship posts. It is recommended that a formal network of entrepreneurship teachers be constituted, spear-headed by the major business schools who have invested the most in this area.

Introduction

Though many definitions of entrepreneurship exist, they tend to revolve around the process of creating new business activity, as opposed to managing existing business activity. Entrepreneurship is usually associated in the popular mind with the creation of new businesses, and the founders of new businesses are called 'entrepreneurs'. However, it is sometimes widened to encompass new forms of organisational activity within existing businesses and non-business organisations, which aim to create new social or economic value (Gibb and Cotton, 1998).

It is increasingly accepted that new business activity plays an important role in the growth and adaptation of modern economies. One recent estimate credited the entrepreneurial sector with contributing about one third of GDP growth (Reynolds, Hay and Camp, 1999). The remainder came from existing business activity and from interaction between new and existing business activity.

In the UK, there is ambivalence over the degree to which entrepreneurial behaviour can be taught. This ambivalence was nicely captured by the observation of a Dane of national differences in attitudes at a recent European entrepreneurship education conference:

“The English were against and found that entrepreneurs arise by themselves just like fluff. The Germans were for and found that entrepreneurs are created through goal-oriented and hard work in well-structured courses. The French discussed the question and found both pros and cons.” Heeboll, 1996, p.3

A broader cross-section of 39 UK entrepreneurial sector experts interviewed by the author as part of the 10 nation GEM study (Levie, Hay and Reynolds, 1999) revealed sharp differences in opinion on the need for and efficacy of entrepreneurship education. Of the 39 key informants in the UK, 11 identified an education and training issue as the most important single issue confronting entrepreneurship in this country. Of all 10 nations in the study, only in France and Germany were similar levels of concern expressed. A sizeable minority of UK experts, including several in the education sector, questioned the whole idea of entrepreneurship education.

Arguably, the most significant event in recent years for the UK Higher Education Sector was the publication of the Dearing Committee Report on Higher Education in 1997 (NCIHE, 1997). This Report was clearly in favour of expanding entrepreneurship education provision:

“Recommendation 40

We recommend to higher education institutions that they consider the scope for encouraging entrepreneurship through innovative approaches to programme design and through specialist postgraduate programmes.”

The Dearing Report, in section 12.52, was careful to separate existing programmes which expose students to small and medium-sized enterprises from those involving starting a business, which was seen as providing a specific entrepreneurial focus. In section 8.47, it argued that starting a new venture “requires a range of skills and a student is more likely to succeed if aware of the likely pitfalls and the strategies for dealing with them”.

The 1998 White Paper on Competitiveness was also in favour of more teaching of entrepreneurship in UK universities and colleges (Department of Trade and Industry, 1998). And the Science Enterprise Challenge competition, in which £25 million was awarded by the Office of Science and Technology with funding from the Treasury for the creation of 8 Institutes for Enterprise, provides further evidence of the desire of the Labour Government to boost the teaching of entrepreneurship in Higher Education.

Aims of the present study

The Dearing Committee's call for more provision of entrepreneurial education suggests that it believed existing provision was insufficient. Yet no data exist on **the extent to which entrepreneurship is taught in Higher Education Institutes and how**. Scotland is an exception in this regard (see Hayward, 1998, for a review). For this reason, the present study is confined to English universities and colleges funded by the HEFCE. The study on which this document reports was designed to remedy that deficiency, and to act as a base line study with which changes in provision over time could be plotted. Thus, the academic year 1997/98, the year Dearing was published, is the base year for this report. Changes in provision between 1997/98 and 1998/99 are reported and analysed.

It is recommended that a similar study be repeated every two years to record trends. Although recording intended provision was not an aim of this study, it is clear from personal communication with respondents that considerable expansion and proliferation of entrepreneurship teaching courses and programmes is planned in many English universities and colleges. It is important that this be tracked, and that some mechanism of assessment be instituted so that lessons learned from this period of experimentation can be spread throughout the entrepreneurship education community.

Methodology

The population under study in this research was all 133 Higher Education Institutes (HEIs) listed as receiving funding from the Higher Education Funding Council for England (HEFCE) in January 1999. These are listed in Appendix 1. Information on entrepreneurship provision in 1997/98 and 1998/99 was obtained by searching each institution's internet website and by contacting the institution directly.

Entrepreneurship courses were defined as:

“...a set of classes taught as a series which focus on entrepreneurship, new venture management or starting new businesses. That is, they concentrate on new rather than existing business activity. The survey covers practical, “how-to” courses and those with a more academic content.”

Source: page one of questionnaire

Because entrepreneurship is sometimes taught by different people in different faculties in the same university, it was necessary in many cases to make multiple attempts to connect with teachers of entrepreneurship, sometimes via administrative departments or faculty offices. Considerable ‘soft data’ was obtained during these initial contact telephone conversations. Once contact had been made, the contacts were sent a brief questionnaire (Appendix 2), by post, fax or email, or the survey was conducted by phone. (A small number of initial contacts were sent a pilot, pre-tested questionnaire that was subsequently modified slightly for ease of use.)

The questionnaire consisted of a one page cover sheet containing a definition of entrepreneurship courses, and questions relating to the extent of provision of entrepreneurship teaching in the institution as a whole. The second page contained questions relating to a specific series of classes (courses, modules, or electives) in entrepreneurship. It covered issues such as:

- number and type of students taught
- class sizes
- teaching methods
- course syllabi
- use of in-house versus imported teaching materials
- perceived attitudes of students and other faculty to the teaching of entrepreneurship, and
- qualifications and experience (business and educational) of teachers.

A copy of the second page was to be completed for each entrepreneurship course offered at the institution. The data from the returned questionnaires, along with supplementary notes taken during telephone contact with staff in the HEIs concerned, were entered on a master Excel spreadsheet for analysis.

The individuals concerned in data collection were Jonathan Levie and Amy Rogers. Regular meetings were held to discuss progress, and in particular the extent of coverage of entrepreneurship teaching by the study. This was an area of concern; persistence was often needed to reveal the full extent of provision across different faculties in an institution. Despite this vigilance, it is necessary to attach the following caveats to the results outlined in the results section:

- In some HEIs, there was no separate entrepreneurship course provision, but entrepreneurship was infused throughout the curriculum (e.g. Dartington College of Arts).
- Despite strenuous efforts through the spring and summer of 1999, some entrepreneurship courses (probably no more than 10% of the total) may not have been located.
- Many HEIs have courses in which entrepreneurship is a subsidiary theme. Examples of this would be small business management courses offered in business schools, the “Professional Integration Project” offered by the Royal College of Music, and the “Science, Technology and Business” course offered to science and engineering undergraduate students at the University of Nottingham. Thus the level of entrepreneurship teaching provision is higher than that suggested by the distribution of dedicated courses alone.
- The estimates of entrepreneurship provision given by analysis of entrepreneurship courses are therefore somewhat below the gross level of provision.

