

# Enterprising Minds

Enterprise, further education  
and the UK economy



**The Carnegie UK Trust** is an independent, endowed charitable trust incorporated by Royal Charter. We seek to improve the lives and wellbeing of people throughout the UK and the Republic of Ireland through influencing public policy and demonstrating innovative practice.

**Carnegie UK's interest** in 'Enterprising Minds' emerges from a commitment to empowering younger citizens and supporting access to high quality education. Evidence of this commitment can be seen in:

- The Trust purchasing land and funding the building of more than 650 public libraries across the British Isles over the last century, gifted to the community with the intention of universalising access to information and education
- £30,000 being provided to build and open the Carnegie physical training college in Leeds in 1933, establishing one of the most sophisticated specialist vocational institutions in the world
- Major investments being made in the 1920s and 1930s to equip the adult education centres at Harlech in Wales and Newbattle Abbey in Scotland, institutions which continue to be national leaders in lifelong learning today
- The 'Carnegie Young People Initiative' (CYPI), a substantial Trust programme operating from 1996 to 2007; in total, CYPI provided £1.78 million of direct funding to 130 projects across the British Isles which sought to help younger people participate more positively in society

Please visit [www.carnegieuktrust.org.uk](http://www.carnegieuktrust.org.uk) for more on the Enterprising Minds project, resources, and to download the research data.

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<sup>1</sup> The Enterprising Minds intern-led survey was delivered through 13 colleges; and the Enterprising Minds eSurvey at a further four colleges. See Chapter two for more information.

<sup>2</sup> Lydia Rohmer moved to become principal of West Highland College in February 2012.

<sup>3</sup> Filton College formally merged with Stroud College on 1<sup>st</sup> February 2012, forming South Gloucestershire & Stroud College.

The Carnegie UK Trust would like to extend its sincere appreciation to all those listed above.

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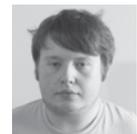
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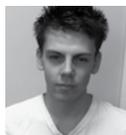
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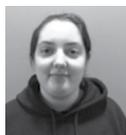
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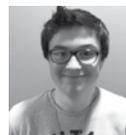
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See Appendix 1.i for more information on peer-to-peer research and the Carnegie interns.

# Executive summary

**CarnegieUK**  
TRUST  
CHANGING MINDS • CHANGING LIVES

17  
Colleges

51 Research  
Interns & four  
eSurveys

1602  
Participants

70,000+  
question answers  
on enterprise,  
college and  
the economy

Enterprising Minds is a Carnegie UK Trust research project that explores the attitudes of young people to enterprise, education, and the future in a changing economy. It focuses on how students view practical enterprise - starting a business or working self-employed - and the contribution education systems make to the understanding of these work types.

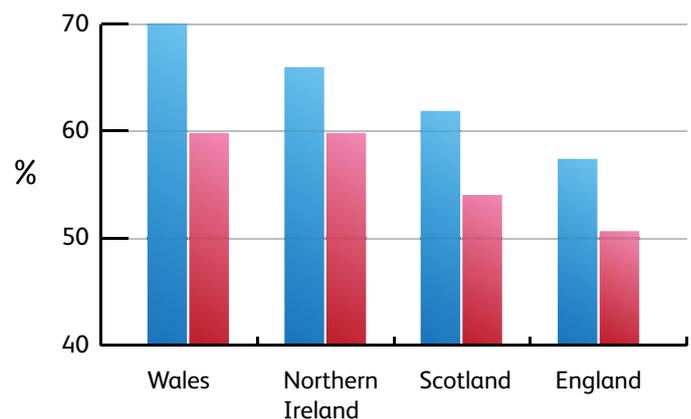
Students were surveyed in early 2012, across the four jurisdictions of the United Kingdom. The respondents were enrolled in a variety of courses at general and specialist further education colleges, and were aged between 16 and 21.

Most of the participants were surveyed by peer-to-peer researchers. We recruited and trained 51 research interns for this purpose, FE students who worked in small project teams on campus to identify and survey their contemporaries. This technique generated interesting and original research findings and also made a practical contribution to the enterprising, work-ready skills of the interns themselves. Additional students were able to participate at other colleges, through an electronic version of the survey. This produced a whole research network of 17 colleges, and 1602 student responses to the 45 question survey model.

The information collected from our survey respondents suggested **four principal research findings:**

## Attitudes vary between jurisdictions

On most measures within our survey, students in Wales and Northern Ireland rated as more 'pro-enterprise' than their contemporaries in England, and slightly more so than those in Scotland. They were more likely to see themselves starting businesses after college, were generally more confident that enterprise had been incorporated into their educational experiences, and were more inclined to admire and seek to follow the examples of enterprising people.



■ Very and quite interested in enterprise  
■ Very or quite likely to start up a business after college

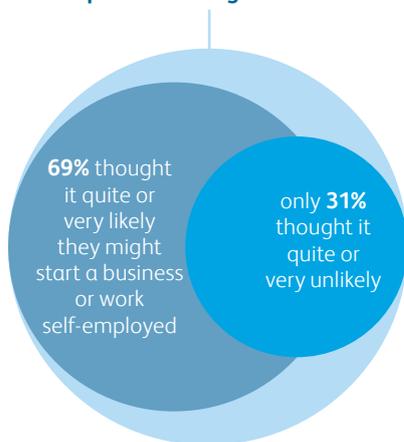
Welsh respondents were also the most likely to rate their courses highly, and to have recognised and valued enterprise-related activities provided for them by their colleges. They were more interested in practical business startup grants being provided to help them after college than those in other jurisdictions.

## Enterprise in education has an impact

Across the UK, where students had been involved in an enterprise activity, event or course at college and school, a substantial majority had found it useful.

Those respondents who had been exposed to enterprise education in and around their courses were generally more likely to think in enterprising ways about their own futures. They also found it easier to consider setting up a business in their own working lives, or working self-employed. This was particularly true when looking at respondents by courses of study: those studying beauty and technically applied courses (like plumbing or car maintenance) were most likely to have chosen their courses with enterprising outcomes in mind, to have engaged with enterprise education at college, and to then expect an enterprising future in work.

### When survey participants agreed that colleges had built enterprise learning into their courses:



### When survey participants did not agree that colleges had built enterprise learning into their courses:

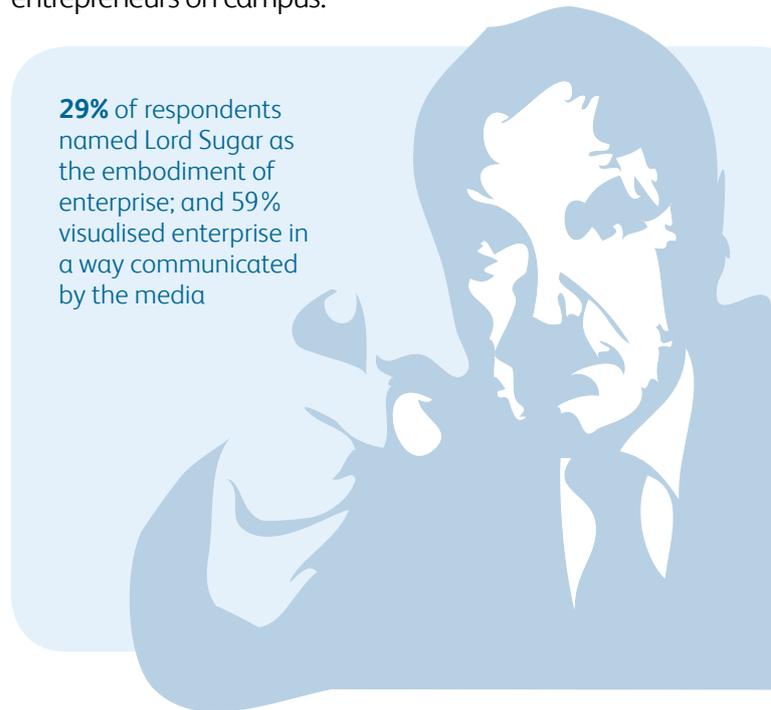


## 'The power of the Celebrenour': celebrity and role models matter

More than half of students visualised enterprise in a way defined or communicated by the media, with a strong emphasis on celebrities, TV competition shows like Dragons' Den and The Apprentice, and tycoons with high public recognition. A third of respondents thought that Alan Sugar was the clearest embodiment of enterprise, in person. Less than one in ten saw enterprise as a positive trait, like success, independence or problem-solving.

When thinking about what their colleges could do to improve enterprise education, the largest proportion of students wanted more opportunities to interact with successful businesspeople and social entrepreneurs on campus.

29% of respondents named Lord Sugar as the embodiment of enterprise; and 59% visualised enterprise in a way communicated by the media



## A changing economy is confusing

Students could not decide whether the national economy would grow over the coming few years, with roughly a third each agreeing, disagreeing and being uncertain. Only one in five thought that their local area would get richer in the coming years, less than a third thought there were enough jobs and

opportunities near to them, and a significant majority agreed that the overall economic situation was very challenging for young people.

Despite being aware of the economic difficulties facing them, respondents remained optimistic about their own prospects for career success. More than half agreed that they would do financially better in life than their parents, and more still thought that they would do something in their working lives to be proud of.

Whilst recognising the lack of work available for young people generally, few students felt that this new reality would apply to them. Most still expected that, straight after college, they would find a full-time job with one single employer. Almost all expected to be working full-time within five years. Salary expectations were modest however, with most expecting to earn at around minimum wage levels when finding a post-college job.

A panel of responses to key enterprise questions within the survey were taken and their answer values combined to produce the **Carnegie Measure of Student Attitudes to Enterprise**, a new composite measure. This measure provides an indicator of comparative enterprise comprehension, engagement, and preparedness to consider enterprising career paths.

- ✗ Tough economy for the young
- ✗ Uncertain about growth
- ✗ Not enough jobs in the area

**BUT:**

- ✓ Expect to do better financially than parents
- ✓ Expect full time job straight out of college
- ✓ Expect management level earnings within five years

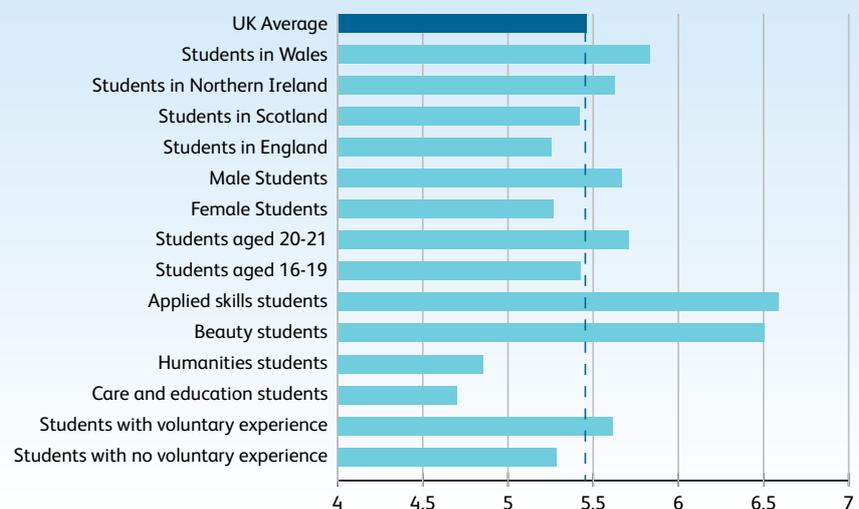
The table below presents the most significant measure findings, where 0 would indicate no interest whatsoever in enterprise or business and 10 would indicate very high likelihood of starting up a business or being self-employed.

Based on these research findings and the more comprehensive information provided in the full research report, Carnegie UK is making seven recommendations for the future to help improve student engagement with enterprise and enterprise education. These include

more collaboration across jurisdictional boundaries to learn from best practice, and partnerships between different education sectors to improve the consistency of enterprise education for learners through school, college and university. The Trust will also pursue further development of its peer-to-peer research technique, and work with others to develop practical enterprise opportunities for students that draw on existing experience and interests.



### Carnegie Measure of Student Attitudes to Enterprise



0 = no interest whatsoever in enterprise or business  
10 = very high likelihood of starting up a business or being self-employed.

# Chapter 1 – An introduction to enterprise



In 2009, Time Magazine ran a feature on ‘The Future of Work’ in the United States.

The magazine summarised its predictions for change by saying *“though unemployment is at a 25-year high, work will eventually return. But it won’t look the same. No one is going to pay you just to show up. We will see a more flexible, more freelance, more collaborative and far less secure work world. It will be run by a generation with new values...”*<sup>4</sup>

According to the Work Foundation’s Good Work Commission in the UK, this natural shift in working realities is connected to a changing expectation among new workers:

*“...a distinguishing characteristic of employees entering the workplace today is that they are more vocal and proactive about wanting ‘a good place to work’...young people beginning their working lives now have discernibly different expectations from their predecessors.”*<sup>5</sup>

This tells a story of changing attitude for younger people who successfully make their way into work – but what about those who do not?

The economic challenges facing citizens and governments across the UK have precipitated record levels of youth unemployment in recent years. In January 2012, 1.04 million British 18 to 24 year olds were unemployed and not in education – a proportion of 22.5%.<sup>6</sup>

And the problem is global, with youth jobless rates of 50% in the United States and much of the Middle East, and in excess of 30% in the Eurozone. The 2012 Davos summit, a gathering of international business and political leaders, branded global youth unemployment as *“not a crisis, but a disaster.”*<sup>7</sup>

In the UK just as elsewhere in the developed world, the imperative to create new opportunities for economic activity and employment is pressing. Tackling long-term unemployment amongst younger people is as much a social need as it is a requisite of economic growth.

The recent financial crisis has crystallised a long period of structural change in the national economy. The ability of very large, traditional employers to provide dependable futures for the majority of workers appears increasingly unrealistic, and an unlikely pathway to recovery.

Technology and irrepressible globalisation have united to ensure that in many sectors, like low-value goods manufacture or traditional retail, where jobs have gone in the recession they may have gone for good. Emerging alternatives – whether in clean energy generation, high-value goods manufacture, biotechnology or health and education services – will bear a significant burden of future wealth generation.

So we expect tomorrow’s workers to both have to and want to work in new environments and sectors, for new and changing organisations, and to do so with greater flexibility. We desperately need them to have skills relevant to a changing economy, and to have the enthusiasm and confidence to make their workplaces better. And in many cases, we will look to them to make their own workplaces, from scratch.

<sup>4</sup> Time Magazine, *The Future of Work*, May 2009

<sup>5</sup> Parker L and Bevan S, *Good work and our times*, Report of the Good Work Commission, 93, The Work Foundation 2011

<sup>6</sup> House of Commons Library, *Youth Unemployment Statistics*, SN/5871 March 2012

<sup>7</sup> Weber T, *Davos 2012: Youth unemployment ‘disaster’*, <http://www.bbc.co.uk/news/business-16774301>, BBC 2012

## 1.1 What do we mean by 'enterprise'?

This research project looks generally at attitudes to work in the future, and focuses in on enterprise. Defining 'enterprise' adequately has proved treacherous, and given the word is so heavily interwoven into public policy thinking, opaque definition presents a difficulty.

New research commissioned by the Pearson Centre for policy in learning in 2011 interrogated confusions in meaning and value applied to the word enterprise. It found that 56% of stakeholder interviewees saw enterprise as something indicative of innovation, creativity and ideas. 43% felt enterprise related to wider economic and financial issues. 31% attached the term to self-employment and business startup.<sup>8</sup>

These three groupings capture the debate. Governments will often refer to 'enterprise policy' or 'the enterprise agenda' as a catch all for macroeconomic planning, industrial and wider employment strategy<sup>9</sup>. When business leaders talk about enterprise, they generally mean the starting up of new companies to develop a product or service with commercial intent ('risk' and risk management are also bound up within this understanding).<sup>10</sup> And when educators conceive enterprise, they are often thinking about attitudinal factors like self-confidence, responsibility, motivation and willingness.<sup>11</sup>

Also significant are the interrelationships between enterprise, entrepreneurship and business.<sup>12</sup>

Broadly speaking, here enterprise is the human potential, experience, aptitude and preparation to think in an 'enterprising' way about a situation; then 'entrepreneurship' is the application of that human potential to a specific problem; and 'business' is the organising vehicle through which the enterprise is delivered in a way that generates wealth, social capital, jobs and products or services.<sup>13</sup>

In assessing the previous literature and debate surrounding definitions, we settled on the following three points as a guide for our enterprise research work (see Table 1).

