

ENTERPRISE AND ENTREPRENEURSHIP IN HIGHER EDUCATION

England 2012 Survey



A report by

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2012 National Commentary

89 of 113 HEIs, 79%, responded to the 2012 England survey of enterprise and entrepreneurship in higher education. The 2012 survey data show an overall improvement in the provision of, and engagement in, enterprise and entrepreneurship across the HE sector in England.

The Student Engagement Rate (SER) has risen from 16% to 18% and there is an expectation that this higher level will be maintained if not further improved over the next two years, suggesting a possible upper SER of 20+% in 2014. There is significant variation across individual HEIs with SERs varying from <1% to 100%.

The improvements have been dependent to a greater or lesser degree upon sustained levels of financial resources with all HEIs reporting a dependency on public sources of funding. There is increasing pressure on public budgets and despite the obvious challenges this creates for HEIs there remains a strong level of confidence for continued institutional support for enterprise and entrepreneurship across the next two years.

Additionally, the support for new venture creation has provided enhanced results in 2012 with a strong increase in the reported number of new start-ups compared to 2010. The HE average in England now being 35 up from 28 reported in the 2010 survey. England's HEIs reported creating a total of 1650 new ventures for the 2012 survey. This is potentially good news for the economy as these new ventures begin to support the growth of new jobs and contribute to national GDP.

The engagement of students remains being a majority of male students and a higher proportion than that reported in 2010, thereby identifying potential for further female participation. The balance should be monitored against national data for student registrations at England's HEIs.

There is a substantial change in the dominance of business and management schools as majority providers of enterprise and entrepreneurship support and learning with a reduction to 50% in 2012 compared to 60% in 2010 thereby indicating a growing provision in non-business faculties and schools. It is important that this change continues and enterprise and entrepreneurship become embedded within a broad range of disciplines. This would further enhance an increase in the national SER.

Regards the institutional framework and conditions there is more of a mixed picture in 2012 with some reported areas improving and some reducing. Both staff development support, faculty level action plans and E&E as part of the HEI mission showing decreases from previously reported data in 2010. All other reported areas show an increase from the 2010 data: PVCs for E&E up 1% point; Student Enterprise Clubs up 3% points; and Hot-desking facilities up 9% points.

Introduction

The England 2012 Survey of Enterprise and Entrepreneurship was carried out between May 2012 and August 2012 with a 79% response rate from 89 of the 113 Higher Education Institutions in the England survey.

The 2012 data is compared to similar data from 2010 where possible. First, Table 1 provides an overview of England and Table 2 provides comparison between 2010 and 2012 data for England.

Table 1: England Overview

England	%
SER	18
Highest SER listed	100
Lowest SER listed	<1
Total no of HEIs responding	89
No of HEIs reporting accredited enterprise courses	75
% male:female in accredited provision	57:43
% UG:PG students in accredited provision	69:31
% FT:PT students in accredited provision	71:29
HEIs providing general entrepreneurship support	99
% start-up mentoring support	71

Table 2: Comparisons between 2010 and 2012 data for England

	2012	2010
Headlines		
SER	18%	16%
Average start-ups per HEI	35	28
Institutional Support		
Business and Management Provision	50%	60%
Start-up Funds	66%	66%
Institutional Policy and Infrastructure		
Explicit E&E policies	49%	50%
PVCs for E&E	61%	60%
Staff development support	58%	64%
Student Enterprise clubs	70%	67%
E&E as part of HEI mission	57%	63%
Faculty level action plans	33%	40%
Hot-desking facilities	67%	58%

Key Findings

Student Engagement

- a) The student engagement rate (SER) for 2012 is 18% up from 16% in 2010

In-Curricula Provision

- b) The gender split for male:female engagement for accredited courses is 57% male: 43% female.
- c) Of those reporting gender, 94% had female students on their accredited enterprise programmes.
- d) 99% of responding HEIs support student enterprise, with 75% offering credit-bearing awards and modules in enterprise and entrepreneurship leading to academic qualifications and 90% providing extra-curricular support for student and graduate entrepreneurship.
- e) Business and management schools are responsible for 50% of in-curricular enterprise/entrepreneurship modules or programmes. This compares to 60% reported in 2010.