Research on entrepreneurship education conducted in France or the United States tends to be postal survey-based, where response rates of 23% or less are obtained (Fayolle, personal communication; Solomon and Fernald, 1991, Vesper, 1997). The institution-level response rate achieved in this survey is extremely high by comparison, at 96%. It is effectively a census, providing an accurate picture of entrepreneurship course provision in HEFCE-funded HEIs in 1997/98 and 1998/99.

Results and Discussion

Section 1: Level of provision of entrepreneurship education

This section records gross percentages of HEIs (including estimates for the five non-responding institutions) offering different levels of entrepreneurship education. The levels range from postgraduate degrees, through undergraduate degrees, diplomas, certificates, courses (class series, whether core courses, modules, or electives), parts of courses which focus mainly on another subject, occasional seminars, to nothing at all.

- Only **2%** of English HEIs offered **postgraduate degrees in entrepreneurship** in 1998/99 (University of Durham, University of Luton, and University of Manchester).
- Only **4%** offered **undergraduate degrees in entrepreneurship** in 1998/99 (University of Coventry, University of Derby, University of Northampton, Staffordshire University, University of Wolverhampton).
- Only **2%** offered a **diploma in entrepreneurship** in 1998/99 (University of Coventry, University of Durham, and University of Manchester).
- Only **5%** offered a **certificate in entrepreneurship** in 1998/99 (University of Coventry, University of Durham, Edge Hill College of Higher Education, University of Luton, University of Manchester, and Westminster College, Oxford).
- In all, only **8%**, or 10 HEIs, offered certificates, diplomas, or degrees in entrepreneurship in 1998/99.
- **38%**, or 50 HEIs, offered **distinct courses** (i.e. a series of classes such as a module, core course or elective) **in entrepreneurship** in 1998/99, but no certificates, diplomas, or degrees in the subject. Only about half of these, however, offered courses whose primary aim was to prepare students *for* entrepreneurship, as opposed to teaching *about* entrepreneurs and their role in economic development, teaching general business skills, or other aims.
- **20%**, or 27 HEIs, offered **entrepreneurship only within other courses** that focused mainly on another subject. Some of these also offered occasional seminars in entrepreneurship.
- **2%**, or 2 HEIs, offered only **occasional seminars in entrepreneurship** for students. However, a total of 30 HEIs, or 23%, reported provision of occasional seminars in entrepreneurship. This mode of provision, therefore, tends to be seen as a supplement rather than as a replacement for courses in the subject.
- **33%**, or 44 HEIs, appeared to offer **no provision in entrepreneurship education**.

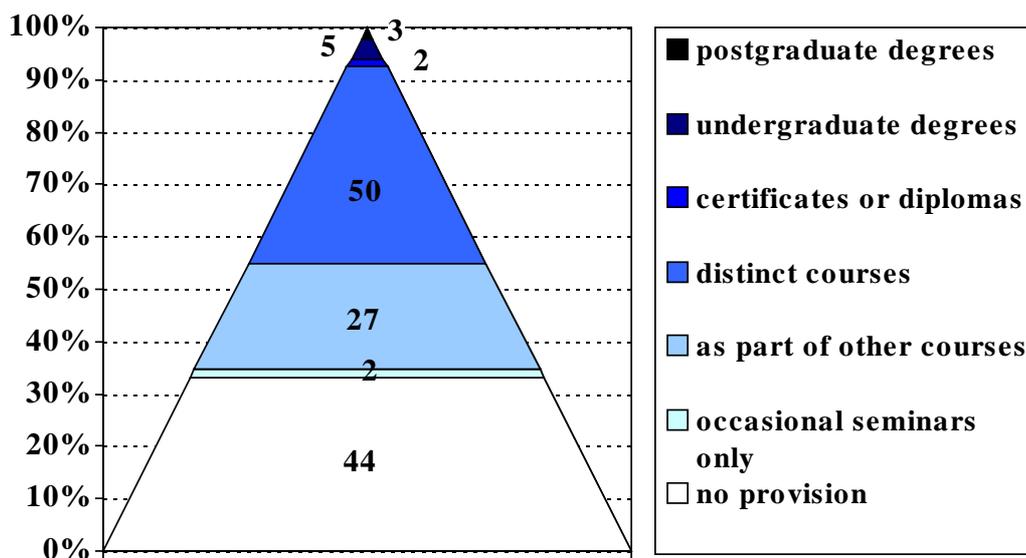
Provision of entrepreneurship education in 1998/99 can therefore be visualised as a pyramid (see figure 1). At the base of the pyramid, 44, or one third of all HEIs provided nothing. At the next level, minor provision, 2 HEIs provided occasional seminars only, and a further 27 provided some entrepreneurship education within existing classes. Thus, over half of all HEIs did not provide even one full course in entrepreneurship. One stage further, 50 HEIs offered one or more entrepreneurship courses, but not certificates, diplomas, or degrees in entrepreneurship. At the highest level of provision (some form of integrated provision involving several relevant courses), only 6 offered certificates and/or diplomas, only 5 offered undergraduate

degrees, and only 3 offered postgraduate degrees. In total, only 10 HEIs offered certificates, and/or diplomas, and/or degrees in 1998/99.

Note on course titles

As Appendix 1 illustrates, a course title does not always reveal the entrepreneurship content within. Many courses had small business or professional practice in their titles, and not enterprise or entrepreneurship. They are included in this survey because they were identified by responsible individuals and course teachers in those HEIs as being primarily concerned with entrepreneurship. In some cases, the nature of the course had shifted from small business issues to entrepreneurship issues, but the title had not changed. In other cases, an institution’s graduates would be expected to become self-employed, and so a professional practice course that focused on entrepreneurship made sense in that context.

**Figure 1:
Pyramid of entrepreneurship provision in English HEIs**



Section 2: Details of provision of distinct courses (electives, modules, or other discrete series of class sessions) in entrepreneurship

The figures below relate to data from the 128 HEIs for which data is available. These HEIs represent 96% of the total population of English HEIs and 95% of the student population. The trends and proportions given below may, then, be considered an accurate reflection of the population as a whole.