## 1.2 Enterprise in education across the UK

Intellectual and academic discussion of enterprise predates the technological age, with economists like Smith and Ricardo considering the entrepreneur as 'business manager' during the industrial revolution.<sup>14</sup>

The first clear evidence of enterprise in education is American. In 1947, Harvard University began to offer courses in entrepreneurship, with NYU following in 1953 and other US graduate schools adopting teaching and research programmes over the next twenty years.<sup>15</sup> These courses emphasised small business management skills, and contributed to the wider development of American business schools and business administration qualifications.

<sup>8</sup> Pearson Centre for policy and learning, *Train2Thrive: can enterprise and entrepreneurship education support jobs, growth and more?*, 9, 2012

<sup>9</sup> See [www.detini.gov.uk](http://www.detini.gov.uk), the website of the Northern Ireland Executive's Department of enterprise, trade and investment for an example of interplay between enterprise and economic agendas

<sup>10</sup> See [www.startupbritain.org](http://www.startupbritain.org) for an example of enterprise as startup, envisioned by business figures themselves

<sup>11</sup> *Determined to succeed: A review of education for work and enterprise in Scotland*, 10, Scottish Executive 2002

<sup>12</sup> See Bridge S et al, *Understanding enterprise, entrepreneurship and small business*, Macmillan 2003

<sup>13</sup> See Baumol, Landes & Mokyr, *The Invention of Enterprise*, Princeton 2010

<sup>14</sup> Burnett D, *Hunting for Heffalumps: The supply of entrepreneurship and economic development*, [www.technopreneurial.com/articles/history](http://www.technopreneurial.com/articles/history), 2000

<sup>15</sup> ed Acs & Audretsch, *Handbook of Entrepreneurship Research*, 21, New York 2005

Table 1. Characteristics of enterprise

<b>Creativity</b>	Enterprise is predominantly about taking the skills developed throughout life and using them creatively in the world of work (ultimately, this very simple attitudinal definition was the only one presented as a ‘prompt’ to participants in this survey)
<b>Capability</b>	Enterprise is a set of aptitudes and ‘capabilities’* that can be applied to many different situations within workplaces, in businesses, and where profit, charity, products or services may be the motivations
<b>Independence</b>	Young people should be encouraged (where practical and realistic) to pursue aspirations that lead them to setting up businesses, social enterprises, pursuing self-employment or working flexibly, or being highly innovative and productive within the work setting; and that an enterprising life attitude is as much a social good as it is a necessary driver of economic growth

\*See Davies H, *A review of enterprise and the economy in education*, 11, HM Treasury 2002 for more on ‘enterprise capability’.

## Enterprise and public policy across the UK

In the UK, the drive for enterprise into education has been more recent, with its development intensified by DTI enterprise policy in the 1980s and 1990s<sup>16</sup>. This catalysed the incorporation of enterprise into the education system, beginning as a strong HE-focused stream of policy work, expanding into secondary then primary schools, before finding its way into the FE environment.

In 1997, a review commissioned for enterprise agencies and the FE sector in Scotland identified that ‘enterprise content’ was a key factor in gearing FE to ‘the attainment of Business Birth Rate and enterprise’.<sup>17</sup>

Meanwhile in Wales, by 1999, the urgency of ‘embedding enterprise teaching at every level’ was being recognised as key to kickstarting economic growth.<sup>18</sup> In 2000, a paper for the Northern Ireland Economic Development Office argued for a broad

learning coalition of colleges, industries and higher education to promote high-growth enterprise.<sup>19</sup>

The 2002 Davies Review commissioned by the Treasury concluded that “*the Government should commit to providing resources so that all young people have the opportunity to experience enterprise activity at some time.*”<sup>20</sup> And by 2008, Berr (formerly DTI) and the Treasury were calling for “*a seamless enterprise education journey...from primary schools to further education and universities.*”<sup>21</sup>

In 2005, the European Union recognised the promotion of enterprise as a core priority in the Lisbon Treaty. Cedefop, the European agency responsible for promoting vocational education, concluded in 2011 that “*across Europe, education and training programmes in entrepreneurship have a positive effect on individuals...raising awareness of self-employment as a career option, and creating a positive attitude towards entrepreneurial activity*”<sup>22</sup>.

<sup>16</sup> See Gray C, *Enterprise & culture*, Routledge 1998 for more on post-1979 strategies to tackle the British ‘small firms deficit’

<sup>17</sup> Cribb J, *Enterprise & entrepreneurship in Scotland’s FE colleges*, 1-11, Scottish Enterprise 1997

<sup>18</sup> See *Entrepreneurship Action Plan for Wales*, 1999

<sup>19</sup> See Best M, *The capabilities and innovation perspective: the way ahead in Northern Ireland*, NIEDO 2000

<sup>20</sup> Davies H, *A review of enterprise and the economy in education*, 11, HM Treasury 2002

<sup>21</sup> BERR/HM Treasury, *Unlocking the UK’s talent*, 16, 2008

<sup>22</sup> Cedefop, *Guidance supporting Europe’s aspiring entrepreneurs*, 1, 2011

Table 2. Approaches to enterprise education in FE

1. By embedding	2. By teaching	3. By osmosis
<ul style="list-style-type: none"> <li>Teachers, lecturers and other learning staff are trained to deliver enterprise elements in course teaching</li> <li>Each course is restructured to encourage enterprise thinking, problem-solving, teamwork and project/coursework opportunities for enterprise</li> <li>External experts, business leaders, successful people in the course field are brought in to the classroom environment to help connect learning to enterprise thinking, business, and work</li> </ul>	<ul style="list-style-type: none"> <li>A specific enterprise curriculum is developed and taught by specialist staff</li> <li>All or most students have special enterprise class time built in to the timetable</li> <li>Specialist enterprise teachers work with other curriculum staff to identify good enterprise examples and opportunities in coursework</li> <li>As in 1, external speakers and inspiring people are brought in but built in to specific enterprise classes, often with practical applications</li> </ul>	<ul style="list-style-type: none"> <li>No active enterprise teaching is dedicated, and a focus is maintained on delivering core qualifications and skills outcomes</li> <li>National enterprise schemes are promoted but treated as extracurricular activities; business clubs and work opportunities on campus may be offered</li> <li>External speakers may be brought in, but offered as extracurricular opportunities for students; a general aim of making campus 'pro business' might be adopted</li> </ul>

Across the world enterprise education has rapidly grown in importance. And over the last two decades in the UK, jurisdiction by jurisdiction, it has been increasingly accepted that the teaching of enterprise can be influential in the creation of businesses, wealth and economic opportunity. Predictably, though, there has been little consensus on how this enterprise education should best be delivered, resourced, and measured for efficacy.<sup>23</sup> In FE and the colleges sector, delivery has been particularly piecemeal and varied.<sup>24</sup>

We have identified three main approaches to offering some enterprise thinking in FE learning institutions, which we summarise in Table 2 (above). None of these are exclusive of the others, or might even be recognised as deliberate independent strategies.

<sup>23</sup> See Train2Thrive

<sup>24</sup> See Qa Associates & Kate Beresford, *Evaluating the enterprise FE pilot* (first interim report), 4-16, SEEDA/NESTA 2010 for more on variations in colleges' attitudes to enterprise learning

In the 'Unlocking the UK's talent' report mentioned above, the UK Government noted that "*This strategy [Unlocking the UK's Talent] sets out a broad enterprise framework for the whole of United Kingdom. Within this, the Government recognises that support for enterprise is a matter that is devolved to Wales, Scotland, and Northern Ireland.*"

With the devolution of education and enterprise policy, naturally each jurisdiction has adopted its own attitude to enterprise education in the colleges sector.

Some national strategies have been highly structured and interventionist (the 'embedding' and 'teaching' versions) with supporting investment, whilst others have allowed colleges themselves more discretion and independence (the 'osmosis' route). In reality, in all jurisdictions, initiatives have waxed and waned in commitment and universality over time. They have proved particularly susceptible to funding shortage, often being viewed as 'add on' or luxury programmes for times of plenty.

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However, policymakers and educators continue to be broadly united on the need to empower pro-enterprise thinking among both compulsory and post-compulsory learners.

The World Economic Forum, considering 'entrepreneurship' (by which it meant enterprise skills as applied to business and wealth creation) in 2009 concluded that:

*"The entrepreneurial movement is well underway. There is a high and growing level of interest in entrepreneurship from students... The moment is right for a significant evolution of entrepreneurship education. We cannot determine today the exact nature of the next wave of entrepreneurship, however, we do know that it will require more creative, innovative and entrepreneurial attitudes, skills and behaviours."*<sup>25</sup>

The Carnegie UK Trust believes that the right place to start in contributing to better approaches to students' enterprise skills is to first understand the students. What they want, what they expect, what disappoints them, and where they want to go next.

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<sup>25</sup> Global education initiative, *Educating the next wave of entrepreneurs*, 156, WEF 2009

## Chapter 2 – About the research

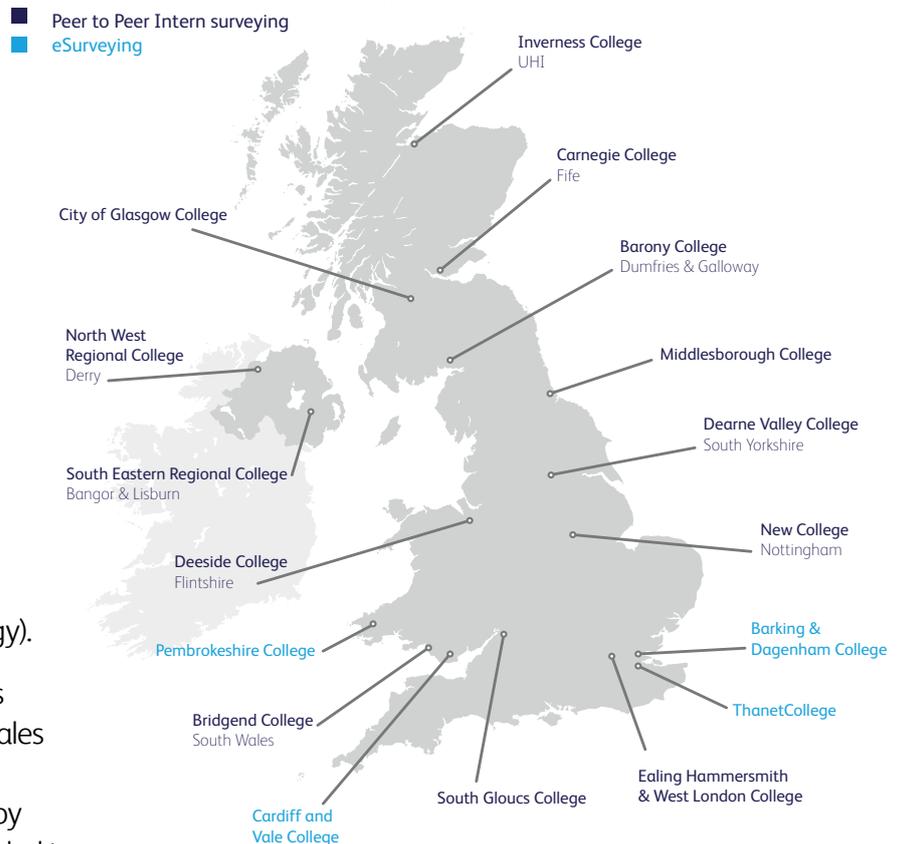
Enterprising Minds is a primary research project examining the attitudes of further education college students across the four jurisdictions of the United Kingdom. It explores what young people think about their education, enterprise and employment, and their wider confidence about the future and economic prospects.

The research was conducted using a combination of 'peer-to-peer' and electronic survey research techniques, through a network of 17 partner colleges (see the map provided here for information on the partner colleges' network, and Appendix 1.i for more detail on methodology).

In total 1602 students were surveyed across Northern Ireland, Scotland, England and Wales during the first three months of 2012. 83% of respondents were surveyed face to face by trained intern researchers, and 17% responded to an online survey request communicated through college information channels.

The online and peer-to-peer surveys were identical in content and length. They posed 45 different questions, 38 offering multiple choice answer options and seven inviting open text responses.

At the heart of this report is the newly developed Carnegie Measure of Student Enterprise ('the measure'), presented in Chapter seven. This is an indicative measure drawn from eight questions within the Enterprising Minds survey, which combined in this was intended to provide the clearest possible snapshot of participants' enthusiasm for enterprise and flexible working.



In the pages above, we have outlined the diversity of enterprise education, the economic challenges facing younger people, and the need to better understand the student community as education is reformed for a changing economic world. These were our primary motivations for designing the Enterprising Minds project.

Our involvement was also prompted by a call issued by the European Commission in 2011 that *“more attention will have to be given in the coming years to broadening and deepening the evidence base in the areas of entrepreneurship education in Europe.”*<sup>26</sup>

<sup>26</sup> Cedefop, *Guidance supporting Europe's aspiring entrepreneurs*, 26, 2011

## 2.1 Research parameters

We felt that this research might make a contribution to that increased body of evidence. To set our parameters for this research, Carnegie UK:

- Decided to work primarily with **students in General Further Education (GFE)** colleges, because we felt this would give the clearest picture of student population attitudes
- Chose to work with a range of colleges based on **geographical spread** across the UK's four jurisdictions, size of college by student population, campus style (rural/ urban, single site/multi-campus), and varied approaches to enterprise education
- Chose to define 'young people in FE' as **post-compulsory students aged 16 to 21**, and all respondents were in this age range; and we wanted to ensure a clear FE focus to the research, so we excluded those studying higher degree courses through college; all sub-HE course students were included, from foundation level upwards

## 2.2 Note on college partnerships

This project took nine months from design to delivery and reporting. It was conducted through a period of great change and pressure within the college sector, with staff reductions, mergers, policy reform, regulatory inspections, examinations and much more happening in the background.

We started the project with very few established relationships in the sector. In many cases, college staff that we met for initial discussions knew very little about Carnegie UK, past or present. We were clear that our research, though undirected and independent of any interest or lobby, might lead to critical findings and we would report these freely. We offered colleges no financial or other inducements to participate beyond the offer to work with their students and share interesting data<sup>27</sup>.

And yet no college that agreed to work with us ever said no to anything, at any point. From principals to lecturers to clerical staff and campus managers, we were welcomed and supported with great warmth and openness. Staff members assigned to work with us were extremely flexible and positive in addressing problems, were fiercely proud and encouraging of their student interns. Senior managers in decision-making roles immediately saw value in the work and engaged with it enthusiastically.

Whatever conclusions may be drawn from the information that follows, on an interpersonal level we found these college communities to be dynamic, student-focused and inclusive places to develop new ideas and deliver complex partnership work.

<sup>27</sup> A copy of the partnership agreement between Carnegie UK and each partner college will be provided along with other peer-to-peer materials through the Carnegie UK website

# Chapter 3 – Enterprise: understanding and action



## 3.1 Visualising enterprise

We asked students an open response visualisation question, as follows:

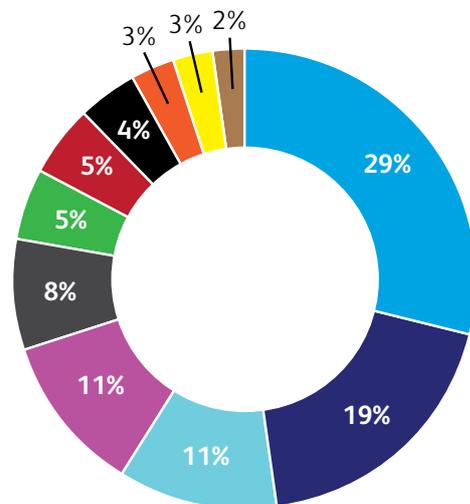
*‘Is there a specific person or thing that you picture in your mind when you think about business and enterprise?’*

This attempted to take the very complicated concept of enterprise (see the pages devoted to the subject here in Chapter one) and survey attitudes to it among younger people from a wide range of backgrounds.