Enterprise and Entrepreneurship Support

- f) 99% of responding HEIs support student enterprise and graduate entrepreneurship.
- g) 92% of the 85 HEIs who responded support students and graduates in new venture creation

Funding

- h) 85% of all reported funding for enterprise and entrepreneurship activity comes from public sources.

Infrastructure

- i) 66% of HEIs provide start-up funds for students.
- j) 70% of HEIs have student enterprise clubs or societies.
- k) 67% of HEIs provide hot-desking facilities for students.
- l) On average each HEI creates 35 new start-ups per annum. This is an increase from an average 28 start-ups per annum reported in 2010.

Institutional Policy

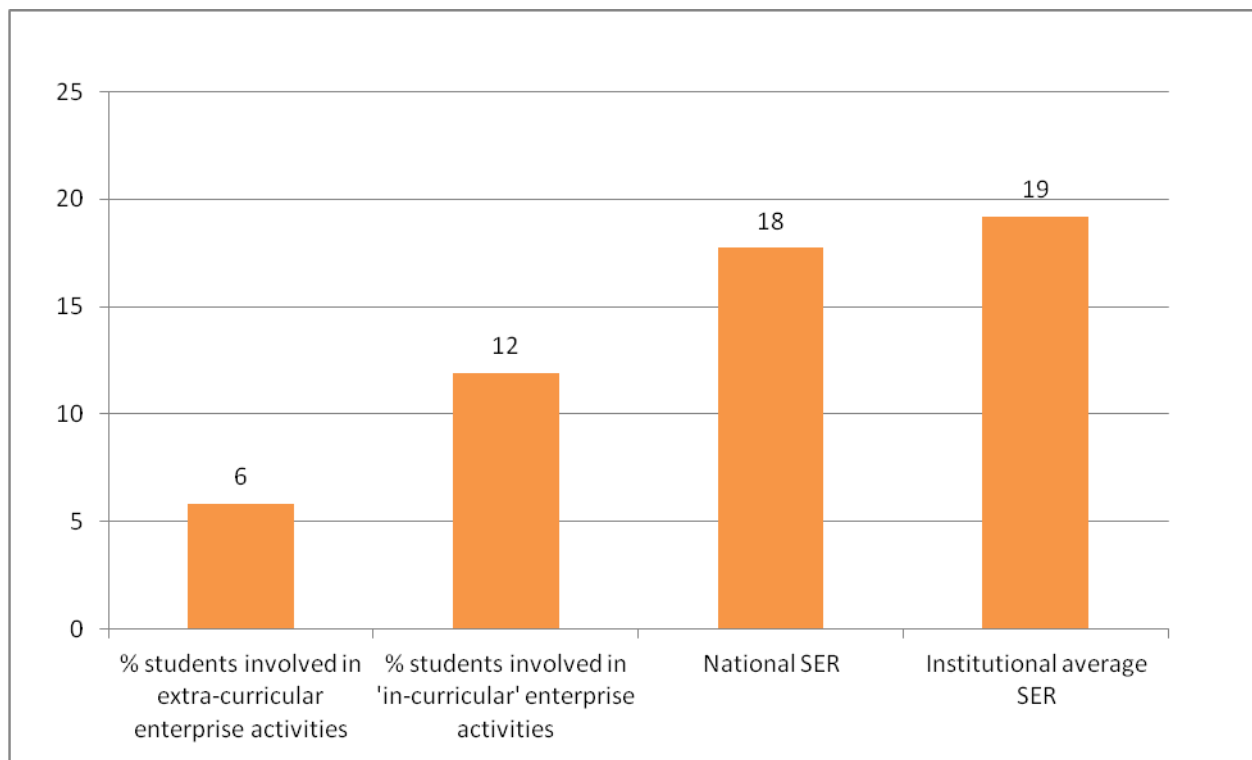
- m) 61% of HEIs have a PVC for enterprise or entrepreneurship.
- n) 57% of HEIs have enterprise as part of their mission.
- o) 49% of HEIs have explicit policies for enterprise and entrepreneurship.
- p) 58% of HEIs provide support for staff development.