- **Entrepreneurship course provision is skewed towards business students, and MBAs in particular.** Only 27 HEIs, or 20% of the population of HEIs, had entrepreneurship courses attended by non-business students. Only 25% of all students taking entrepreneurship courses were non-business studies students (including combined business studies students), even though non-business students comprise almost 90% of the student population. The remainder comprised undergraduate business students (39%) and postgraduate business students (mainly MBAs). The latter comprised 36% of all students taking entrepreneurship courses, over ten times their proportion in the total student body. Class places (number of students attending) in entrepreneurship courses for non-business students amounted to 0.1% of all non-business students (including combined degree students taking business and another subject) in 1997/98. This compares with class place provision for about 2% of undergraduate business students and 4% of postgraduate taught business students (mainly MBA students). Note that the net number of MBA students having attended at least one entrepreneurship course would be somewhat lower, as a small number of schools offered a suite of entrepreneurship courses which many students would take simultaneously (e.g. University of Lancaster, London Business School).
- **Gross attendance at entrepreneurship courses increased by 23% between 1997/98 and 1998/99.** Growth in postgraduate taught business class places rose more than twice as fast as undergraduate business class places (40% versus 15%). Gross class places in open/non business student entrepreneurship courses rose by 17%.
- **The gross number of entrepreneurship courses increased by 15%** from 104 to 120. Only one entrepreneurship course was run in 1997/98 and not in 1998/99, making a total of 17 new courses run in 1998/99, or 14% of all courses run that year. (These figures exclude courses in the 5 non-responding HEIs. The trend is probably an accurate reflection of the total population, since it is based on a 96% sample of the HEI population.)
- **The average number of students per entrepreneurship course increased by 7%**, from 61 to 65. Some course leaders responded to higher demand by creating multiple streams, while in others the class size was simply increased. Class sizes were extremely variable, from 10 or less to several hundred.

In some of the 73 HEIs not providing full entrepreneurship courses, one would not expect provision (e.g. the Royal College of Nursing). However, in others, such as the teacher training colleges, some provision would be expected, where none exists. (This is in sharp contrast to Scotland, where the education faculty at the University of Strathclyde claim to have trained at least one teacher in every Scottish school in primary or second level enterprise education.) Neither was any research on entrepreneurship education taking place at the Institute of Education. Particularly noteworthy was the absence of provision at the Institute of Guidance Studies. This

seems odd, in the light of the Dearing recommendations on career guidance for entrepreneurship.

Comparison with provision in other countries

Research on entrepreneurship education in the United States suffers from a concentration on programmes within university business schools, and low responses to postal surveys. A “best guess” from data in a recent survey by Gartner and Vesper (1999) suggests that about 30% of universities with entrepreneurship programmes also have courses for non-business studies students. This is probably an underestimate of total provision, as the postal survey method employed probably missed courses developed within non-business faculties. The equivalent figure for the UK based on the research conducted for this report would be around 20%. A recent conference of university entrepreneurship research centre directors in the United States targeted courses for non-business studies students as the main challenge for the coming decade (Kauffman Center, 1999).

A recent postal survey entrepreneurship education in Higher Education Institutions in France (Fayolle, personal communication), received a 23% response rate. It is not clear to what extent the respondents were representative of the population. All the major universities and schools responded. Of the respondents, 29% had no entrepreneurship education provision at all (compared to 33% in the UK). Twenty-three percent of responding engineering schools had entrepreneurship courses, 32% of business schools, and 15% of universities (almost wholly on MBA-type programmes). It appears, therefore, that in France, engineering schools have embraced entrepreneurship to a greater extent than engineering faculties in UK universities, while business schools have embraced it to a lesser extent. Like the UK, there appears to be strong growth in entrepreneurship education in France.

Section 3: Geographic spread of provision of entrepreneurship education

The geographic distribution of entrepreneurship course provision in England reveals that the North Yorkshire area seems under-provided by comparison with the rest of the country. No entrepreneurship courses were located in the Universities of York, Bradford, Leeds or Lincolnshire and Humberside.

Apart from North Yorkshire, there are no other obvious under-provided geographic areas.

Section 4: Standing of entrepreneurship courses

Perceptions of course standing among students, fellow academics and the HEI administration were available for 98 of the 121 courses located in this survey. Ninety-seven percent of the questionnaire respondents (mainly principal teachers of these courses) stated their students viewed their course favourably. However, only 57% of the course teachers in this survey thought that other academics in their institution viewed their course favourably. This suggests that the academic rigour of entrepreneurship as a subject, and/or the methods often used to teach it (team and project-based learning, for example) are still questioned even in universities where it is taught as a subject. A slightly higher percentage of course teachers (around 66%) thought their institution's administration perceived their course favourably.

There does not seem to be an academic bias against explicitly practical entrepreneurship courses, compared with those with a more academic intent. Fifty-four per cent of teachers whose courses had, as a primary aim, to prepare students *for* rather than *about* entrepreneurship thought that their colleagues perceived their course favourably. The equivalent figure for teachers whose courses had, as a primary aim, to teach *about* and not *for* entrepreneurship was 49%.

It is possible that the perceived lack of academic legitimacy in 43% of all entrepreneurship courses is partially related to the status and background of the teacher concerned, and not just to the subject. 24% of those who believed other academics did not look favourably on their entrepreneurship course were part time lecturers (i.e. not full-time faculty). Only 12% of teachers who believed other academics did look favourably on their course were part timers – half the proportion of the former group. Also, two-thirds (68%) of those who felt their courses lacked credibility with their academic peers were or had been entrepreneurs themselves (i.e. they had set up their own business), compared with half (47%) of those who felt their academic colleagues perceived their course favourably.

Tables 1, 2 and 3 illustrate the relationship between course aims, teacher background, and academic respectability. Part-time teachers, teachers who had set up their own business or who had business management experience were most likely to have been found in courses for entrepreneurship which were not favoured by fellow academics. These teachers were least likely to be found in courses about entrepreneurship which were favoured by fellow academics. The least favoured courses were more likely to have had part-time teachers, and teachers who had set up their own businesses or who had business management experience.

This data suggests that part of the apparent lack of academic legitimacy may be related to the people who teach the subject rather than the subject itself. Teachers who are not career academics may feel, and be perceived, as academically less legitimate, and this perception gets transferred to the subject itself.

Another reason for the apparent lack of academic legitimacy may be the fact that entrepreneurship is not yet recognised as a discipline within most universities. Entrepreneurship teachers in the UK tend to have their main teaching and/or research focus in a recognised discipline, such as strategy, marketing, accounting, or

economics. Teaching and research posts specifically recognised as being in entrepreneurship are rare.