We encouraged our intern researchers to ask the question as written, and to probe for a response but not to prompt. Online survey respondents had nothing but the question to go on as they considered an answer. We felt that the undirected response to this question might contribute to understanding what students are really thinking about when professionals are talking enterprise and business activity in or out of the classroom.

All of the open text responses to this question were manually coded into the 11 groupings in Table 3. This question clarified the power of celebrity and media in shaping perceptions of enterprise. Lord Alan Sugar (by name – the television show ‘the apprentice’ was coded within ‘Celebreneurs’) was the most frequent response, with 29%<sup>28</sup> of students seeing him as the embodiment of enterprise. 33% of students in Wales named Lord Sugar, compared to only 23% in Scotland.<sup>29</sup>

**Table 3. Participants visualisations of ‘enterprise’ (n1602)**



- Lord Alan Sugar
- Tycoons: Steve Jobs, Richard Branson, Bill Gates, Donald Trump
- ‘Celebreneurs’: Dragons Den, Apprentice, entrepreneurs associated with media, footballers, models
- Stereotypes of enterprise: suit, briefcase, office, money
- Positive traits: leadership, success, independence, teamworking, skills
- Corporations: global business, power, capitalism, markets
- Local and regional business: business person, small-scale shops, nearby startups
- High street: big names, brands, retailers, supermarkets
- Trades and professions: plumber, lawyer, banker
- Personal: family member, close friend, me
- Mentors: member of college staff, teacher

<sup>28</sup> Please note that, in the research findings chapters of this report, percentages have been rounded off to make them more visually accessible; in places, this might result in percentages not totalling 100%

<sup>29</sup> Given the volume of information contained in this report, cross tabulations by gender, jurisdiction and course of study are referred to in the text but may not be included as tables (they will be made available online through the Carnegie UK website); and more information about the course groupings approach used here is provided in Appendix 4.iii

Next in frequency were ‘tycoons’, a grouping of other internationally renowned business leaders. Most responses within this group were for Richard Branson, then Steve Jobs and Bill Gates.

- More students visualised enterprise in the form of Lord Alan Sugar than in any other way, at 29%
- 59% of respondents identified an embodiment of enterprise either communicated or created by popular media
- Students in Wales and Scotland were more likely to see enterprise as a positive personal trait than those in England and Northern Ireland

‘Stereotypes’ of enterprise (suits, ties, briefcases etc.) were next with slightly more than 1 in 10 responses, matched by a grouped response for ‘celebreneurs’, those people and activities best known for involvement with entertainment, media, sport and music. In England this was

different, with 16% identifying stereotypes and only 5% celebrenours.

If Lord Sugar, tycoons and celebrenours are grouped as the media-led responses, they account for 59% of all answers across the UK.

8% named ‘positive traits’ of enterprise – things like leadership, success, independence and teamwork. This had a slight jurisdictional difference: over 10% gave positive traits answers in Wales and Scotland, and 6% or less in England and Northern Ireland.

### 3.2 Enterprising people: yes or no?

Participants were asked, immediately following the visualisation of enterprise, to think about five different workers and consider if what they did constituted ‘enterprise’. These five work types (see Table 4) were very simple attempts to explore attitudes to small business, self-employment, public sector work, social enterprise, and large corporate institutions.

Three quarters of respondents felt the self-employed plumber was enterprising, although surprisingly only 74% of those studying applied

**Table 4. Are these ‘enterprising people’? (n1521)**

Work type	Yes %	No %	Don't Know %
Self-employed plumber with their own van and tools	75	13	11
A hairdresser who rents a shop, and sometimes pays friends to work at weekends	54	31	15
A local council worker who runs a busy community leisure centre	49	34	14
A not-for-profit worker who refurbishes old mobile phones to fund shelters for the homeless	49	34	17
The chief executive of a nationwide insurance company, who works for the board and the shareholders	52	31	17

skills courses agreed (meanwhile 92% of humanities students said 'yes'). Students in Wales and in Northern Ireland were most likely to see the plumber as enterprising, whilst students in England were the least (at 70%).

The hairdresser split opinion, with just over half of students agreeing this was an enterprising work type. Only two thirds of beauty students answered yes here, which raises interesting issues about self-perception given strongly pro-enterprise responses that grouping offered elsewhere in the survey.

Students in Scotland were most inclined to see the council worker as enterprising (57%), although UK-wide fewer than half of respondents concurred. This response was uniform across subject groupings with the exception of media and IT students, where 62% agreed. This pattern is repeated for the not-for-profit worker, with more Scots (55%) seeing enterprise here than the 49% UK average. Interestingly, care and education students were the least likely to see the charity worker as enterprising of all the subject groupings, at 44%.

The national CEO, seen as enterprising by 52% of participants, was thought least so in Northern Ireland (37%) and most in England (56%). Beauty students said 'no' most often to this work type, and science students said 'yes' most readily.

- Students saw the self-employed plumber as the most enterprising of the five work types offered, 20% ahead of the small businessperson and the national CEO
- Public sector and not-for-profit workers were considered enterprising by fewer than half of respondents; students in Scotland were the most likely to see these types as enterprising
- Science students were the most likely to see a corporate CEO as enterprising, whilst students in Northern Ireland were the least likely

### 3.3 Attitudes to enterprising people

Participants were offered three statements relating to the 'enterprising people' they had self-identified through the visualisation and work types questions. These explored to what extent enterprise is needed, admired, and aspired to by further education students.

All three statements drew broad agreement, although to different extents (see Table 5). 27% strongly agreed that enterprising people were needed, 22% that they were to be admired, and 18% aspired to follow their example.

Students from Northern Ireland strongly agreed (36%) that enterprising people were needed, with students in England least likely to strongly agree with 24%. Students in Northern Ireland (30%) were also the most strongly admiring with the English (19%) the least. The highest proportion of aspiring respondents was again in Northern Ireland (26%), and the least with 16% was in Scotland.

### 3.4 Is enterprise an option for me?

We asked two further enterprise specific questions, this time broadening the field of enquiry to 'non-traditional' work, by which we meant self-employment and business startup, social enterprise and freelance working options.

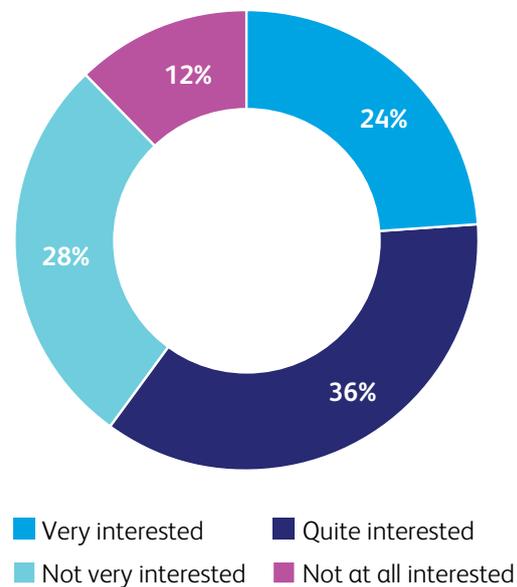
Table 6 shows the responses when general interest is questioned. 24% indicated that they would be very interested in an alternative to a traditional career or job. This was highest among students in Wales (29%) and lowest in England (20%). Students in England and Scotland were the most likely to be 'not at all interested' at 13% each.

**Table 5. Attitudes to ‘enterprising’ people (n1521)**

Statement	Strongly agree %	Agree %	Neither agree nor disagree %	Disagree %	Strongly disagree %
‘I admire enterprising people’	22	48	22	3	-
‘I aspire to be like enterprising people, I want to follow their example’	18	40	31	9	10
We need enterprising people, they are important	27	51	19	2	-

- Students strongly agree that enterprise is a necessity; they also admire enterprising people and aspire to be like them, but to lesser extents
- Northern Irish respondents reacted most positively to enterprise propositions, and were a third more likely to strongly agree that enterprise was necessary
- Aspiration to follow enterprising examples was least enthusiastic among Scottish respondents, and fewer than 1 in 5 students in England admired enterprising people

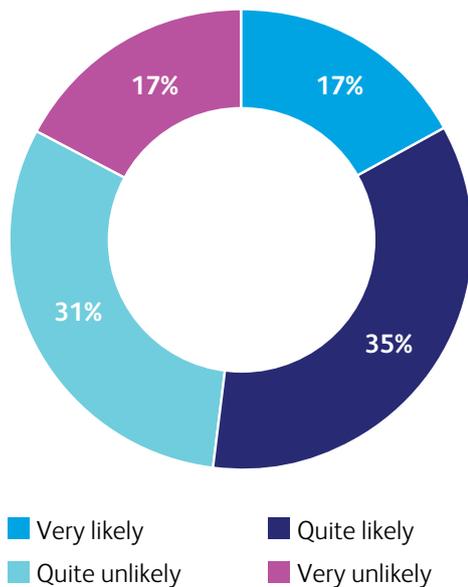
**Table 6. Interest in alternatives to traditional career after college (principally business startup or self-employment) (n1497)**



When questioned about real likelihood to pursue business or self-employment (Table 7), there is a 7% reduction in the numbers that strongly agree. The highest proportion of students who were ‘very unlikely’ to pursue self-employment were in Scotland (20%).

The biggest significant effect on the results of Table 7 occurs when these answers are cross referred with the responses presented in Table 12 (below in section 4.1). Of those participants who felt that their college had addressed enterprise and business issues during their courses, 69% were quite or very likely to want to set up a business; of those who did not think that their college had provided this resource, only 42% agreed.

**Table 7. Overall, real likelihood of business startup or self-employment in working lifetime (n1485)**



### 3.5 Reasons for starting or not starting up a business

Students were asked to provide their own reasons for why they would or would not be interested in starting a business. This invited open text responses that were manually grouped at the data analysis stage into the eight categories presented in Table 8.

A slight majority (55%) of respondents offered a positive response to this question, meaning a response that suggested a potential interest in business or general support for self-employment or business startup. More than a quarter of positive

responses indicated a desire for independence, to be one's own boss, or to achieve personal success. This was almost twice the number who connected business with the acquisition of personal wealth. These positive results were consistent across jurisdictions, except among the 7% of respondents who wanted to be a business leader, or to provide a specific service or product – in Wales this was doubled, with 14% of participants choosing this category.

Predictably, the largest proportion of negative<sup>30</sup> responses was from students who were simply not interested in self-employment, had a career path which they felt necessitated working for somebody else, or were already employed by an organisation whilst studying.

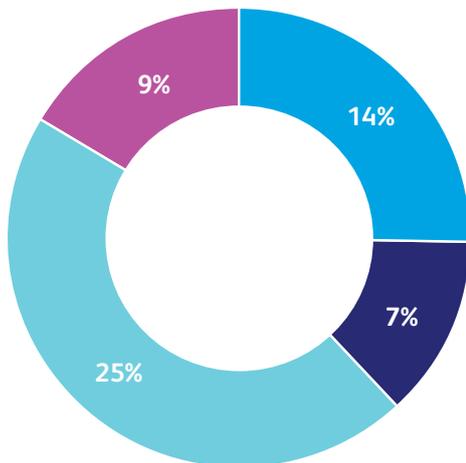
Difficulty and fear of failure was marginally the second favourite grouping at 12%, closely followed by financial risk and economic climate at 10%.

- Almost a quarter of respondents were very interested in business or self-employment after college, with nearly a third of students in Wales showing strong enthusiasm
- 1 in 8 respondents thought it very likely that they would start a business or be self-employed during their working lives; almost half thought it quite unlikely or very unlikely
- 20% of students in Scotland thought it very unlikely they would be self-employed during their working lives
- 52% thought it very or quite likely they would set up a business or work self-employed in their lives; but 69% of those who felt their colleges had provided built enterprise into their courses agreed

<sup>30</sup>Please note that negative here simply means not favouring business startup, and is therefore not a value judgement about the respondents.

**Table 8. Why would you / would you not be interested in starting a business or pursuing enterprise? (n1099)**

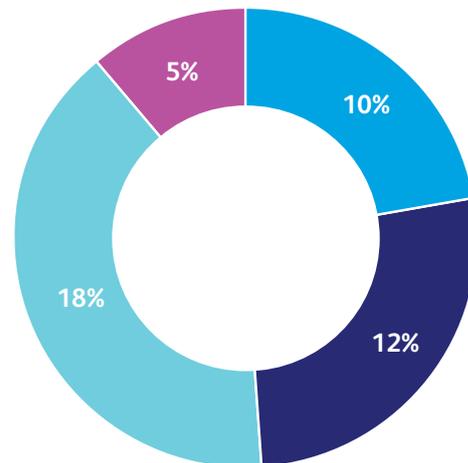
### Positives



- Make money, be rich, be a provider, financial need driven
- Desire to be a business leader or provide a specific product or service, family background in business
- Want independence, freedom, self-employment, be the boss, personal success
- Challenge, fun, interesting, positive risk, creativity

**Total positive 55%**

### Negatives



- Financial risk, economic climate, lack of resources
- Too difficult, stressful, fear of failure
- Just not interested, not my career path, want security of employer
- Lack required skills, knowledge, experience, ideas

**Total negative 45%**

- Twice as many students thought that being their own boss was the most appealing thing about starting a business compared to those motivated by a desire for financial wealth
- 1 in 4 respondents who were not interested in starting up on their own said business was too stressful, difficult and risky for them
- 14% of students in Wales thought business was an opportunity to provide a specific product or service, or be a leader – twice the UK average

# Chapter 4 – School & college

## 4.1 Enterprise-focused interactions at school and college

Governments across the UK have invested over the last decade in expanding enterprise thinking in secondary education, and have been supported in this by highly innovative third sector partners like Young Enterprise and the Education and Employers Taskforce. In many areas, the curriculum is now designed to ensure an enterprise-focused interaction (either with school staff or an external facilitator or project) is delivered for every compulsory age pupil.

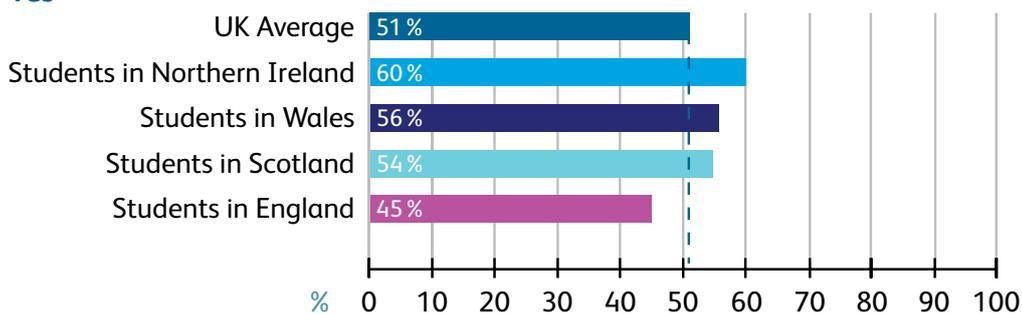
Participants were asked if they remembered enterprise or business activities being held whilst at school. Table 9 shows that slightly more than half of the participants did remember an enterprise interaction at school, with only students in England (45%) marginally more likely to not remember this occurring.

Participants were also asked to rate the usefulness of this activity, where they recalled it. UK-wide, 31% of respondents found the activity 'very useful' and 56% 'useful', with only 13% viewing it negatively.

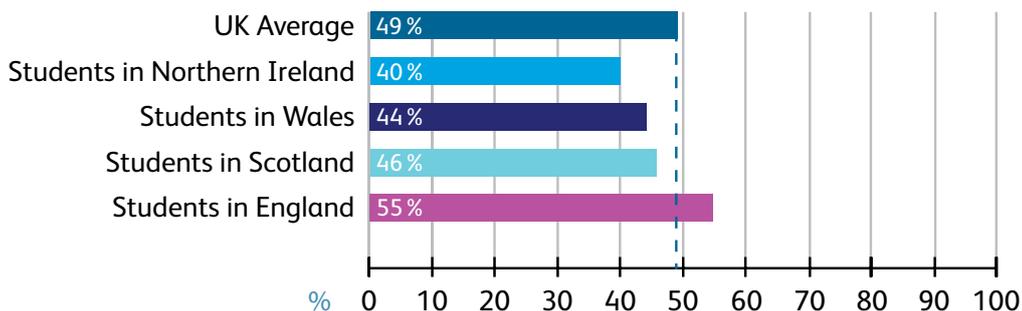
We posed a similar question about time at college, this time focusing on interactions with business or enterprise led by someone from outside college. Many colleges work hard to involve business and community leaders in campus life, to both contextualise course work for students and to provide role models of working success. In Table 10, 36% of participants remembered attending or being invited to an externally led enterprise activity at college, and 52% did not remember or had not been invited. These results were inverted in Northern Ireland, where a majority of respondents had been invited.