Detailed Findings

Student Engagement Rate (SER)

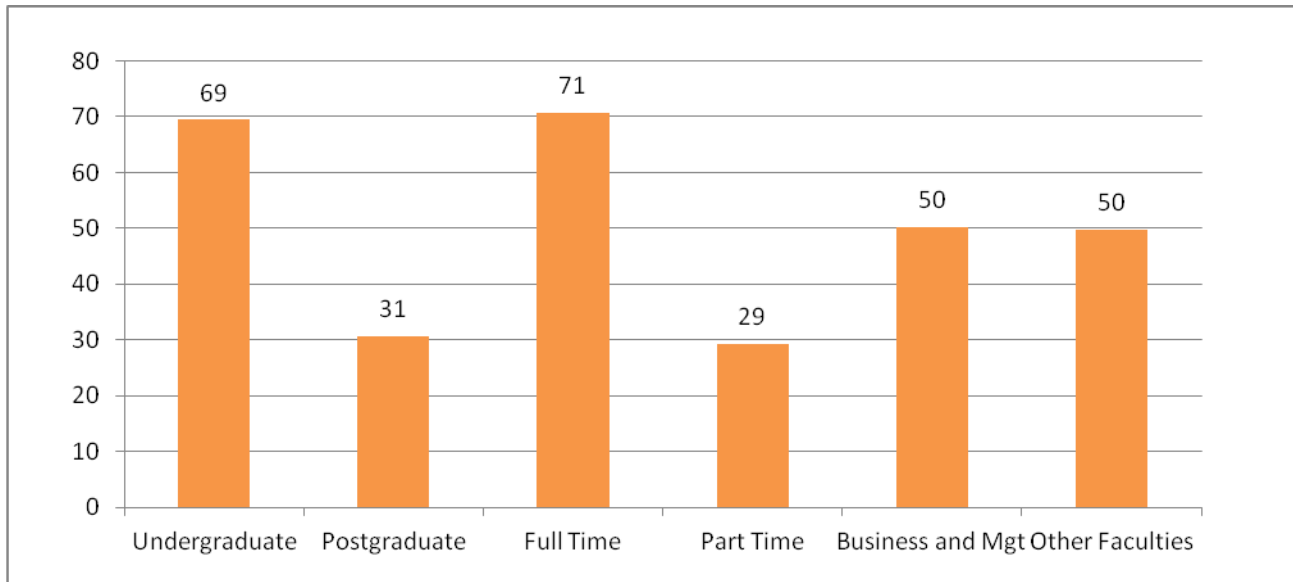
The student engagement rate is an indicator used to indicate change over time of the level of engagements by students in enterprise and entrepreneurship provision of all types against the total number of students in the survey population. It is not a count of the number of students and is therefore likely to represent an overestimate of the number of participating students. The data are reported in Table 3 below.

Table 3: Student Engagement Rate (SER)



In-curricular Provision of Enterprise and Entrepreneurship

This includes full awards, as well as specific enterprise and entrepreneurship modules, and modules in which enterprise and entrepreneurship comprised at least 50% of the content. Overall for in-curricula provision, 69% of the provision is for undergraduate and 31% is at postgraduate level, whilst 71% is for full-time and 29% is for part-time students. Business and management provided the lead faculty subject base for 50% of the full awards and specific enterprise and entrepreneurship modules. The data are reported below in Table 4.

Table 4: In-Curricula Provision

Extracurricular Enterprise and Entrepreneurship Provision

Extra-curricular activities, offered by 99% of the sample, are an essential means of raising student awareness of enterprise and providing opportunities to develop skills and confidence in practical ways. The survey tracked activities in idea generation and business planning; venture creation; enterprise skills development; networking events; and events targeted at specific themes, such as social enterprise, creative industries, science and technology, ethnic minorities and female students. These data are reported in the following two tables, Tables 5a and 5b.