Given this lack of academic legitimacy, it is interesting that the great universities and business schools of England tend to have greater provision of entrepreneurship courses than elsewhere. For example, the only business schools to achieve 5* research ratings in the most recent Research Assessment Exercise, London Business School and the University of Lancaster Business School, have far greater provision of entrepreneurship courses than schools with lower rankings. Similarly, the University of Oxford has a New Venture Creation course as a central core course in its MBA. Entrepreneurship is taught to MBA, engineering, and computer science students in the University of Cambridge.

A similar trend – investment in entrepreneurship education by the highest quality institutions – is evident in the United States. For example, Massachusetts Institute of Technology and the University of Stanford have made and continue to make major investments in entrepreneurship teaching. Despite this, entrepreneurship courses are typically over-subscribed. Harvard Business School has a separate Department of Entrepreneurial Management, with 20 teaching staff, including 10 full professors. Academics can gain tenure on a purely entrepreneurship track in Harvard Business School. The academic legitimacy of entrepreneurship is not in question.

In Scotland, the only business school to achieve a 5 rating in the Research Assessment Exercise, Strathclyde Business School, houses the Strathclyde Entrepreneurship Initiative, which provided 450 places in seven different entrepreneurship electives for undergraduate students of all faculties of the university in 1998/99. Sixty percent of these students were from science and engineering. This was a much wider provision than other Scottish universities, or indeed any university in England.

The relatively heavy investment in entrepreneurship education by research-oriented universities again suggests that lack of academic legitimacy is related as much if not more to the people teaching the subject than to the subject itself. There is a need for more career entrepreneurship academics who can comfortably span the world of business *and* academe, who can teach *for* entrepreneurship and research *about* entrepreneurship, at a level which commands respect amongst their fellow academics. This theme is returned to in section 6: “who teaches entrepreneurship courses?”.

Table 1: Percentage of teachers who are part-time faculty

	courses about entrepreneurship	courses for entrepreneurship
courses favoured by academics*	0	13
courses not favoured by academics*	22	28

Table 2: Percentage of teachers who have set up their own business

	courses about entrepreneurship	courses for entrepreneurship
courses favoured by academics*	33	63
courses not favoured by academics*	44	83

Table 3: Percentage of teachers with business management experience

	courses about entrepreneurship	courses for entrepreneurship
courses favoured by academics*	60	96
courses not favoured by academics*	78	94

*Using self-report, perceptive measures reported by the course teachers. “Courses favoured by academics” are courses perceived favourably by “other academics in this institution”. “Courses not favoured by academics” includes courses perceived unfavourably or in a neutral way by “other academics in this institution”. See section F of questionnaire in Appendix 2.

Section 5. How are entrepreneurship courses taught?

There were important differences in the ways the two main types of courses (*for* entrepreneurship and *about* entrepreneurship) were taught.

- **86%** of the “for entrepreneurship” courses had project work (60% had group project work), compared with **50%** of the “about entrepreneurship” courses (35% group project work).
- Cases were used in both types of course, with similar usage of local, non-local UK, and foreign cases (about 40%, 50%, and 25% of courses respectively). However, on average **two-thirds** of cases in the “for” courses were produced in-house, compared with **one third** of the “about” courses.
- More “for” courses made use of business simulations, multi-media exercises and video cases than “about” courses (19%, 12%, 38% versus 8%, 4%, 27%), but the usage of these teaching media was rather low.
- **Three-quarters** of “for” courses had guest speakers, compared with half of “about” courses.
- Similar and rather low proportions of each type of course had an exercise involving entrepreneurs interviewed by students (29% and 27%, respectively).
- **Twenty-four percent** of “for” courses had a role-playing exercise for students, compared with only **8%** of “about” courses.
- Most “for” courses (**62%**) involved preparation of student plans, compared with a minority (**27%**) of “about” courses.
- Oral student presentations were conducted in **55%** of “for” courses, but only in **35%** of “about” courses
- By comparison, essays featured on only **26%** of “for” courses, but **58%** of “about” courses.
- Only **29%** of “for” courses had a set text, compared with **58%** of “about” courses.
- Most courses of both courses had supplementary reading material (71% and 65%).
- Examination style was very different for both types of course. Written exams were used in only **24%** of “for” courses but **69%** of “about” courses. Oral exams were used in **29%** of “for” courses but **12%** of “about” courses. Class participation was assessed and comprised part of the final mark for **38%** of “for” courses but only **4%** of “about” courses.

The major difference in choice of teaching/learning methods between these two types of course (pictured in Table 4) directly reflect their different aims, and also possibly the different backgrounds of the teachers concerned. Teachers of “for” courses tended to be more connected with real entrepreneurial activity, and clearly wished their students to get “near entrepreneurial experience” (Ohe, 1996) in the form of business plan preparation and interaction with entrepreneurs. They also appeared to believe that presentation and communication skills were important for entrepreneurship, and provided opportunities for practising and testing these skills.

Considerably more effort was made in production of in-house cases in “for entrepreneurship” type courses than in “about entrepreneurship” courses. In-house case writing is likely to lead to a wider appreciation of the nuances of the case by the teacher, and a greater chance that the entrepreneur featured in the case will be able to visit and participate in the class. The lower use of textbooks in “for” type courses suggests that there may be a gap in the market for such textbooks. However, given the

importance of near-entrepreneurial experience in “for” type courses, especially for British students, a good in-house written case is more likely to include a local role model that the students can closely identify with, than a good case in a textbook. It also increases the chance that the subject of the case will be able to attend the class, comment on student analyses, and answer questions, creating a much richer learning experience.

There appears to be much further scope for audio-visual media usage in entrepreneurship courses in Britain. Video cases, perhaps offered as a package with a text-and-case book, could make a major difference in improving the “near entrepreneurial experience” that is so important in cultivating entrepreneurial potential.

There is potential also for expanding the use of group work. Unless the student intends to be a sole trader (that is, to employ no-one else), he/she will have to form and manage a team if he/she is to practise entrepreneurship. Sixty percent of existing “for entrepreneurship” courses have group projects, a proportion which seems too low given the primary aim of such courses.

Table 4. Teaching and learning methods in courses *for* entrepreneurship and *about* entrepreneurship contrasted

Courses <i>for</i> Entrepreneurship	Courses <i>about</i> Entrepreneurship
<ul style="list-style-type: none"> • Case studies • Guest speakers • Group projects • Group business plans • Student oral presentations • Class participation assessed 	<ul style="list-style-type: none"> • Lectures • Set text • Individual essays • Individual end of term written exams

Section 6. Who teaches entrepreneurship courses?