**Table 9. Remember participating in enterprise or business lessons/activities at school (n1505)**

### Yes

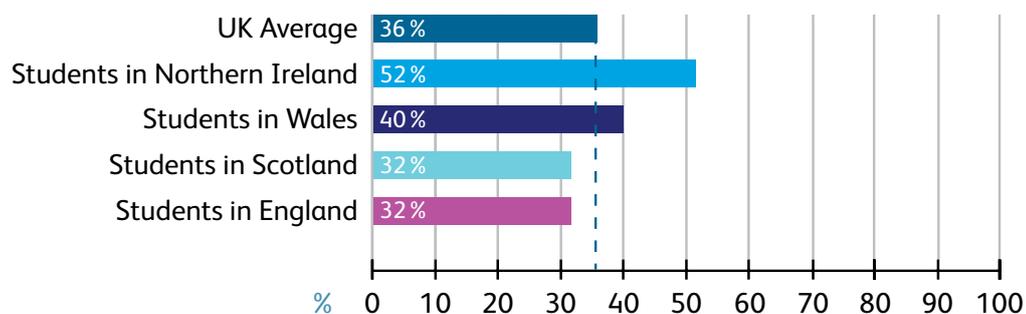


### No

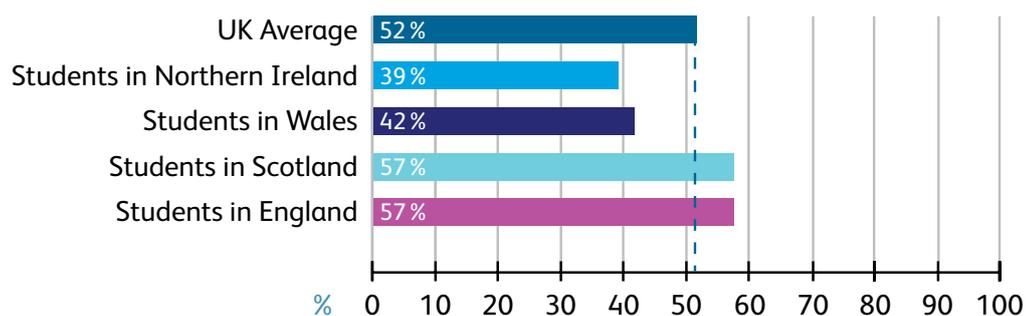


**Table 10. Invitation to or attendance at interactions with business people or other professionals from outside college, on campus (*n*1561)**

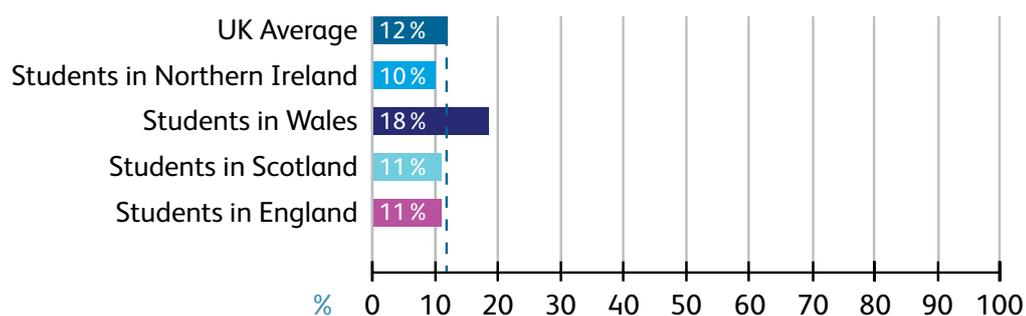
### Yes, attended or remember being invited



### No, don't remember or no invite



### Don't Know



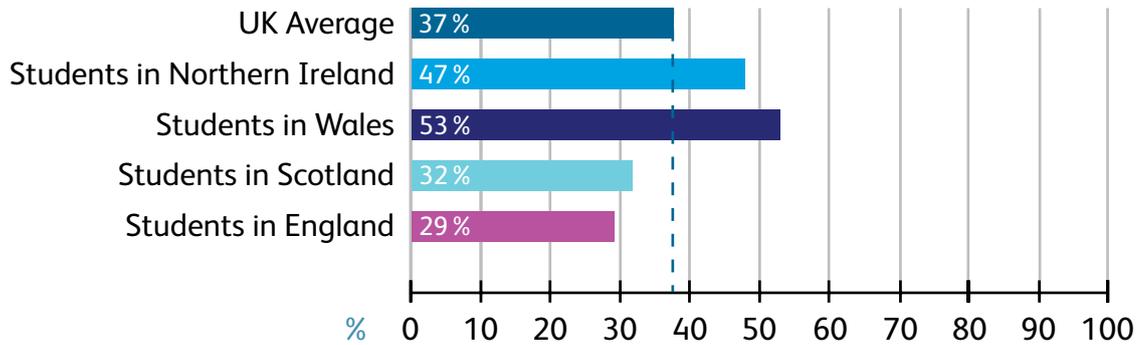
Where students had been invited to and attended an enterprise activity at college, 41% found it very useful and 53% useful.

Participants were asked to consider if, in their view, starting up a business or being self-employed had been 'addressed' in their time at college. Overall (see Table 11), 40% of students agreed that these career paths had been addressed, and 63% felt they had not or, at least, not yet. Here, Welsh

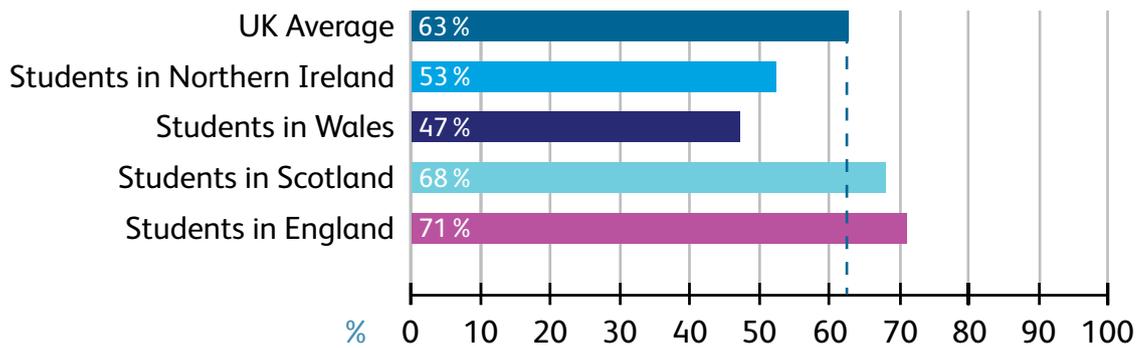
respondents were clearest that this had been addressed, with a majority (53%) agreeing. This is 14% more of the Welsh response than that which felt they had been engaged by an externally led business activity at college. This finding suggests that, in Wales, most students are getting some enterprise interaction but through a source other than external business speakers or projects.

**Table 11. Has self-employment and business startup been specifically addressed by your college during your time as a student? (n1479)**

### Yes

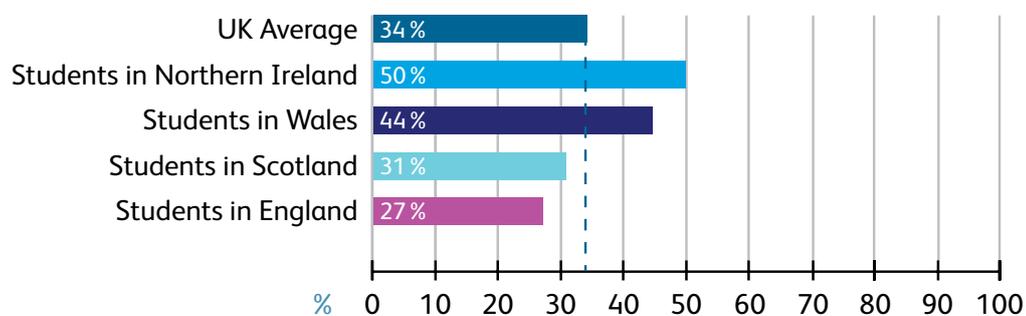
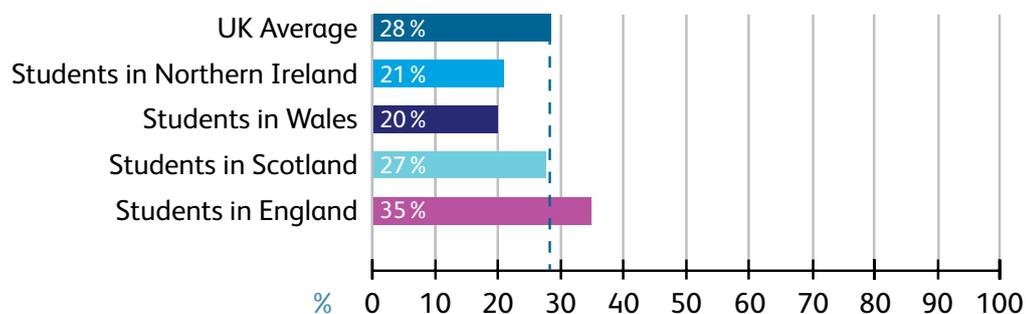
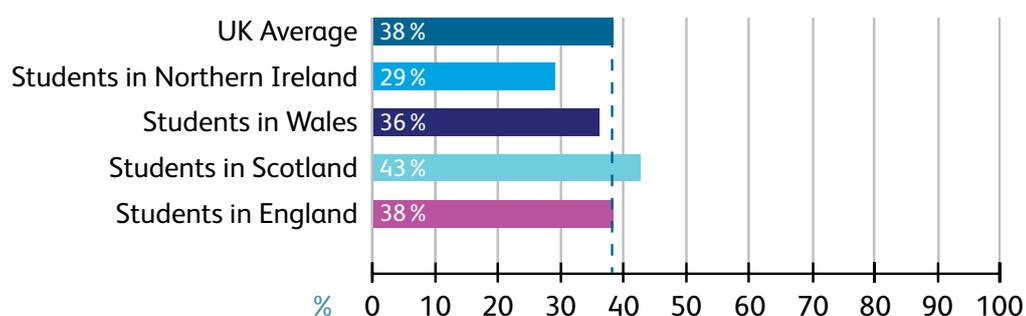


### No



To interrogate this finding, we also asked if students were aware of specialist staff at college working to develop enterprise and business. This proved to be the only question in the survey to which 'don't know' was the most frequent

response (see Table 12), but again students in Wales and Northern Ireland were far more likely to be aware of staff providing this function than English or Scottish respondents.

**Table 12. Knowledge of college staff working to promote enterprise and business (n1486)****Yes****No****Don't Know**

- Half of participants remembered an enterprise activity from school, and around a third a business/enterprise event at college; where respondents participated in either, more than 80% found them useful or very useful
- More than half of students in Wales thought enterprise and business had been addressed at college, primarily through teaching or enterprise staff routes
- Northern Irish respondents were also positive, but thought external business speakers and activities were the main source of enterprise education
- Less than a third of students in England had been invited to an enterprise activity at college, felt business had been addressed during their studies, or were aware of enterprise focused staff on campus

## 4.2 College, future study, and work

Tables 13 and 14 show the progression in thinking as respondents consider firstly their reasons for applying to college, and then their likely future routes as a result of their time at college.

It is very clear from this that most students chose courses with a career path or further study or university as the prominent reasons or outcomes. Just over a quarter admitted that they were still unsure of what to do next in Table 14, but the main two outcomes remain consistent from pre-enrolment to current thinking. 1 in 5 students felt that the prospect of starting a business was part of their pre-college thinking, and this number reduces to slightly more than 1 in 10 once enrolled.

Careers advice from school or another ‘trusted source’ was seen as the least significant factor in choosing college. Here, 28% actively disagreed that careers advice had played a part in their course choice and career planning. In England, 50% of students agreed or strongly agreed, but in Scotland this number was only 40%. The Association of Colleges is undertaking research into schools careers advice and its relationship to FE in England, and these findings might support that work being expanded across the UK.

**Table 13. Pre-enrolment outcomes reasons for choosing college and course (n1509)**

Factor	Strongly agree %	Agree %	Neither agree nor disagree %	Disagree %	Strongly disagree %	Don't know %
Had a specific career in mind	38	42	10	7	1	2
Chose course because of careers advice at school or trusted source	14	33	23	20	8	2
Chose course as a route to further study at university or college	38	37	13	9	1	2
Had a specific business idea in mind	22	31	23	17	4	3



Table 14. Outcomes planning as a result of college experience (n1480)

Factor	Strongly agree %	Agree %	Neither agree nor disagree %	Disagree %	Strongly disagree %
Now decided on a specific career	37	39	16	8	1
Now decided on further study at university or college	39	35	15	8	3
Now decided on a specific business idea to develop	12	26	29	28	5
Still unsure what to do next	9	18	18	33	22

100%

0%

- Students said they chose college mostly to support a career path or to enable further study or access to higher education
- 1 in 4 students were still unsure about their post-college future part way through their courses
- 20% of respondents had business in mind when choosing to study, but only 12% still saw it as a viable career path after beginning their college courses
- More than a quarter of students disagreed that schools careers advice had helped in choosing their college courses or careers

### 4.3 Reasons for choosing college

We asked survey participants to suggest what factors were most significant in their choice of college. Table 15 confirms that a range of factors were of at least some importance in choice of college.

**Table 15. Factors that influenced enrolment at college (n1585)**

Factor	Very important %	Important %	Neither important nor unimportant %	Unimportant %	Very unimportant %	Not applicable %
College's overall reputation	25	54	16	4	-	1
Reputation of a specific course	36	49	12	2	-	1
Availability of a specific course	44	43	10	2	-	1
Quality of the college's prospectus	21	45	23	8	2	2
An open day or other event attended	22	37	27	9	2	3
College's location	39	41	14	4	1	1



In Table 16, participants were asked to select the single most important factor in their own decision to enrol. Here, the availability of a chosen course is key (26%), closely followed by the reputation

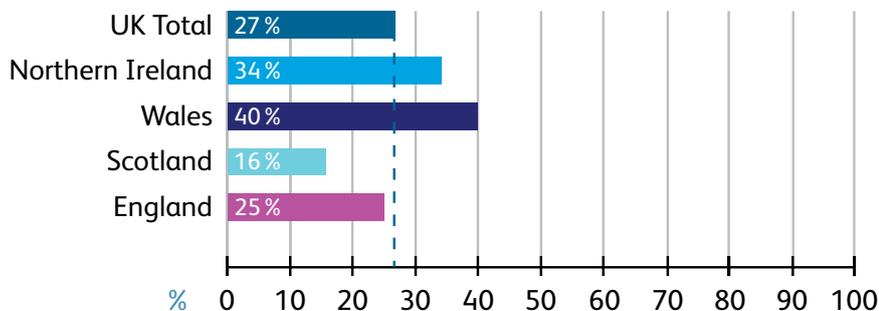
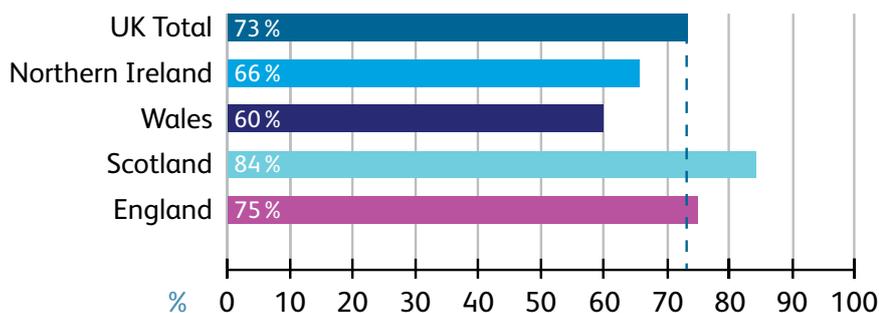
of that course and then college location. College location was the most significant factor overall for students in Scotland (35%) compared to only 13% in Wales and 21% in England thinking it critical.