Table 5a: Extra-Curricula Provision

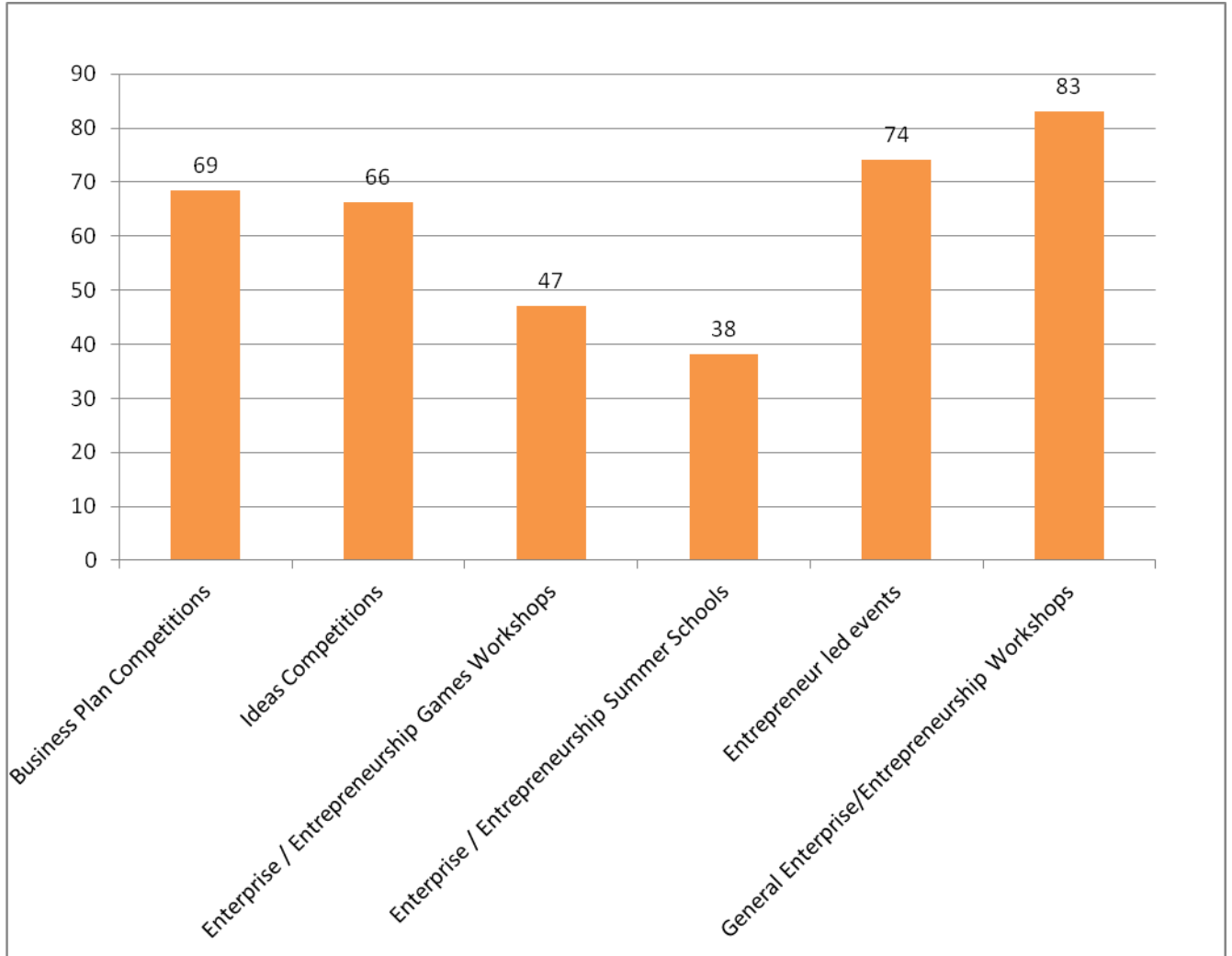