Analysis of the background of teachers of courses who had given “for entrepreneurship” but not “about entrepreneurship” as a primary aim of their course (representing 47 courses in 31 HEIs) and those who gave the opposite primary aims (representing 28 courses and 19 HEIs) revealed differences in status and background of the two groups. Twenty-one percent of teachers of courses “primarily *for* entrepreneurship” were part time lecturers, compared with 7% of teachers of courses “primarily *about* entrepreneurship” – a three-fold difference. Ninety-eight percent of teachers of courses “primarily *for* entrepreneurship” had previous business management experience, and 70% of them had set up their own businesses. By contrast, 61% of teachers of courses “about entrepreneurship” had previous management experience and 36% of them had set up their own businesses – half the proportion of the “primarily *for* entrepreneurship” teaching group.

These figures should not be surprising. Practical, how-to courses are easier to teach if one has direct experience in running, and especially setting up a business. Equally, courses teaching research findings about entrepreneurs and their role in the economy are easier to teach if one is a dedicated researcher. These results suggest a natural division of labour that matches expertise and course aims.

Despite this logic, the principal teaching and research interests of teachers of both types of courses are not well aligned. This suggests that the choice of entrepreneurship course teachers is not optimal in English HEIs. Only 29% of the teachers of courses “for entrepreneurship” have entrepreneurship as a teaching focus, compared with 44% of teachers of courses “about entrepreneurship”. Teachers in the “for” group tend to have another business specialism as their primary focus; usually strategy or marketing or MIS or accounting. The latter tend to have small business as a teaching focus. Yet for 47% of “for entrepreneurship” teachers who stated a research focus, entrepreneurship is their research focus, compared with only 28% of teachers who teach “about entrepreneurship”. This suggests that teachers of “for entrepreneurship” tend to have a greater inherent interest in the subject, even though their teaching duties lie mainly elsewhere.

There appears, then, to be some misalignment of teaching and research interests in entrepreneurship in English HEIs. This may be because entrepreneurship is not yet regarded in academe as a legitimate subject in its own right, and those who research it have taken academic posts in some other field, sacrificing the right to specialise in teaching the subject they research. Another possibility is that individuals have shifted their research interests towards entrepreneurship since the beginning of their academic career, but remain locked in their original teaching specialism. In either case, greater availability of more teaching positions clearly labelled “entrepreneurship” would help align the research and teaching interests of entrepreneurship researchers. It would also greatly help the problem of academic legitimacy that was discussed in section 4. Given the on-going expansion of provision in this area, it is likely that this will happen and a cadre of academics will emerge who can and do teach *for* entrepreneurship and research *about* entrepreneurship.

Conclusions

Entrepreneurship is a rapidly growing sector of education in English HEIs. Gross attendance at entrepreneurship courses increased by 23% between 1997/98 and 1998/99, while overall student numbers in Higher Education remained static. Yet only 38% of HEIs offer entrepreneurship courses (i.e. modules or electives), and only half of these (20% of the total population) have entrepreneurship courses attended by non-business students.

The Science Enterprise Challenge initiative led by the Office of Science and Technology clearly addresses a need to develop and showcase excellence in entrepreneurship education, but it will directly affect only a small number of HEIs. Perhaps the DfEE could develop a parallel strategy aimed at encouraging HEIs that at present have no entrepreneurship course provision to develop course offerings in this area. Major issues to be addressed include the **academic legitimacy** of entrepreneurship education, the **funding** of entrepreneurship education, and the **training** of entrepreneurship teachers.

There is a need for greater professionalism in entrepreneurship teaching. Relatively few teachers of entrepreneurship are full-time faculty with a teaching and research focus in entrepreneurship. Although student satisfaction seems high, academic legitimacy and progress within the field itself is suffering as a result. Greater availability of more full-time teaching positions clearly labelled “entrepreneurship” would help align the research and teaching interests of entrepreneurship researchers.

In the United States, endowments by entrepreneurial alumni have greatly helped to increase the academic legitimacy of entrepreneurship. By funding chairs of entrepreneurship, research centres, and teaching facilities, these alumni have enabled the emergence of properly-funded career academics who can hold their own in quality of research with fellow academics, and deliver quality, research-based teaching using the latest teaching technologies to their students. This model of funding is well worth borrowing.

There is no forum for mutual learning among entrepreneurship teachers in England (apart from a recent newsletter with limited circulation launched by Portsmouth University), and many teachers contacted during this survey felt somewhat isolated within their own institutions and from other like-minded teachers in other institutions. The results of the many experiments in entrepreneurship teaching conducted by teachers in different institutions are not being disseminated. Low-cost ways of doing this (i.e. other than conferences that may be beyond the professional development budgets of many teachers) need to be developed.

Recommendations

- 1. It is recommended that DfEE consider sponsoring a series of regional seminars for academics and entrepreneurs who are considering moving into entrepreneurship teaching and research on a full or part-time basis. This could be run for the DfEE by experienced career academics who have made teaching and researching entrepreneurship their life's work. The Price-Babson Fellows Program of Babson College, Wellesley, Mass. could be a model for this.**
- 2. It is recommended that DfEE consider sponsoring a seminar for HEI administrators, including faculty deans, on alternative ways of raising funding for entrepreneurship posts. The experience of the United States, where significant sums are regularly raised for entrepreneurship from successful entrepreneurs and their charitable foundations, could be highlighted at this seminar.**
- 3. It is recommended that a formal network of entrepreneurship teachers be constituted, spear-headed by the major business schools who have invested the most in this area. The network could be web or e-mail-based. Teachers would have the opportunity to swap teaching innovation experiences, teaching material, and assessment methods, without having to incur expense.**

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Appendix 1. List of HEIs and entrepreneurship courses located*

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
Anglia Polytechnic University				0	0				
Aston University	Oswald Jones	Lecturer in Innovation Management	Entrepreneurial Strategies	0	1	1			
Bath Spa University College (Bath College of Higher Education)				0	0				
University of Bath	Martyn Pitt	Lecturer in Management	Entrepreneurship & Small Firms	1	1	1			
			Claverton Enterprise Project	1	1	1			
Birkbeck College				0	0				
University of Birmingham	Noel Kavanagh	Director, Department of Commerce	Small Business and Entrepreneurial Studies	1	1		1		
			Small Business and Entrepreneurial Studies	1	1	1			
Bishop Grosseteste College				0	0				
Bolton Institute of Higher Education				0	0				

* Where entrepreneurship courses have been located, the name and position of the contact person is given.