**Table 16. Most important factor in choosing college (n1414)**

Factor	The college's overall reputation %	Reputation of a specific course %	Availability of a specific course %	Quality of the college's prospectus %	An open day or other event %	College's location %
Frequency %	18	25	26	4	5	23

We also asked students about their recollection of whether enterprise or business activities were discussed in any of the information supplied to them as they chose their college course. Only slightly more than a quarter of all students remembered any information of this kind. There were stark jurisdictional variations in this response

(see Table 17) – more than 40% of students in Wales recalled enterprise information pre-enrolment, and only 16% of Scottish respondents. 40% of students studying beauty courses remembered some information, but less than 13% of humanities students.

**Table 17. Remember enterprise or business information being given about college before applying? (n1560)****Yes****No**

- Reputation of chosen course is the major factor in choosing a college, followed by college location (college location was the top factor, though, in Scotland)
- Only 27% of students remember enterprise and business information forming part of the college's recruitment offer to new students, but this proportion is half as much again in Wales at 40%
- Beauty students were the most likely to remember enterprise and business information playing a part in their college enrolment

#### 4.4 Outside the classroom

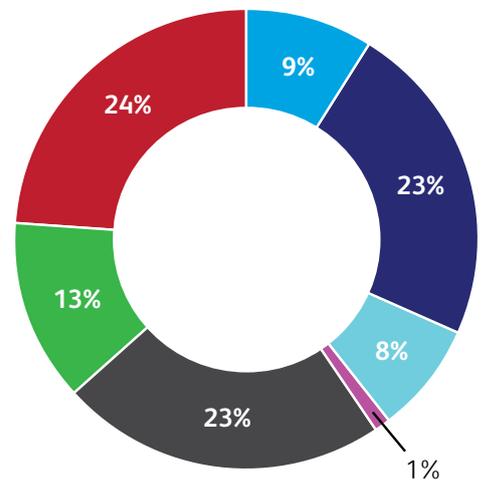
Colleges are centres of activity for young people, outside the classroom as much as within it. Most extracurricular activity is voluntary and is often a challenging fit for a student population with many part-time, working and caring learners. We found in Table 18 that more than a third (34%) of participants were engaged in some kind of extracurricular activity at or through college. The remainder either said that they were not so involved, or otherwise indicated no activity by not responding.

Of those involved, the largest activity groupings were class representatives (who act as communicators between students and staff), and students playing organised sports or enjoying recreational sport and fitness. Only a proportion of 1% of those with extracurricular commitments said they were participating in a business club, enterprise project or other business venture at college.

We also surveyed activities not directly related to college (see Table 19). As we would ask students about their enthusiasm for business and self-employment later on, we were interested in skills and experience that they might already have but not recognise as relevant to work and personal achievement.

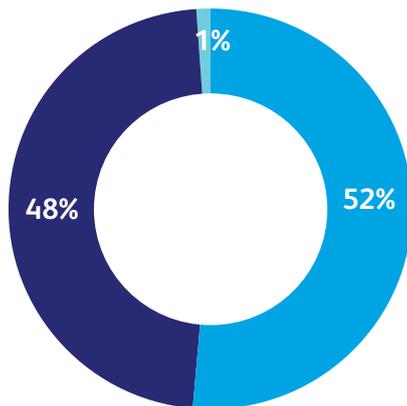
We found that 52% had some experience of successfully transacting a sale through an internet auction site. More surprisingly, given the supposed dominance of virtual technologies amongst younger people, almost two thirds of respondents (64%) had experience of selling an item face-to-face in either formal work settings (bars, shops as staff) or through informal activity (car boot sales, fetes). This figure was consistent across the four jurisdictions, with greater variance when subdivided by course of study: 82% of those studying applied skills courses had sold face-to-face, 64% of those studying land courses, and only 48% of care and education students.

**Table 18. Extracurricular activities' involvement at college (n705)**

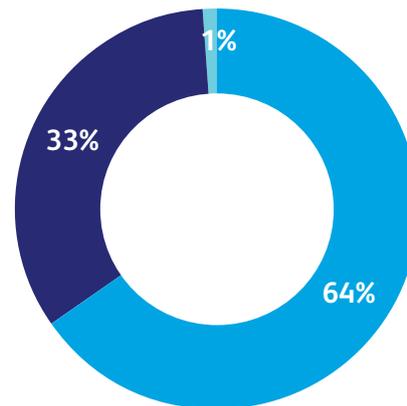


- Other (included casual work, volunteering, arts and crafts)
- Sports clubs, physical recreation
- Students' unions and associations
- Business clubs, projects
- Class representatives
- Charity, fundraising
- Not involved with any activities

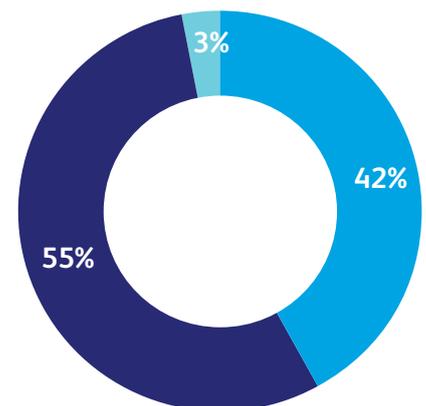
Of the 42% who had helped to institute and run a club or society, there was a marginal difference in response between jurisdictions - 46% had done so in Scotland, 5% more than in England or Northern Ireland. 47% of events, PR and customer services students had led a group, whilst only 30% of beauty students had done so.

**Table 19. Personal and commercial activities not directly associated with college % (n1510)****Successfully sold items on internet sites like eBay or Gumtree**

- 'Yes, have done this'
- 'No, never done this'
- 'Don't know'

**Sold items to people face-to-face**

- 'Yes, have done this'
- 'No, never done this'
- 'Don't know'

**Helped to set up or run a club, society or other group**

- 'Yes, have done this'
- 'No, never done this'
- 'Don't know'

- 34% of participants said they did extracurricular activities at college beyond their course, favouring representation (class rep) and sport/physical recreation
- Only 1% of active students were in a business club or engaged in a business/enterprise project
- Two thirds of students had experience in face-to-face retail, however informal, and more than half had sold goods online
- Whilst students doing applied skills courses made keen sellers, they were less interested in running clubs and groups

## 4.5 Positives and negatives of college study

Participants were asked to rate the quality of their course now, as students at college (see Table 20). Students were broadly very positive about their college learning experience, with 'good' the highest response at just under 50% and 'poor' or 'very poor' accounting for only 2% across the UK<sup>31</sup>. Students in Wales were even more enthusiastic about their experience, with the largest number choosing 'very good' (55%). The smallest proportion of 'very good' respondents by jurisdiction was in England, at 37%. More than 55% of arts and land studies students chose 'very good', but less than 37% of humanities and science students.

The same question was asked about course tutors or lecturers (Table 21). Respondents were yet more positive here, with more choosing 'very good' (46%) than any other answer. Again, students in Wales were the most positive at over 58% 'very good'.

More than 57% of beauty and arts students chose 'very good', and less than 40% of humanities and sport students did the same.

**Table 20. How students rate the content of their college course (n1566)**

Jurisdiction	Very good %	Good %	Neither good nor poor %	Poor or very poor %
Northern Ireland	46	48	6	1
Wales	55	39	4	3
Scotland	44	50	4	2
England	37	54	7	3
Total	44	49	5	2



<sup>31</sup> Please note that participants were clearly informed about the confidentiality of their responses both at the beginning and throughout the survey process, and college staff did not participate in any way in any of the survey sessions.

Table 21. How students rate their course tutors and lecturers (n1566)

Jurisdiction	Very good %	Good %	Neither good nor poor %	Poor or very poor %
Northern Ireland	43	48	6	3
Wales	59	35	5	2
Scotland	44	47	7	2
England	42	47	8	3
Total	46	45	7	3



- Respondents across the UK were very supportive of the quality of their courses and teaching at college; less than 3% of students thought their course or lecturer poor or very poor, and 45% thought them very good
- Students in Wales were the most enthusiastically supportive of their institutions and supervisors, and students in England marginally the least enthusiastic in their rating
- Arts students were consistently very positive, with more than 55% answering very good to course and lecturer questions; and humanities students were the least enthusiastic, at less than 40% for each question

# Chapter 5 – Work, the economy and the future



## 5.1 Barriers, opportunities, progress and aspiration in the economy

Table 22 shows strength of agreement responses to a battery of statements about economic aspiration, opportunity, and general economic progress.

**Table 22. Personal, local and national economic aspiration (n1506)**

Statement	Strongly agree %	Agree %	Neither agree nor disagree %	Disagree %	Strongly disagree %	Don't Know %
'I think I will be financially better off overall in my life than my parents'	20	32	28	9	2	9
'I will achieve something in my working life that I will be proud of'	37	50	9	2	-	3
'I think people in my local area will generally be better off in the next 2-3 years'	7	17	34	23	6	14
'I think that the country as a whole will generally be better off in the next 2-3 years'	6	19	31	21	9	14
'There are enough jobs and opportunities in my area'	10	22	23	27	14	4
'The economic situation is difficult for young people'	44	36	12	3	2	3

More than half of participants agreed or strongly agreed that they would be ‘financially better off’ than their parents in life, whilst a quarter were unsure or undecided. A higher proportion of students in England strongly agreed (23% rather than the 20% UK average), but only 10.4% did so in Northern Ireland. Scotland had the highest combination of disagreeing and very disagreeing respondents with 14%.

There was strong support for the idea that respondents would ‘achieve something they would be proud of’ in their own lives and in their own estimation. Two thirds of all students agreed or strongly agreed with this. Students in Wales were particularly positive, with 41% strongly agreeing, but students in Northern Ireland were slightly less so on 29%. Older students were much more certain, with 46% of 20-21 year olds strongly agreeing, compared to 33% of 16-17s.

Statements about economic prosperity in the local area and ‘country’ (whatever the respondent chose to interpret that as) were asked with a 2-3 year horizon point. We felt that this was far away enough from the present to capture the respondent’s attitudes to the future whilst not being so distant that it became unrealistic, particularly for younger people.

Both locally and ‘nationally’, around a third of respondents agreed/strongly agreed that people would be better off in the future, with 30% disagreeing or strongly disagreeing. Over 38% of students in Northern Ireland disagreed/strongly disagreed to each statement, 32% in Scotland, 28% in England, and less than 24% in Wales.

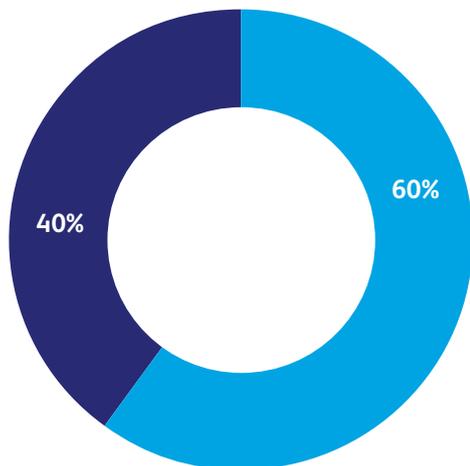
40% of respondents disagreed or strongly disagreed that there were enough jobs in their areas for younger entrants to the labour market. 80% of all students surveyed agreed that the economic situation was difficult for young people, with fewer than 1 in 20 disagreeing. Responses to these statements were uniform across jurisdictions.

- More than half of students surveyed expected to do better financially than their parents, with the most definite respondents in England and the least certain in Northern Ireland
- Respondents could not decide if their area or country would grow economically in the coming years – roughly a third agreed, a third disagreed, and a third were undecided
- Only 10% strongly agreed that there were enough jobs locally for younger workers, but 44% strongly agreed that the economy was difficult for younger people at the moment

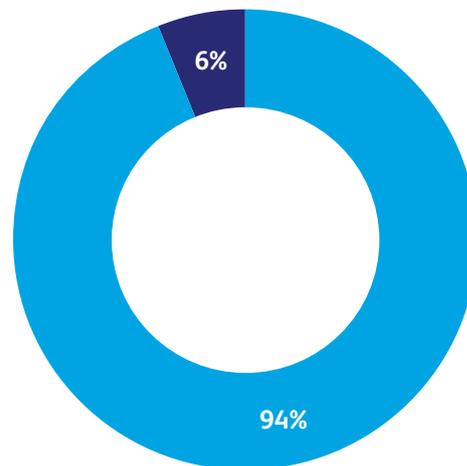
## 5.2 Working week, working type, salary expectations

Respondents were encouraged to think in very concrete terms about the work they would be doing after college at two different time points: the year after completing their studies, and five years later. The latter was intended to take them forward to a point where they might view themselves relatively established in whatever career or work they expected to pursue.

Firstly, they were asked to consider what the working week might look like (see Table 23). Six out of 10 expected to be working full time in the year after college.

**Table 23. Full time, part time work expectations (n1418)****The year after finishing at college**

■ Full time 35+ hours a week  
 ■ Part time 1-34 hours per week

**Five years after finishing at college**

■ Full time 35+ hours a week  
 ■ Part time 1-34 hours per week

A higher proportion of 72% of students in Scotland expected to be full time immediately, with fewer than half of Northern Irish respondents agreeing (47%). 80% of land studies students thought they would go straight on to full time work, but only 46% of sports students agreed. Asked at the five year point, an overwhelming majority of students (94%) expected to be full time.

Secondly, salary expectations were questioned (Table 24).

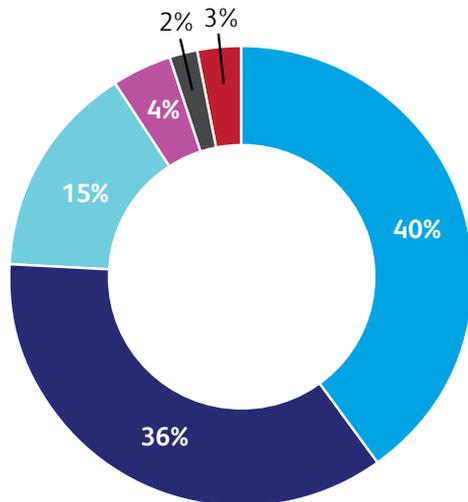
One year after entering the labour force, the largest proportion of respondents expected to be earning between £5,000 and £15,000. Entry level wage expectations were highest in Wales and Northern Ireland. £15,001-£25,000 bracket expectations were highest in Scotland, and £25,001-£35,000 highest in England. Beauty and land students were the most likely to expect entry level salaries (45% or more in both cases),

and humanities and applied skills students were the least likely (28% or less). A quarter of science students expected to earn more than £25,001 straight out of college.

Five years on, 7% of respondents expected to still be earning in the entry level, minimum wage bracket. More than half of students would expect earnings between £25,001 and £45,000 five years into work. Students in England were the most likely to expect to be in the higher pay brackets with 11% answering £45,001-£55,000. More than double the proportion of men (23%) expected to be in the higher three brackets than women (9%). Science and administration students were the most likely to expect higher three bracket incomes, whilst care and education and arts students were the most likely to choose the bottom two.