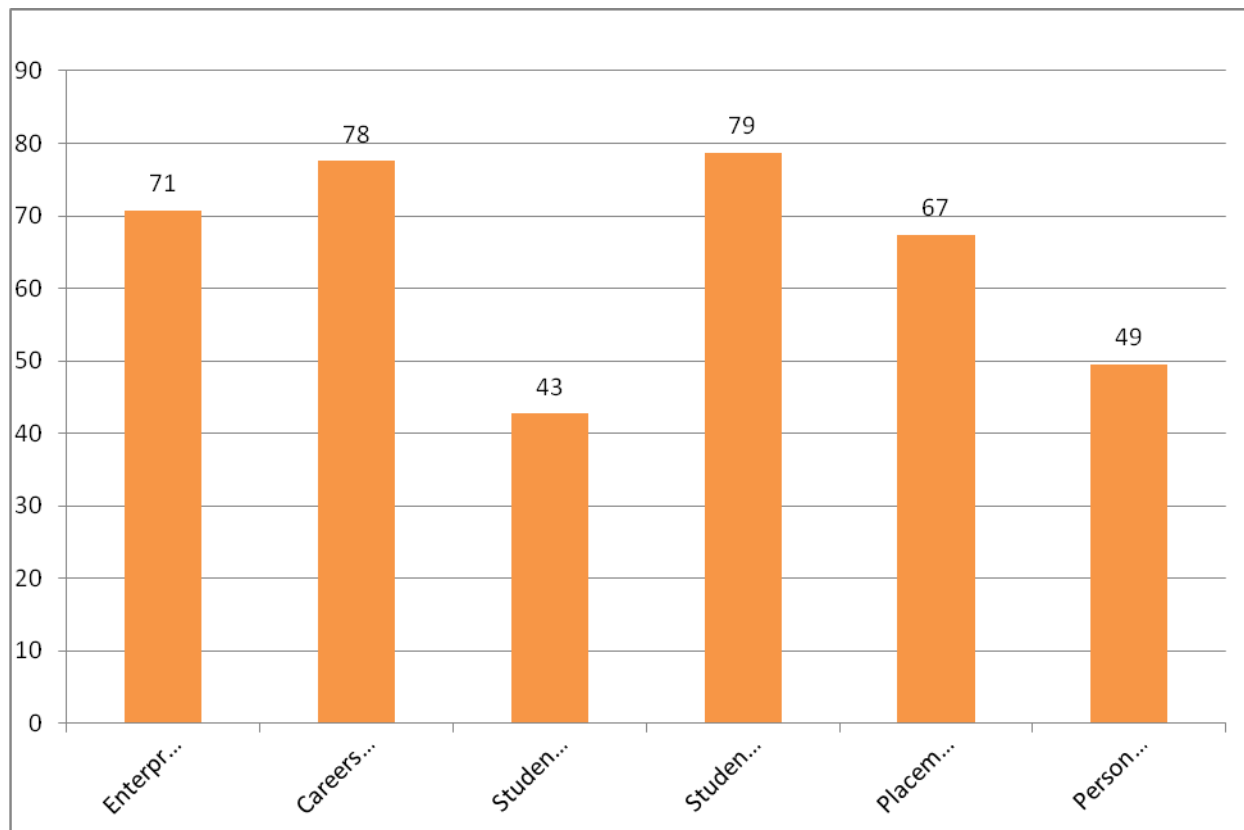