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education	
Bournemouth University	Peter Hogarth	Acting Head of School, Design, Engineering & Computing	Business Development	1	1		1			
			Business Development (elective)	1	1		1			
	Andrew Boer	Head of Enterprise and Business Development	Entrepreneurial Studies	1	1			1		
			Leisure Management	1	1		1			
			Retail Marketing and Enterprise	1	1		1			
			Small Business Enterprise	1	1		1			
			Small Business Management	1	1		1			
Title not entered	1	1		1						
University of Bradford				0	0					
Bretton Hall				0	0					

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
University of Brighton	Linda Ball	Senior lecturer	Professional Practice level 2	1	1			1	
			Small business investigative assignment	1	1			1	
			Integrated business plan	1	1			1	
University of Bristol				0	0				
Brunel University	Keith Dickson	Deputy Head, School of Business & Management	Small Business & Entrepreneurship	1	1	1			
			Small Business Planning	1	1		1	1	
			Small Business Policy	1	1		1	1	
			Entrepreneurial Management	1	1	1			
			Enterprise Culture & Entrepreneurialism	1	1		1	1	
Buckinghamshire Chilterns University College				0	0				

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
University of Cambridge	Elizabeth Garnsey	University Lecturer	Enterprise and Business Development	1	1			1	
	Jack Lang	Part time Lecturer	Business Studies for Computer Science	1	1			1	
	Stuart Evans	Part time lecturer	New Venture Planning	1	1	1			
Canterbury Christ Church University College	Jon Worrall,	Senior Lecturer, (Business School)	Start your own Business	1	1			1	
Univ of Central England in Birmingham	Mike Cunningham	Dept of Business	Theory of entrepreneurship/ enterprise studies (2 units, both elective minors)	1	1		1		
Univ of Central Lancashire	George Watson	Project Leader, Graduates into Business	Entrepreneurship and the Small Firm	1	1			1	
			Starting a Business	0	1			1	
Central School of Speech and Drama				0	0				
Cheltenham & Gloucester College of Higher Education	non respondent								
Chester College of Higher Education				0	0				
Chichester Institute of Higher Education				0	0				

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
City University	Nick Morris	Visiting Professor	Starting and Growing Your Own Business	0	1	1			
The College of Guidance Studies				0	0				
Coventry University	Isabell Majewsky	Graduates into Business and Marketing Manager	Research and Professional Skills	1	1			1	
Cranfield University	Robert J. Brown	Lecturer in Small Business Development	Business Start-up	1	1	1			
			Business Check-up	1	1	1			
			Entrepreneurship	1	1	1			
			Enterprising	1	1	1			
			Graduates						
			Venture Capital	1	1	1			
			Planning New Business	1	1	1			
			Business Start-up	1	1	1			
			Entrepreneurship and Enterprising	1	1	1			
			Graduates						
			Business Check-up	1	1	1			
Cumbria College of Art & Design				0	0				
Dartington College of Arts				0	0				

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
de Montfort University	Peter Wyer	Director, Centre for Small Business Development and Research	Managing Small & Medium Size Enterprises	1	1		1		
University of Derby	non respondent								
University of Durham	David Johnson	Director, Barclays Centre for Entrepreneurship	MA in Entrepreneurship	1	1	1			
			Advanced Diploma in Enterprise Management	1	1	1			
			GLEAM (Graduate Learning about Entrepreneurship Accelerated through Mentoring)	0	1				1
University of East Anglia	Roy McClarty	Lecturer in Marketing	Business Entrepreneurship	0	1	1			
University of East London				0	0				
Edge Hill College of Higher Education	Jeremy Clayton	Edge Hill Enterprises	Business Startup & Planning	1	1				1
University of Essex				0	0				
University of Exeter				0	0				
Falmouth College of Arts				0	0				
Goldsmiths College				0	0				
Univ of Greenwich	non respondent								

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
Harper Adams				0	0				
University of Hertfordshire	Peter Fraser	Senior Lecturer in Marketing	Small Business and Entrepreneurship	1	1		1	1	
Homerton College, Cambridge				0	0				
University of Huddersfield				0	0				
University of Hull	A. Benson	Lecturer	Entrepreneurship, Innovation and Change	1	1	1			
Imperial College of Science, Technology & Medicine	Deborah Sharpe/ Sue Birley	The Management School, Imperial College	Entrepreneurship Element, Entrepreneurship and Innovation Specialisation	1	1	1			
			Entrepreneurship Element, Entrepreneurship and Innovation Specialisation	1	1	1			
Institute of Advanced Nursing Education (RCN Institute)				0	0				
Institute of Education				0	0				
Keele University	G M Lightfoot	Lecturer	New Business Proposal	1	1		1		
University of Kent at Canterbury				0	0				

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
Kent Institute of Art & Design				0	0				
King Alfred's College, Winchester	Penny Marrington	Lecturer	Enterprise	1	1		1	1	
Kings College London				0	0				
Kingston University				0	0				
Lancaster University	Eleanor Hamilton	Head of Business Development Unit	MNGT 207 (Entrepreneurs & Entrepreneurship)	1	1		1	1	
			MNGT 309 (New Venture Planning)	1	1		1	1	
			MNGT 310 (Entrepreneurial Behaviour)	0	1		1	1	
			MNGT 311 (Franchising)	1	1		1	1	
			MNGT 312 (Selling, Negotiation and Sales Management)	0	1		1	1	
			New Venture Planning	1	1	1			
			Small Business and Entrepreneurship	1	1	1			
Leeds Metropolitan University	non respondent								
University of Leeds				0	0				

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
University of Leicester	Jill Meadows, Deborah Price		Enterprise Module	0	1	1			
University of Lincolnshire and Humberside				0	0				
Liverpool Hope				0	0				
Liverpool John Moores University				0	0				
University of Liverpool	Michelle Courtney	Lecturer in Entrepreneurship Management	Entrepreneurship	0	1	1			
London Business School	Michael Hay	Director, Foundation for Entrepreneurial Management	New Venture Development	1	1	1			
			Financing the Entrepreneurial Business	1	1	1			
			Managing the Growing Business	1	1	1			
			Essential Law for Business and Entrepreneurs	1	1	1			
			New Media Ventures	0	1	1			

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
London Guildhall University	Terence Pamplin	Reader in Musical Instrument Technology	Small Business Management	1	1			1	
			Small Business Management	1	1			1	
	John Sweeney	Senior Lecturer	Business Studies for Designers	1	1			1	
The London Institute				0	0				
London School of Economics and Political Science				0	0				
London School of Hygiene and Tropical Medicine				0	0				
Loughborough University	Grahame Boocock	Senior Lecturer	Small Business Issues	1	1		1	1	
			Small Business Planning	1	1		1	1	
University of Luton	John Phoebe	Dept of Strategy & Entrepreneurship	Contemporary Issues in Entrepreneurship	1	1		1		
			Contemporary Issues in Entrepreneurship	1	1	1			
			Planning for small business startup	1	1	1			
			Entrepreneurial Environment	1	1	1			
			Entrepreneurship Theory	1	1	1			