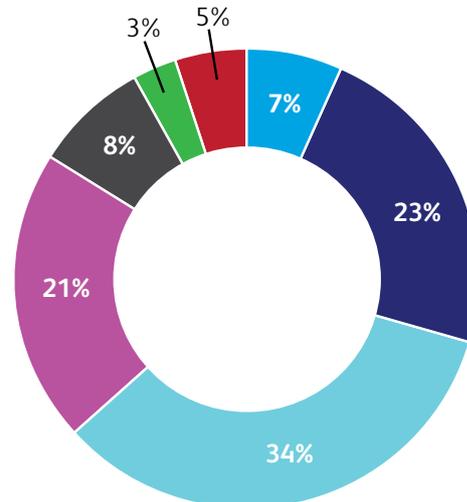
**Table 24. Salary expectations (n1460)**

**The year after finishing at college**



- £5,000 - £15,000
- £15,001 - £25,000
- £25,001 - £35,000
- £35,001 - £45,000
- £45,001 - £55,000
- £55,001 - £65,000
- £65,001 +

**Five years after finishing**

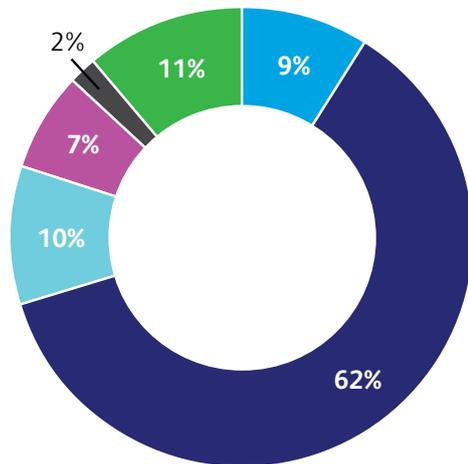


- £5,000 - £15,000
- £15,001 - £25,000
- £25,001 - £35,000
- £35,001 - £45,000
- £45,001 - £55,000
- £55,001 - £65,000
- £65,001 +

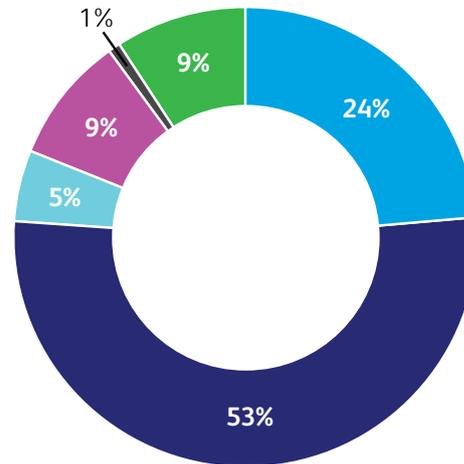
Thirdly, respondents selected a work type from the four categories presented in Table 25. A majority, both in the year after leaving college and five years into working life, expected to be working for one single employing business or organisation. The highest proportion of students who thought they would be working for one other organisation was in Scotland (66%).

The numbers expecting to work for two organisations (i.e. maintain two part time jobs simultaneously) halved over the five years, presumably as students expected to progress into fixed careers of choice.

The most interesting result from this question group, however, was the shift in self-employment expectation. Whilst fewer than 10% expected to be ‘working for themselves, running their own business’ after a year, nearly a quarter thought that they would five years on. This exceeded the proportion interested in starting a business discussed in Chapter three, part four, where 17% were very likely to do so.

**Table 25: Type of work undertaken (n1488)****The year after finishing at college**

- Working for yourself running your own business
- Working for one other business or organisation
- Working for more than one other organisation
- Working for yourself some of the week and working for another organisation some of the week as well
- Not applicable, don't think I will be working
- Don't know

**Five years after finishing**

- Working for yourself running your own business
- Working for one other business or organisation
- Working for more than one other organisation
- Working for yourself some of the week and working for another organisation some of the week as well
- Not applicable, don't think I will be working
- Don't know

Students in Wales were the most likely to start businesses after five years (31%), with students in England the least interested (21%). 44% of applied skills students expected to be running their own businesses, as did almost half of all beauty students. Care and education and sports students were the least likely to be in business (less than 15% each), closely followed by humanities and science students at 16%.

- 6 out of 10 students expected to be working full time straight after college, with more than 70% of students in Scotland expecting to find a full time job but fewer than half of respondents in Northern Ireland
- Three quarters of respondents expected to earn less than £25,000 after college, but more than seven out of 10 thought their earnings would exceed £25,000 five years after graduating
- Two thirds of students expected to find one single employer straight after college; and a quarter of students thought it likely that they would have turned self-employed five years after leaving education
- Students in Wales were the most likely to expect to have started a business as their primary work within five years of study, and applied skills and beauty students the most likely curriculum groupings

# Chapter 6 – Student recommendations for enterprise



Participants were asked to consider a range of actions that could improve support for enterprise at college. Table 26 shows that respondents thought that many of these measures would have some benefit for promoting enterprising outcomes. The two benefits that drew the most strongly agreeing respondents were ‘more chances to meet and talk to successful business leaders’ and ‘grants, loans and funding for students to pursue a small business idea after college’. Students in Wales were most interested in meeting more businesspeople, with 33% strongly agreeing, and media and IT students the subject grouping most enthusiastic at 38%.

Students in Wales were also the most interested in startup grants and funding, with 33% strongly agreeing. Arts and hospitality students were also strongly in favour of grants, with sports and humanities students the least interested.

The three benefits drawing the smallest proportions of ‘strongly agree’ responses were: ‘more time given within my course to discuss how to start a business’; ‘a specific member of staff to support students interested in starting a business’; and ‘funding for offices and facilities for new business to open, on campus’.

Table 26. Measured to improve support for enterprise and business at college (n1480)

Benefit	Strongly agree %	Agree %	Neither agree nor disagree %	Disagree %	Strongly disagree %	Don't Know %
More careers and business focused advice before applying for college	23	51	18	3	1	4
More time given within my course to discuss how to start a business	17	50	24	5	1	4
A specific member of staff to support students interested in starting a business	21	51	19	3	1	4
More chances to meet and talk to successful business people whilst at college	26	49	17	3	1	4
More chances to meet and talk to successful social enterprise leaders at college	23	50	19	3	1	4
Grants, loans and funding for students to pursue a small business idea after college	29	45	18	3	1	5
Funding for offices and facilities for new businesses to open, on campus	21	41	25	5	1	7



- More than a quarter of respondents strongly agreed that more grants for student business startup and opportunities to meet businesspeople on campus were priorities
- Only one in six felt strongly that more time was needed in the classroom to discuss business startup

# Chapter 7 – The Carnegie Measure of Student Attitudes to Enterprise



The Enterprising Minds survey collected a large amount of information about student attitudes to enterprise across the United Kingdom.

The Carnegie Measure of Student Attitudes to Enterprise ('the measure') combined a group of key question responses to create an accessible and comparative indicator.

The aim was to produce a composite measure result which showed, through the answers they had provided, how positively a respondent felt about the idea of working for themselves or starting a business or other form of enterprise, and how likely they might be to do so in their working life.

The questions selected as components of the measure were chosen as previous research suggested that they were influential in determining students' attitudes. The measure drew together eight questions from the survey, covering four key areas:

- Personal attitudes to enterprise and enterprising people
- The importance of enterprise in selecting colleges and courses
- Enterprising work options
- Interest in starting up a business

The composite measure is a simple one – and it is purely descriptive. Responses to each multiple choice question were individually rated on the same scale. The total rating was calculated and then divided to produce a final aggregate measure between 0 and 10 for easier understanding. 0 would indicate absolutely no interest in enterprise and enterprising work routes, and 10 would suggest a respondent who is committed to enterprise and will be very likely to set up a business or be self-employed.

## 7.1 Overall results for the measure

There were 1498 valid responses counted within the measure from the main valid dataset of 1602 respondents. The UK mean result was a measure rating of 5.48.<sup>32</sup> The lowest individual outcome was 0.63 and the highest was 10.00.

- 6% of respondents rated: 0.63 – 2.5
- 40.5%: 2.51 - 5.00
- 38.5%: 5.01 – 7.50
- 15%: 7.51 - 10.00

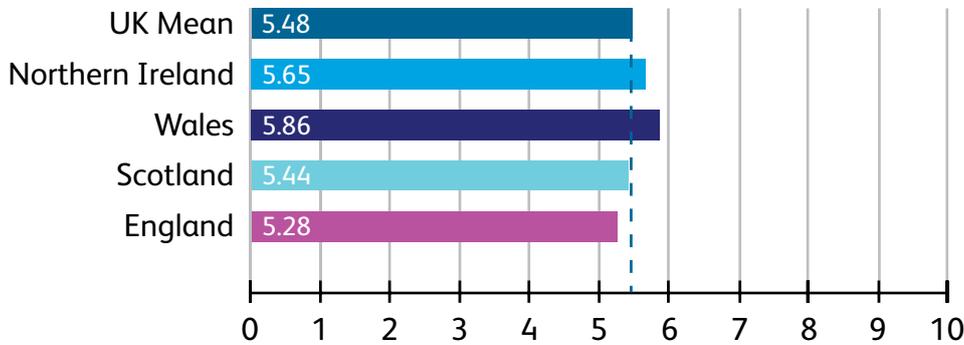
- The average measure rating for UK survey participants was 5.48, where 0 would suggest absolutely no interest in enterprise and 10 would suggest strong interest and likelihood to set up a business or be self-employed

## 7.2 The measure by jurisdiction

Table 27 shows the measure average rating by jurisdiction, compared to the UK mean result. Students in Scotland were almost exactly typical of the UK respondent group. English respondents as a group rated 0.2 below the UK mean. Students in Northern Ireland rated higher than the UK average at 5.65. The highest jurisdictional average was the Welsh participants' group, which rated 0.38 above the UK mean at 5.86.<sup>33</sup>

<sup>32</sup> Please note that, due to the tighter 0-10 scale employed, measure results are presented to two decimal places to make differences in rating clearer

<sup>33</sup> See Levie J, *Scotland 2010, Global Entrepreneurship Monitor*, 16, GEM 2011 for more on jurisdictional differences in entrepreneurship and the effects of public policy variance.

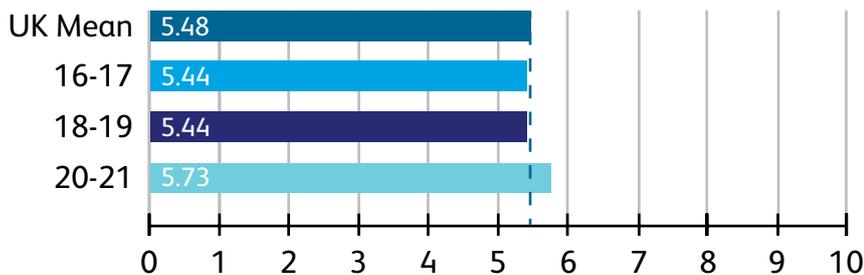
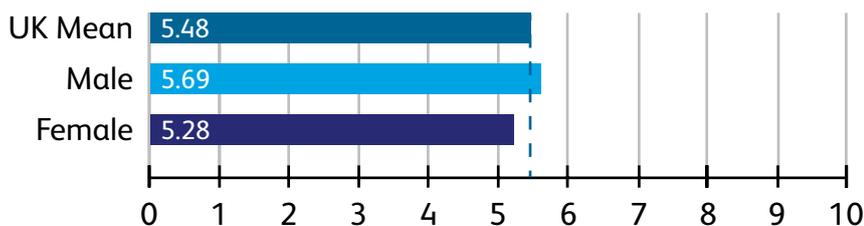
**Table 27: The measure by jurisdiction**

- Welsh respondents rated highest by jurisdiction on the Carnegie Measure at 5.86, with English respondents the lowest on 5.28

### 7.3 The measure by gender and age

Age had no variable impact on measure rating at all between 16-17s and 18-19s (Table 28). The measure rating did increase at the 20-21 age group however, going up 0.29 to an above average 5.73. This could suggest that more time at college had increased enthusiasm and

understanding of enterprise, or that proximity to the end of study focused attention on future work options. In gender terms (Table 29) female respondents rated 0.41 below male respondents across the UK.

**Table 28: The measure by age****Table 29. The measure by gender**

- 20-21 year olds rated higher on the Carnegie measure than 16-19s
- Male students rated higher than female students

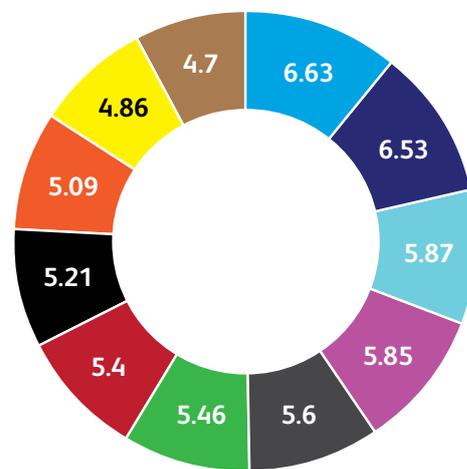
## 7.4 The measure by course choice

Beauty and applied skills students<sup>34</sup> were the highest rating groups by subject of study (see Table 30). In both cases, they rated more than 1.00 higher than the UK average. No other grouping by any method of cross referral passed 6.00 on the measure scale, as these students did. Hospitality, media and IT and administration students also rated above the UK average.

Care and education and humanities students were the two groups to rate below 5.00. Science and sport respondents were also below the UK average.

- Beauty and applied skills students rated highest on the measure by subject, and were the only two groupings of any kind to rate over 6.00
- Care and education and humanities respondents rated lowest on the measure at less than 5.00; sports and science students also rated below the UK average

**Table 30: The measure by subject grouping**

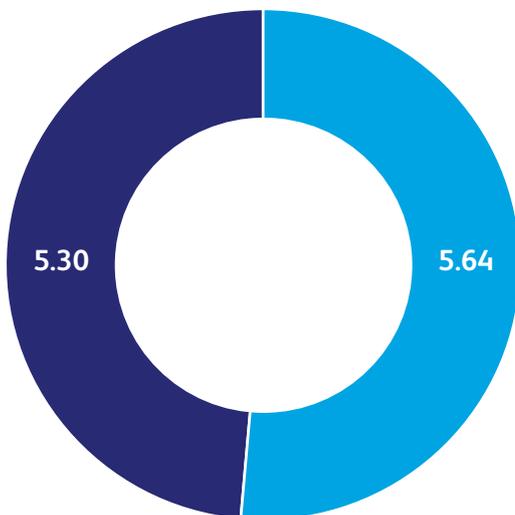


<sup>34</sup> See Appendix 4.iii for a detailed explanation of the course subjects' grouping approach adopted in this report

## 7.5 The measure by involvement in voluntary work

Table 31 suggests that those students who had done some voluntary work rated 5.64, 0.34 higher than those who said they had never done so.

**Table 31. The measure by involvement with voluntary and not-for-profit work**



■ Yes, have done some voluntary work in my own time

■ No, never done any

**UK mean 5.48**

- Respondents with experience of doing not-for-profit voluntary work rated higher on the measure than both those without and the UK average

# Chapter 8 – Conclusions and recommendations



The research findings have demonstrated great diversity in views and experiences among those students who participated in the study. More emphatically still, they suggest variations in enterprise experience, understanding and intent between students in the four different jurisdictions of the UK.

In Wales, very clearly, something positive is happening in enterprise terms. Welsh survey respondents indicated the highest levels of enterprise awareness and interest, the most personal and positive visualisations of what enterprise meant to them, and the strongest intentions to pursue self-employed and business startup career paths. They were the most enthusiastic about their college experiences and the quality of their education. They rated highest on the Carnegie Measure of Student Attitudes to Enterprise.

Meanwhile, students in Scotland were most likely to conceive public and voluntary sector workers as enterprising, not just private sector and technical workers. They were slightly less likely than others to aspire to follow enterprising role models, and were the most likely to see themselves in traditional employment roles immediately after college. They generally chose college based on proximity and convenience rather than course quality, and were the most likely to have involved themselves in clubs and societies outside of the classroom.

Students in Northern Ireland rated similarly to their Welsh colleagues on many indicators of enterprise engagement. They were more driven towards enterprising careers as a necessity rather

than an ideal, and were less confident in their locality's future economic prospects and the availability of jobs. They were the least sure that they would outdo their parents financially.

Participants in England, the largest group by number, were the most uncertain of both the extent of their enterprise education provision at college and their overall interest in enterprising careers. They were the least likely to admire entrepreneurs, but had the highest expectations of future earnings and high levels of confidence in prospects for personal economic progress.

Across the UK, colleges are clearly working hard in many different ways to help their students develop some sense of the 'enterprise culture' identified by the prime minister in 2011 as central to British economic growth prospects<sup>35</sup>. However, the responses to our survey would suggest that some approaches are meeting with more success than others.