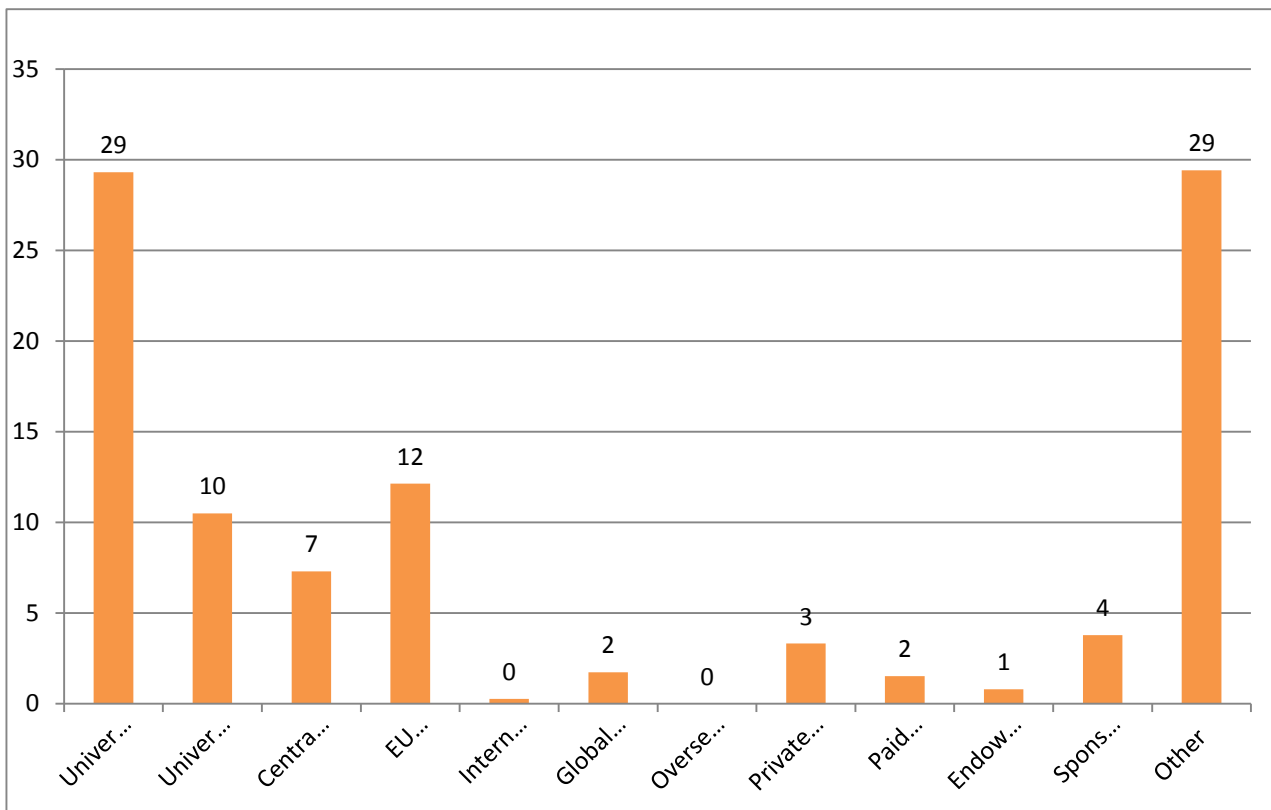
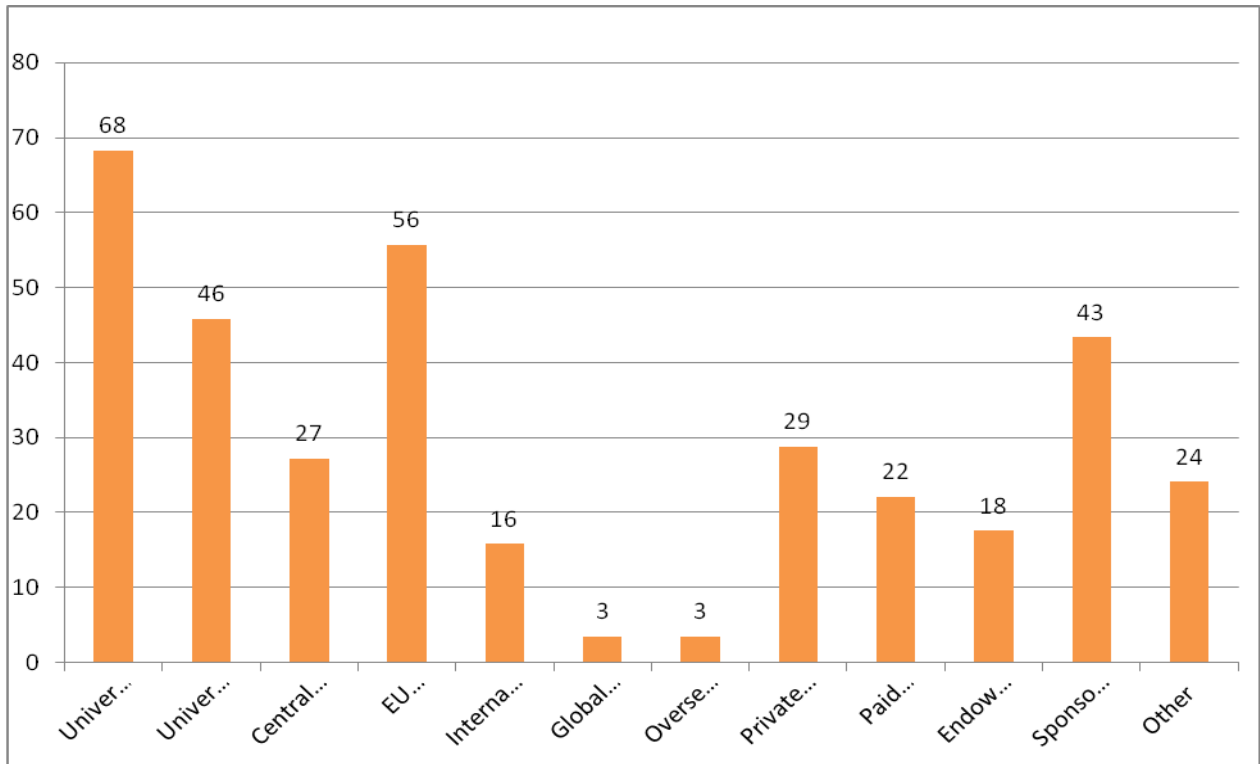