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
University of Manchester Institute of Science and Technology (UMIST)				0	0				
Manchester Metropolitan University				0	0				
University of Manchester	Francis Chittenden	Senior Fellow, Manchester Business School	Entrepreneurship Project	1	1	1			
Middlesex University	Jonathan Liu	Director, Management Development Unit	Managing Small & Medium	1	1		1	1	
			Entrepreneurship Small Business Start-up Simulation	1	1			1	
University of Newcastle upon Tyne				0	0				
Newman College				0	0				
University of North London	Angela Filmer	Principal Lecturer in Accounting and Finance	Entrepreneurship and Small Business Development	0	1	1			
North Riding College (now University College Scarborough)	Ian Pownall	Lecturer in Business and Management	Entrepreneurship & New Business	1	1		1	1	
University College Northampton	Jamie Weatherston/ Peter Ratcliffe	Senior Lecturer, Management and Business	Entrepreneurship	1	1		1		
			Introduction to Enterprise and Entrepreneurship	0	1		1		

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
Northern School of Contemporary Dance				0	0				
University of Northumbria at Newcastle				0	0				
Norwich School of Art & Design				0	0				
The Nottingham Trent University	David Rae	Senior Lecturer, Enterprise	Enterprise	1	1		1		
			Business Development	1	1	1			
			Fundamentals of Entrepreneurship	0	1		1		
University of Nottingham	Martin Binks	Senior Lecturer, Economics/ Entrepreneurship, Business School	Entrepreneurship (option)	1	1	1			
The Open University				0	0				
Oxford Brookes University	Anthea Rogers	Deputy Head, Business School	Entrepreneurship and Small Business	1	1	1			
			Entrepreneurship and Small Business	1	1		1	1	
			Start your own business						1
University of Oxford	Peter Johnson	Fellow, Balliol College	New Business Development	1	1	1			
	Fiona Murray	Lecturer, School of Management Studies	Technology, Innovation and Entrepreneurship	1	1	1			

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
University of Plymouth	Phil Megicks	Group Leader, Marketing	Multi-Disciplinary Project Business Planning	1	1			1	
University of Portsmouth	Simon Claridge	Principal Lecturer, Department of Mechanical and Manufacturing Engineering	Student Enterprise	1	1		1		
Queen Mary and Westfield College				0	0				
Ravensbourne College of Design and Communication				0	0				
University of Reading	Mark Casson	Professor, Dept of Economics	Entrepreneurship	1	1			1	
The College of Ripon & York St John	Simon Sweeney								
Roehampton Institute									
Rose Bruford College									
Royal Academy of Music	Dick Walter	Head of Media & Applied Music	Business Studies	1	1			1	
Royal College of Art				0	0				
Royal College of Music				0	0				
Royal Holloway, University of London				0	0				
Royal Northern College of Music									
Royal Veterinary College				0	0				

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
St Georges Hospital Medical School				0	0				
College of St Mark & St John				0	0				
St Martin's College				0	0				
St Mary's College				0	0				
University of Salford				0	0				
School of Oriental and African Studies				0	0				
School of Pharmacy				0	0				
Sheffield Hallam University	Bryan Gladstone	Senior Lecturer	Entrepreneurship	1	1		1	1	
			Entrepreneurship	0	1	1			
	Richard Lewis	Senior Lecturer	Hospitality and Tourism	1	1		1		
			Entrepreneurship Tourism Business Development	1	1		1		
University of Sheffield	Everett Jacobs	Senior Lecturer	Entrepreneurship & Small Business Management	1	1		1		
South Bank University				0	0				
Southampton Institute	Allan Bates	Head of Strategy Group	Innovation & Entrepreneurship	1	1	1			

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
University of Southampton	Allan Bates	Part time Lecturer, Management School	Entrepreneurial Management	1	1	1			
	Con Connell	Dept of Management	Entrepreneurial Management	1	1		1	1	
	Colin Mason	Professor of Geography	Entrepreneurship and Regional Development	1	1			1	
Staffordshire University	Peter Mountford		small business startup	1	1		1	1	
			small business strategy	1	1		1	1	
University of Sunderland	Jim Neilson	Acting Director of Business School	Business Creation	1	1		1		
The Surrey Institute of Art & Design, University College	Annabel Praeger	Professional Practice Co-ordinator	Running a Small Business	1	1			1	
University of Surrey	P. Kangis	Deputy Director, SEMS		0	0				
University of Sussex				0	0				
University of Teeside	Tony Morden	principal lecturer, School of Business and Management	Small and Medium sized Enterprises	1	1		1	1	
			Entrepreneurship and New Business Development	1	1		1	1	
			Small Business Consulting	1	1		1	1	

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
Thames Valley University	Andrea Kiriadou	Head, School of Marketing and Corporate Strategy	Business and Enterprise Development Small Business Management	0 1	1 1		1 1		
Trinity and All Saints				0	0				
Trinity College of Music				0	0				
University College London	Jeff Skinner	Director, UCL Ventures	New Ventures	0	1			1	
University of Warwick	Nigel Sykes	Senior Teaching Fellow	Entrepreneurship and Small Business Starting a Business Entrepreneurship and New Venture Creation	1 1 1	1 1 1		1	1	
University of the West of England, Bristol				0	0				
Westhill College				0	0				
Westminster College, Oxford	Wendy Colwell	Lecturer	Womens Enterprise Programme	0	1				1

Name of university or college	Name of contact person	Position	NAME of course	Separate course 97/98	Separate course 98/99	Post-graduate business students	Under-graduate business students	other students	Continuing and further education
University of Westminster	Martin Guedalla	Lecturer	Leading Entrepreneurial Teams	1	1			1	
			Small Business Innovation	1	1		1	1	
			Running a Small Business	1	1		1	1	
			Innovation and Entrepreneurship	1	0	1			
			Managing and Developing a Small Business	1	1	1			
Wimbledon School of Art				0	0				
University of Wolverhampton	Roger Jones	Deputy Divisional Manager & Principal Lecturer	Business Enterprise	1	1		1		
University College Worcester				0	0				
Writtle College	Martin Collison	Principal Lecturer, Business Management	Business Plan/Consultancy	1	1			1	
Wye College, University of London	David Hughes	Sainsbury Professor of Food Marketing	Management concepts for Small Businesses	1	1		1		
University of York				0	0				



**Enabling
Entrepreneurship**
Foundation for Entrepreneurial Management



Dr. Jonathan Levie
Tel: 0171 262 5050
Fax: 0171 724 7875

Survey of entrepreneurship teaching courses in the United Kingdom

Dr Jonathan Levie of the Foundation for Entrepreneurial Management at the London Business School has been commissioned by the Department for Education and Employment to carry out a base-line survey of entrepreneurship courses taught in universities and colleges funded by the HEFCE. This survey is also supported by the CVCP (Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom).