UK devolution has created some exciting conditions for diversity and jurisdictional innovation in further education, which have doubtless paid dividends to many of the sector's learners. However, devolution may also have constructed barriers between colleges in different jurisdictions, and made it difficult (both politically and organisationally) for sector policymakers to freely exchange ideas and best practice. It is not clear if learning from each of the four jurisdictions is currently being shared in a way that is systematically helping to enhance enterprise education across the whole UK.

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<sup>35</sup> See 'enterprise' section of David Cameron's speech to the Welsh conservatives' conference, 6 March 2011

Given that positive economic outcomes from the capabilities fostered by enterprise education may take many years to appear, it would seem sensible to pursue a more collaborative UK-wide strategic discussion now, particularly where some jurisdictions appear to be measurably moving ahead in enterprise working with the 16-21 age group.

### Recommendation one

More cross-jurisdictional collaboration is needed between colleges and policymakers, to learn from the best examples in enterprise education. Sharing success and learning from failure across national borders would have significant benefits for student outcomes, and potentially for longer term UK economic prospects.

Students who engaged in extracurricular voluntary activities rated much more highly on the measure than those who did not. We also found that a high proportion of 63.9% of respondents had personal experience of face-to-face sales, and half had sold goods online. And yet, only a handful of participants were engaged in extracurricular business clubs or other projects at college.

This suggests that, for a large number of students, there is an enterprise and business enthusiasm best expressed in informal settings and extracurricular roles, but that this struggles to identify enterprise-related activities at college that can add business knowledge and practical experience.

This is a deficit, and not only one that negatively impacts the likelihood of students starting up businesses in the medium term. More widely, the UK is desperate for innovative commercial ideas and positive leadership from younger people: nowhere more so than in retail, where the 2011

review for BIS by Mary Portas has highlighted the urgent need for imagination in the redesigning of ailing British high streets. Finding ways to bring together this cohort's retail experience, its preparedness to engage in extracurricular activity, and its resulting enthusiasm for enterprise would appear to offer clear economic dividends.

### Recommendation two

Colleges and supporting organisations should create more opportunities for students to develop practical enterprise skills that build on their retail experience and extracurricular interests. This may include student-led projects, competitions, and opportunities to design retail ideas with industry experts.

More than three quarters of respondents agreed that they would like to see more opportunities at college to meet and interact with businesspeople, outside of the formal course setting. More than 80% of students who remembered participating in an enterprise activity of this kind at college considered it useful – a shame, therefore, that only a third of students had ever been invited to such a meeting or discussion.

### Recommendation three

Students clearly benefit from being able to see an enterprising person, up close. Programmes like Inspiring the Future<sup>38</sup>, which match up education institutions with top CEOs and entrepreneurs, should be encouraged to expand across all jurisdictions. All colleges should develop stronger relationships with business role models, and build a programme of interactive events allowing all students access to them.

<sup>38</sup> See [www.inspiringthefuture.org](http://www.inspiringthefuture.org), Education and Employers Taskforce

Students studying beauty-related courses and applied skills courses (plumbing, construction, car maintenance etc.) rated highest on the measure. They were also most aware of enterprise and business-related information about their courses before enrolling, and had very high levels of satisfaction with course content and teaching staff.

Conversely, humanities and science students rated below the UK average on the measure, were more likely to be dissatisfied with their courses, and were much less inclined to see themselves in business in the future despite relatively high salary expectations. Care and education students were similarly unenthusiastic about enterprise, often expressing a view that because their career paths were more likely to be public sector, 'enterprise had nothing to do with them'.

Economic growth demands entrepreneurs and enterprising workers from all sorts of backgrounds and interests, whether they are setting up world-famous chains of hairdressing salons or marketing breakthrough pharmaceutical products. It would be a mistake to conclude that enterprise is solely an FE preserve of very applied students with high likelihood of self-employment as a career path necessity.

### Recommendation four

Colleges need to ensure students enrolled on all course types receive a similar quality and consistency of enterprise interaction at college, not just the most obviously practical and applied ones. Colleges could also work closely with universities to develop understanding of applying enterprise content in more academic course environments.

Only a quarter of student respondents considered the college's prospectus or an open day very important in choosing to study at their current institution; and only 50% of students remembered a business or enterprise activity taking whilst place at school.

If modern education systems are trying to produce capable and engaged citizens armed with the basic tools to pursue enterprising career paths, then it must be concluded that this dislocation between schools and colleges is unhelpful. If schools and colleges (and, of course, universities) could collaborate much more closely on the design of enterprise education approaches, it is difficult to see how this would not strengthen the user experience and the impact.

### Recommendation five

Schools, colleges and universities should collaborate more closely to eradicate interruptions and inconsistencies in enterprise education approach, and ensure students' enterprise awareness is reinforced at each level rather than weakened.

Lastly, two points on research.

Our experience working with student intern researchers was challenging, logistically complex, and enormously rewarding. They did a fantastic job across the country, and learnt a lot from the process. They also gained from the experience – at the point of writing, two interns have already used the provable research skills acquired on the project to secure work and entrance to higher education programmes. We believe that there is further development needed of this peer-to-peer model, which has significant potential to add to current research methodology, and also to provide work opportunities for young learners in the future.

## Recommendation six

Carnegie UK will work to identify partners and opportunities to develop its peer-to-peer researcher model, potentially as a social enterprise opportunity for campus business clubs and societies. We will also engage research experts in a discussion about peer-to-peer research methodology and its range of applications.

As was noted in Chapter two, across Europe there are growing calls to strengthen the fragile enterprise education evidence base. Little sector or system specific research is available that addresses enterprise education (which is often considered 'boutique') specifically. Very little is properly understood about student-user views and awareness.

Knowing what works in this field, understanding how learning institutions can be restructured to better promote enterprise, exploring the longer term connections between student engagement with enterprise projects and business startup, would all be undeniably positive for educators and learners alike.

The Enterprising Minds survey is our initial contribution to this learning, and this debate. It is necessarily a modest piece of research, and an experimental one piloting as it does a new research methodology. Many organisations are now active in this field of public policy, and a growing consensus is developing amongst them of the need to pool efforts to support enterprise in the education system, at a time of such clear need.

## Recommendation seven

Carnegie UK and other interested organisations should explore ways to support the educational sector in improving enterprise education measurement, to help educators to make better decisions about strategy and investment in this work area. Measurement indicators should be developed that track enterprise awareness and enthusiasm throughout both compulsory and non-compulsory learning.

# Appendix One – Peer-to-peer research, eSurveying and data analysis information



## i 'Peer-to-Peer' and campus surveying

The traditional approach to a survey like this would be to commission professional researchers to go into colleges, or phonebank students for remote interviews. This might also have been the easiest approach, quite possibly the cheapest, and definitely the quickest.

However, finding ways to ensure that policy research creates wellbeing in both its process and its outcomes is central to Carnegie UK's philosophy. In selecting our research methodology, we were conscious of the following summary the Trust had provided to its Carnegie Young People Initiative work mentioned above:

*“Effective participation could allow young people to develop skills such as communications, negotiation and teamwork, which are essential in many walks of life, especially for employment. Participation was an educative experience and could be used in acquiring knowledge...”<sup>36</sup>*

We wanted to acquire the highest quality data possible from a young cohort perhaps over-familiar with traditional commercial opinion research; and we wanted to do so with integrity and in a way that empowered learners and ‘left something behind’. The solution was a peer-to-peer research model,<sup>37</sup> that might help break down barriers between the participants and us, and that might provide skills benefits to the surveyors.

We recruited small teams of students at 13 colleges<sup>38</sup> with the support and participation of staff management (the excellent and tireless staff supporters of this work are all named in the Acknowledgements to this report), provided on-site training in survey technique and research methodology, then equipped the students with a ‘field kit’ of materials and resources required to survey their contemporaries.

Those students who successfully completed the training phase were appointed ‘Carnegie UK Interns’, and set a target of surveying 30 fellow students from a gender, age and curriculum spread. The interns surveyed other students and transposed the data to an online system (see Appendix 2 for the full version of the questionnaire used). Hard copy surveys were stored securely on campus by staff and then returned to Carnegie UK after data entry for archiving.

Small thank you payments were made to interns for making time to attend training and then for completing survey quotas. Work-ready references were also issued that detailed their acquired social research experience. For survey participants, entry into national prize draws for iTunes vouchers and iPads was offered as an incentive.

The peer-to-peer experiment was highly successful. It was not without its difficulties – 5 students were eventually unable to see it through for personal and other reasons. 51 students, however, were recruited and trained and worked assiduously to complete their survey quotas, in many cases in just a two-month fieldwork window whilst balancing significant college, employment and family obligations.

<sup>36</sup> Carnegie UK Trust, *Empowering Young People*, 10, 2008

<sup>37</sup> Please note that Carnegie UK will be separately publishing a short paper on its exciting experience of peer-to-peer research management – this will be made available through the Trust's website later in 2012, alongside a full set of materials templates and the organisational planner

<sup>38</sup> Thanks to Carol Langston, Inverness College UHI were also able to participate in this work and become our 13<sup>th</sup> peer-to-peer college, freely providing the services of their existing enterprise intern Emily Wilson

The interns engaged with the work on multiple levels. For example, they helped design the survey – their training sessions doubled as focus groups, as we reworked the questions through 23 iterations before fieldwork launch. They were also encouraged to work closely as a project team to design the ‘where, when, who and how’ of their fieldwork (a contribution, we hoped, to their own enterprising skills sets).

The survey work was completed in a range of settings, with the permission and supervision of the colleges. Some surveys were conducted in discreet areas of campus cafeterias or receptions before classes, whilst others were undertaken at ‘street stalls’ in prominent areas. Other intern teams held mini events and survey sessions in college meeting or conference rooms.

Below are a sample of the feedback comments from interns and their supervising college staff that provide a flavour of their experience working on this project.

*“In the main I used my free periods to find people in the cafeteria, which seemed to work well. I also did a little bit in the reception, asking people as they walked by, and I took people out of my tutor periods and one of my law lessons.”*

*“The interns came with a plan. They set up in the main college reception area, and talked to some students as they passed by and some they had arranged appointments with. They explained the project to the students carefully, and then carried out the survey. The work was done quietly and effectively – the college is very proud of them.”*

*“The participants seemed to find the surveys interesting and thought-provoking. I discovered that Mars Bars are a brilliant incentive to get people involved!”*

*“I found at first that it was hard to approach people but after doing this a few times I was able to build my confidence, and then approaching people came a lot more naturally.”*

*“We used a ‘street stall’ in the centre of the college to get people involved. We also went in to tutor groups to do surveys with people doing courses that were under-represented from the stall.”*

*“I enjoyed this project. I found it hard occasionally to get people to take part in the surveys but learnt quite a bit during this about different people’s views.”*

*“We used a ‘big bang’ approach: we had group sessions at each campus and we provided ‘treats’ (bag of crisps, cans and chocolate bars) for all who attended.”*

## ii The eSurvey

To increase the access to the Enterprising Minds survey, we decided to work with a further four colleges in England and Wales and produce an online, electronic version of the survey.

As explained in the project introduction, the eSurvey questions offered to the participants were identical to those in the face to face survey, and were asked in the same order. The survey was similarly targeted at general FE students aged 16-21. Participants were also invited to join an iTunes/iPad national draw as a participation incentive.

In each of the four colleges’ cases, staff agreed to market the eSurvey through internal college IT systems, on physical noticeboards, and by notifying staff and campus student associations. Below is a comment from one participating college on their approach:

*“We put a large notice on the front page of e-Campus Learn, which is the page that opens as a default for learners when they log in to the college’s IT system. We also placed a notice in the Staff Bulletin asking all staff to encourage their learners to take part.”*

Response rates to eSurvey marketing were very strong. 53% of all eSurvey respondents completed (that is, provided an answer to every question in the survey), which is unusually high for a survey of this length and complexity. More than 80% of respondents completed the core sections on enterprise understanding and work intentions. During data analysis, no significant differences in response patterns were detected between the peer-to-peer and eSurvey methods.

### **iii Data analysis and usage**

The response data from both the peer-to-peer and eSurvey channels were collected through the same online system. We contracted an external data analyst with significant social research experience to synthesise the two datasets, and convert them into the information provided in this report using SPSS statistical software.

The methodology used peer-to-peer researchers based in colleges. The colleges themselves were selected to give broad geographical coverage and were self-selecting. The students were given quotas on age, gender and curriculum spread. These give a sample that is broadly representative but not statistically representative and no weighting has been carried out. As such, it is not possible to generalise from this survey to the whole population of UK college students. Relationships, where they are identified as significant, relate only to the participants in this survey.

Those interested in the dataset collected and analysed in this report are encouraged to download the CSV files we have produced. These will be freely provided on the Carnegie UK website, with personal respondent information removed.

# Appendix Two – The Enterprising Minds Survey



*\*Which of the following age groups are you in? (If the participant is not in one of these three age categories, thank them for their time and end the survey session)*

**16-17**    **18-19**    **20-21**

*\*What gender are you?*

**Male**    **Female**

*\*What is the name of your course of study?*

*\*How long have you been studying this course?*

Years    Months

*\*How important were the following factors or issues in your decision to enrol at this College?*

- |   |  |
|---|--|
| <input type="checkbox"/> <b>The College's overall reputation</b>      | <input type="checkbox"/> <b>The reputation of your specific course of choice</b> |
| <input type="checkbox"/> <b>The availability of a specific course</b> | <input type="checkbox"/> <b>The College's prospectus</b>                         |
| <input type="checkbox"/> <b>Attending an open day or event</b>        | <input type="checkbox"/> <b>The College's location</b>                           |

*\*Which was the most important factor above in your decision to enrol at this College?*

*\*How would you rate the content of your current College course?*

*\*How would you rate your course tutors and lecturers?*

*\*Are you involved in any of the following activities at the College that are not a core part of your course of study?*

- Sports Clubs**     
  **Students' Union**     
  **Business Club**     
  **Class Rep**  
 **Charity/Fundraising**   
 **Other (Please specify):**

*\*Thinking about the information you may have read or the events you attended at the College before applying, do you remember any information being given about business or enterprise activities?*

- Yes**     **No**

*\*During your time at College, have you been invited to or attended any events or meetings led by a businessperson or professional from outside the College?*

- Yes, I attended**   
  **Invited, but didn't attend**   
  **No invite**   
  **Don't Know**

*\*How would you describe this event or activity? (Show Card Three)*

- Very Useful**   
  **Useful**   
  **Not Very Useful**   
  **Not Useful At All**

*\*Is there a specific person or thing that you picture in your mind when you think about 'business' and 'enterprise'?*

*\*In your view, would you describe the following as enterprising people?*

- A self-employed plumber, with their own van and tools**  
 **A hairdresser who rents a shop, and sometimes pays friends to work at weekends**  
 **A local council worker who runs a busy community leisure centre**  
 **A worker for a not-for-profit organisation, who collects and refurbishes old mobile phones to fund homeless shelters**  
 **The chief executive of a national insurance company, who works for the board and shareholders**

*\*I am going to read out some statements about 'enterprising' people in business. I would like to know whether you agree or disagree with each statement?*

- I admire enterprising people**
- I aspire to be like enterprising people, I want to follow their example**
- We need enterprising people, they are important**
- I'm not interested in enterprising people**
- I don't want to be like enterprising people**
- We could do without enterprising people**

*\*When you were at school, do you remember any lessons or activities being held that were about 'enterprise' or 'business'?*

*\*Did you find these lessons or activities useful?*

- Yes**    **No**

*\*Have you ever done any of the following...?*

- Sold items on internet sites such as Ebay or Gumtree?**
- Sold items face-to-face?**
- Helped to set up or run a club, society or other group?**

*\*Thinking about your reasons for choosing your current course of study BEFORE STARTING College, would you say you...*

- Had a particular career in mind**
- Selected your course because of its reputation**
- Selected your course as a result of receiving career focused advice from school**
- Selected your course with the intention of going on to do further study at College or university?**
- Had a specific business idea in mind that you thought your course would help with?**

*\*Thinking about your experiences NOW AS A STUDENT AT College, would you say you...*

- Have now decided on a particular career?**
- Have had a business or enterprise idea you have decided to develop?**
- Have decided to go on to further study at College or university?**
- Are still unsure about what to do after College?**

*\*From the following list, what do you think might help or hinder you finding a job or setting up a business when you leave College?*

- My College course and experience will have given me the skills to do well if I have my own business**
- My College course and experience will have given me the skills to do well if I am employed by someone else**
- There are enough jobs and opportunities in my area**
- I think that the grants and funding are there to start up a business if I wanted to**
- Not having the right skills or experience will make it difficult for me to find a job**
- Not having the right skills or experience will make it difficult for me to start a business**
- There's not enough support and guidance on finding a job available**
- The economic situation is difficult for young people**

*\*Thinking about your own prospects for the future, do you think you will..?*

- Be financially better off than your parents**
- Have a higher paid job than your parents**
- Achieve something in your working life that you will be satisfied with**

*\*And thinking more broadly about the local area where you live and the country as a whole in the next 2 to 3 years, do you agree or disagree with the following?*

- People in my local area will generally be better off financially**
- The country as a whole will generally be better off financially**

*\*Do you think that this work, in the year after you finish your studies, will be...?*

- Working for yourself running your own business
- Working for one other business or organisation
- Working for more than one other organisation
- Working for yourself some of the week and working for another organisation some of the week
- Not applicable, don't think I will be working
- Don't know

*\*Do you think that, in the year after finishing your studies, you will be working...*

- Full Time (35 hours + a week)
- Part Time (1-34 hours a week)

*\*In the year after you finish your studies what annual salary do you realistically think you will achieve?*

- £5,000 - £15,000
- £15,001 - £25,000
- £25,001 - £35,000
- £35,001 - £45,000
- £45,001 - £55,000
- £55,001 - £65,000
- £65,001+

*\*Do you think that, five years after finishing your studies, you will be working...*

- Full Time (35 hours + a week)
- Part Time (1-34 hours a week)

*\*Five years after you finish your studies what annual salary do you realistically think you will achieve?*

- £5,000 - £15,000
- £15,001 - £25,000
- £25,001 - £35,000
- £35,001 - £45,000
- £45,001 - £55,000
- £55,001 - £65,000
- £65,001+

*\*Do you think that this work, five years after you finish your studies, will be...?*

- Working for yourself running your own business
- Working for one other business or organisation
- Working for more than one other organisation
- Working for yourself some of the week and working for another organisation some of the week
- Not applicable, don't think I will be working
- Don't know

*\*Thinking ahead now TO WHEN YOU LEAVE College, how interested do you think you might be in starting up your own business, rather than going in to a traditional job or career?*

**Very Interested**    **Quite Interested**    **Not Very Interested**    **Not At All Interested**

*\*Why are you/ are you not interested in starting up a business?*

*\*Overall, how likely do you think it is that you will start up your own business or work for yourself in your working life?*

**Very Likely**    **Quite Likely**    **Quite Unlikely**    **Very Unlikely**

*\*Do you think that starting up a business or being self-employed has been specifically addressed by your College and its staff during your course here?*

**Yes**    **No**

*\*Are there specific members of staff at your College that you know about who work to promote enterprise and business?*

**Yes**    **No**    **Don't know**

*\*Thinking about the questions you have already answered about enterprise, business, your College course and student experience, which of the following do you think would be of benefit to you and fellow students?*

**More careers and business focused advice before applying for your course and College**

**More time given within my College course to discuss how to start a business**

**A specific member of College staff to support students interested in starting a business with advice and guidance**

**More chances to meet and talk to successful business people whilst at College**

**More chances to meet and talk to successful social enterprise leaders whilst at College**

**Grants, loans and funding for students to start up a small business idea after College**

**Funding for offices and facilities for new businesses to move in to, on campus**

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*Are there any other things that you think your College could be doing to support students who are interested in starting their own business?*

*\*What is your ethnic group? (choose the most applicable; then one most applicable sub box; Show Card Thirteen)*

*\*Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?*

**Yes**    **No**

*\*What is the first part of your home postcode? By home we mean your usual place of residence, not your term-time College address.*

*\*Have you ever done any voluntary work for a charity or not-for-profit organisation?*

**Yes**    **No**    **Don't know**

# Appendix Three – Constructing the Carnegie Measure



## 1 Personal Attitudes to Enterprise

Do you agree that 'I admire enterprising people'? [1]

Strongly Agree [1]	Agree [0.75]	Neither Agree Nor Disagree [0.5]	Disagree [0.25]	Strongly Disagree [0]
--------------------	--------------	----------------------------------	-----------------	-----------------------

Do you agree that 'I aspire to be like enterprising people, I want to follow their example'? [1]

Strongly Agree [1]	Agree [0.75]	Neither Agree Nor Disagree [0.5]	Disagree [0.25]	Strongly Disagree [0]
--------------------	--------------	----------------------------------	-----------------	-----------------------

## 2 You, enterprise, and your college choices

Thinking about reasons for choosing your current course of study BEFORE starting college, would you say you had a specific business idea in mind that you thought your course would help with? [1]

Strongly Agree [1]	Agree [0.75]	Neither Agree Nor Disagree [0.5]	Disagree [0.25]	Strongly Disagree/ Don't Know [0]
--------------------	--------------	----------------------------------	-----------------	-----------------------------------

Thinking about your experiences NOW AS A STUDENT at college, have you had a business or enterprise idea you have decided to develop? [1]

Strongly Agree [1]	Agree [0.75]	Neither Agree Nor Disagree [0.5]	Disagree [0.25]	Strongly Disagree/ Don't Know [0]
--------------------	--------------	----------------------------------	-----------------	-----------------------------------

## 3 Enterprise for Work

Do you think that your work, in the year after you finish your studies, will be..? [1]

a) Working for yourself running your own business [1]	b) Working for one other business or organisation [0.25]	c) Working for more than one other organisation (i.e. working 2 or more part time jobs) [0.5]	d) Working for yourself some of the week and working for another organisation some of we week as well [0.75]	e) Not applicable, don't think I'll be working / Don't Know [0]
---	--	---	--	---

Do you think that your work, five years after you finish your studies, will be..? [1]

a) Working for yourself running your own business [1]	b) Working for one other business or organisation [0.25]	c) Working for more than one other organisation (i.e. working 2 or more part time jobs) [0.5]	d) Working for yourself some of the week and working for another organisation some of we week as well [0.75]	e) Not applicable, don't think I'll be working / Don't Know [0]
---	--	---	--	---

#### 4 Self-starting Enthusiasm

Thinking ahead now TO WHEN YOU LEAVE College, how interested do you think you might be in starting up your own business, rather than going in to a traditional job or career? [1]

Very Interested [1]	Quite Interested [0.75]	Not Very Interested [0.25]	Not At All Interested [0]
---------------------	-------------------------	----------------------------	---------------------------

Overall, how likely do you think it is that you will start up your own business or work for yourself in your working life? [1]

Very Likely [1]	Quite Likely [0.75]	Quite Unlikely [0.25]	Very Unlikely [0]
-----------------	---------------------	-----------------------	-------------------

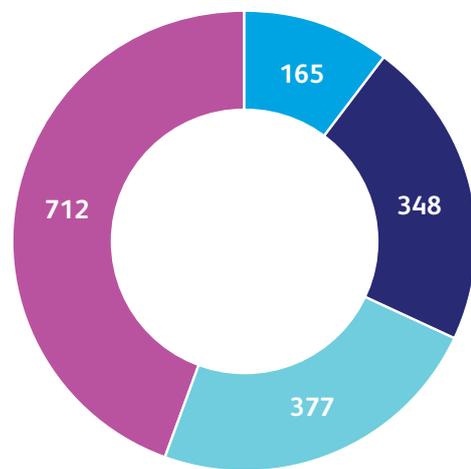
**TOTAL = X/8\*10**

# Appendix Four – Basic respondents information

## i Participants by jurisdiction

Table 32. Participants by jurisdiction

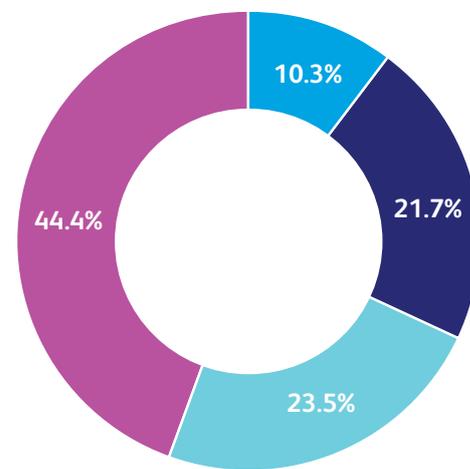
Number of participants



■ Northern Ireland  
■ Wales  
■ Scotland  
■ England

**Total 1602**

Valid proportion of total

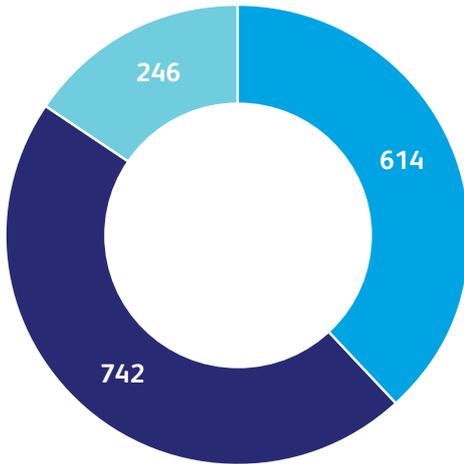


■ Northern Ireland  
■ Wales  
■ Scotland  
■ England

## ii Participants by age and gender

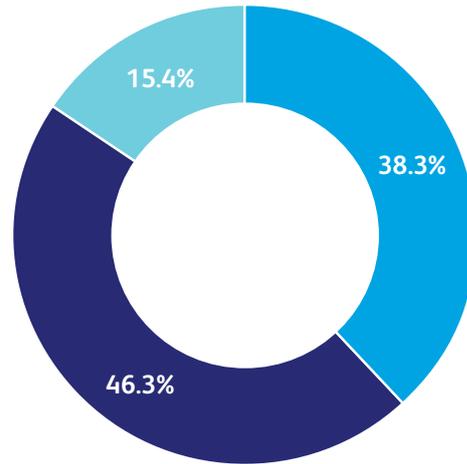
Table 33. Participants by age

Number of participants



■ 16-17  
■ 18-19  
■ 20-21  
**Total 1602**

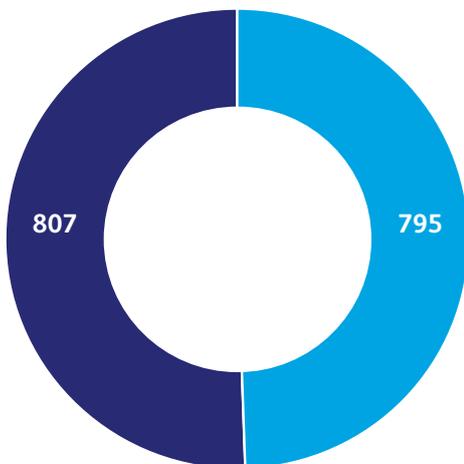
Valid proportion of total



■ 16-17  
■ 18-19  
■ 20-21

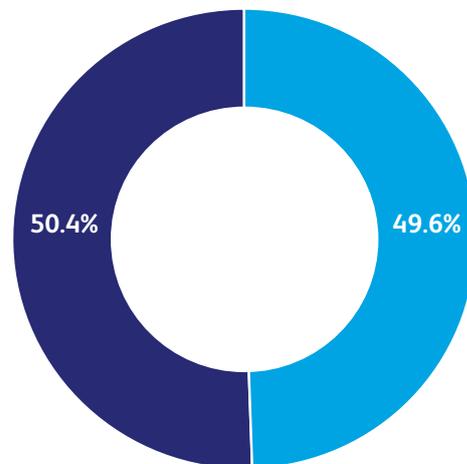
Table 34. Participants by gender

Number of participants



■ Male  
■ Female  
**Total 1602**

Valid proportion of total

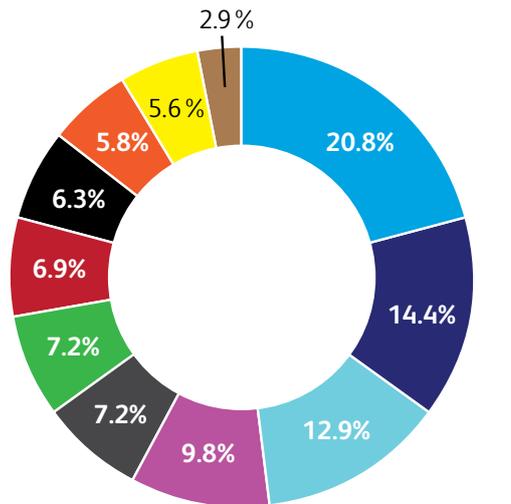


■ Male  
■ Female

### iii Participants by grouped course of study

Table 35. Course subject groups of participants

Number of participants



- Hospitality and management: catering, hospitality, tourism, business management
- Media and IT: journalism, creative media, IT, games design
- Care and education: health, children and childcare, teaching, nursing
- Land studies: agriculture, horticulture, animal care
- Applied skills: plumbing, plastering, car maintenance
- Science: engineering, physics, maths, medicine
- Arts: performing arts, drama, music, art, fashions
- Sport
- Beauty: beauty therapy, hairdressing, cosmetics
- Administration: PR, events, customer service, accounting, HR
- Humanities: english, languages, economics, psychology

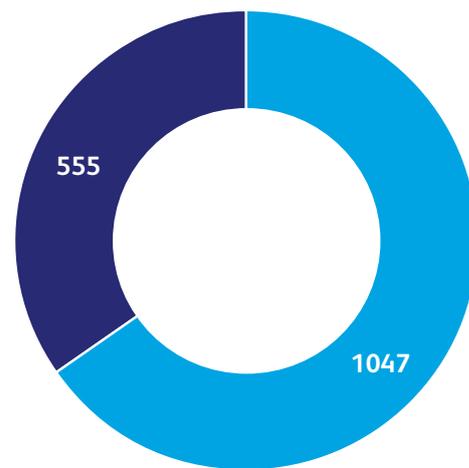
**Total 1329**

*Information not provided or only provided a level e.g. 'BTEC' (272)*

### iv Participants by length of study

Table 36. Participants length of time at colleges

Number of participants



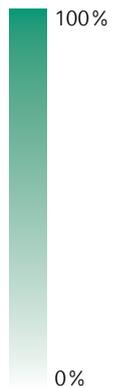
- 1-11 months
- 12 months or more

**Total 1602**

## v Participants by ethnicity

Table 37: Respondent's ethnic group

		Frequency	Percent	Valid Percent
Valid	1 A. English	464	29.0	31.8
	2 A. Scottish	293	18.3	20.1
	3 A. Welsh	175	10.9	12.0
	4 A. Northern Irish	105	6.6	7.2
	5 A. Irish	53	3.3	3.6
	6 A. British	133	8.3	9.1
	7 A. Any other white background	28	1.7	1.9
	8 B. White & Black Caribbean	18	1.1	1.2
	9 B. White & Black African	13	.8	.9
	10 B. White & Asian	21	1.3	1.4
	11 B. Any other mixed/multiple ethnic background	6	.4	.4
	12 C. Indian	21	1.3	1.4
	13 C. Bangladeshi	7	.4	.5
	14 C. Pakistani	37	2.3	2.5
	15 C. Chinese	13	.8	.9
	16 C. Any other Asian background	14	.9	1.0
	17 D. Black Caribbean	20	1.2	1.4
	18 D. Black African	23	1.4	1.6
	19 D. Any other ethnic group	3	.2	.2
	20 E. Arab	12	.7	.8
	21 E. Any other ethnic group	2	.1	.1
	<b>Total</b>	<b>1461</b>	<b>91.2</b>	<b>100.0</b>
Missing (Information not provided)		141	8.8	
<b>Total</b>		<b>n1602</b>	<b>100.0</b>	



## vi Participants by disability

Table 38: Are the respondent's daily activities limited due to long-term health problems or disability?

		Frequency	Percent	Valid Percent
Valid	1 Yes, limited a lot	27	1.7	1.9
	2 Yes, limited a little	101	6.3	7.2
	3 No	1281	<b>80.0</b>	<b>90.9</b>
	Total	<b>1409</b>	<b>88.0</b>	<b>100.0</b>
Missing (Information not provided)		193	12.0	
Total		<b>1602</b>	<b>100.0</b>	