You have been identified as someone who could supply the necessary basic information. We define entrepreneurship courses as a set of classes taught as a series which focus on entrepreneurship, new venture management or starting new businesses. That is, they concentrate on new rather than existing business activity. The survey covers practical, “how-to” courses and those with a more academic content.

Thank you for your help. **In return, you will receive a copy of the final report to the DfEE.**

If you cannot supply the information requested, please forward this questionnaire to the appropriate person in your institution. Thank you.

Name of this university or college.....

Your name.....

Your position within the university or college.....

Please complete the following table for your university or college as a whole by ticking the appropriate box on each row.

	YES	NO	DON'T KNOW
1. We offer a postgraduate degree in entrepreneurship.			
2. We offer an undergraduate degree in entrepreneurship.			
3. We offer a diploma in entrepreneurship.			
4. We offer a certificate in entrepreneurship.			
5. We offer occasional seminars in entrepreneurship.			
6. Entrepreneurship is covered in one or more existing courses which focus mainly on another form of business activity			
7. Entrepreneurship is taught in one or more dedicated courses, modules or electives			

If you answered yes to statement number 7:

Please arrange for the principal teachers of each course offered in your university in entrepreneurship as defined above to fill out one copy of the following one-page form for each entrepreneurship course and return them to the address below. Thank you very much for your help.

Please return this header page and any completed course forms to:

Dr J. Levie, London Business School, Sussex Place, Regent’s Park, London NW1 4SA
or fax for attention of J. Levie on 0171 724 7875.

Survey of entrepreneurship teaching courses in the United Kingdom

Details of entrepreneurship course at (insert **name of institution**).....

- A. **NAME of course**..... B. **Class contact time** (Hours).....
- C. Please tell us the number of students of each type taking this course, by completing the following table.

Subject area/faculty affiliation and degree level of students taking the course. (If the course open to anyone, please write "open".) Please use a separate row for each subject area, for example: 3 rd year BSc in business studies, Final year MEng, 2 nd year joint honours BA (Management with Technology), etc.	Actual number of students taking this course in 1997/98	Estimated number of students taking this course in 1998/99

- D. What are the **PRIMARY aims** of this course? Please write the order of priorities in the boxes provided. For example, if you think "to teach general business skills" is the primary aim, put a 1 in the box next to that statement.
- | | |
|---|---|
| <input type="checkbox"/> to prepare students for entrepreneurship (as defined above) | <input type="checkbox"/> to teach general business skills |
| <input type="checkbox"/> to teach students about entrepreneurs and their role in economic development | <input type="checkbox"/> other (please specify)..... |

- E. **Teaching/learning methods:** please tick all that apply to this course
- | | | |
|---|--|---|
| <input type="checkbox"/> lectures | <input type="checkbox"/> individual projects | <input type="checkbox"/> group projects |
| <input type="checkbox"/> local case studies | <input type="checkbox"/> non-local UK case studies | <input type="checkbox"/> foreign case studies |
- (If case studies are used, please indicate the approximate % of in-house produced cases.....%)
- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> business simulations | <input type="checkbox"/> multimedia exercises | <input type="checkbox"/> video cases |
| <input type="checkbox"/> guest speakers | <input type="checkbox"/> entrepreneurs interviewed by students | |
| <input type="checkbox"/> role-playing | <input type="checkbox"/> preparation of student business plans | |
| <input type="checkbox"/> student oral presentations | <input type="checkbox"/> essays | |
| <input type="checkbox"/> set text (please specify)..... | | |
| <input type="checkbox"/> readings (i.e. chapters of books, journal articles but not case studies) | | |
| <input type="checkbox"/> written end of course exams | <input type="checkbox"/> oral exams | |
| <input type="checkbox"/> class participation included as part of overall mark | | |

- F. How do you think the course is **perceived** by the following groups as a whole? (Please tick one box per row.)
- | | | | |
|-------------------------------------|-------------------------------------|----------------------------------|---------------------------------------|
| Students taking the course | <input type="checkbox"/> favourably | <input type="checkbox"/> neutral | <input type="checkbox"/> unfavourably |
| Students NOT taking the course | <input type="checkbox"/> favourably | <input type="checkbox"/> neutral | <input type="checkbox"/> unfavourably |
| Other academics in this institution | <input type="checkbox"/> favourably | <input type="checkbox"/> neutral | <input type="checkbox"/> unfavourably |
| University/college administration | <input type="checkbox"/> favourably | <input type="checkbox"/> neutral | <input type="checkbox"/> unfavourably |

- G. About **the principal teacher:**
- Full-time faculty in this institution / Part-time lecturer / Graduate student (please delete as appropriate)
- Teaching focus.....Research focus.....
- | | |
|---|---|
| <input type="checkbox"/> Set up own business | <input type="checkbox"/> Was/is a manager in new/young business |
| <input type="checkbox"/> Was/is a manager in small business | <input type="checkbox"/> Was/is a manager in medium sized or large business |

N.B. Please return a copy of the course syllabus with this questionnaire if one is available.
Thank you very much. Please return completed questionnaires to:
Dr J Levie, London Business School, Sussex Place, Regent's Park, London, NW1 4SA, UK

Entrepreneurship education has been widely recognized as influencing the establishment of new businesses. Previous literature on the subject has reviewed the evaluation of entrepreneurship education within higher education institutions. However, the results of such reviews are unsystematic. Among a survey of 685 leading entrepreneurs, more than half started their first company between the ages of 20 and 29 [2]. Most of the entrepreneurs surveyed did not get involved in their first business directly from higher education. Challenging Performativity in Higher Education: Promoting a Healthier Learning Culture. By Christine Deasy and Patricia Mannix-McNamara. Related Book. IntechOpen. Entrepreneurship education in secondary schools. Education systems, teaching methods and best practice – a survey of Austria, Finland, France, Germany, Italy, Spain, Sweden by. Isabella Hatak and Elisabeth Reiner Project Managers. Prof. Dietmar Röll and Prof. Matthias Fink Institute for Small Business Management & Entrepreneurship. WU Vienna University of Economics and Business Augasse 2-6, 1090 Vienna, Austria. 1.