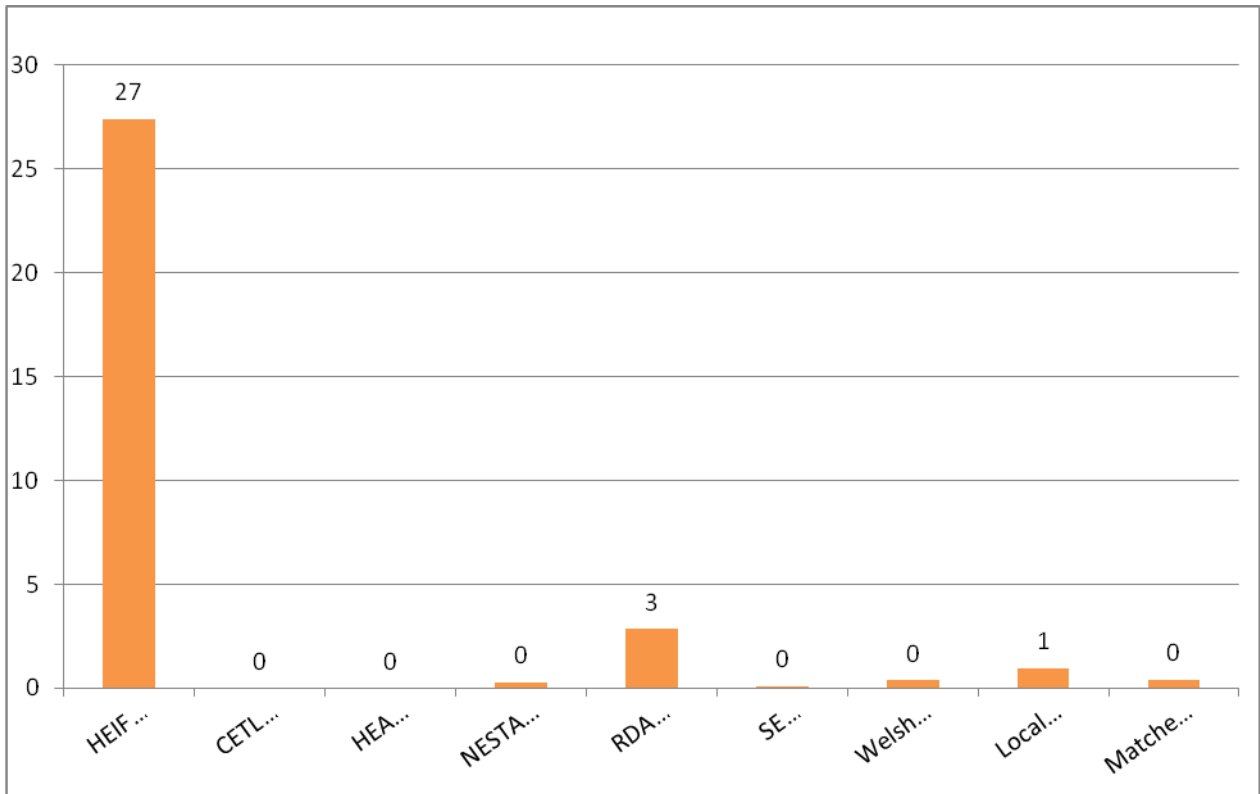
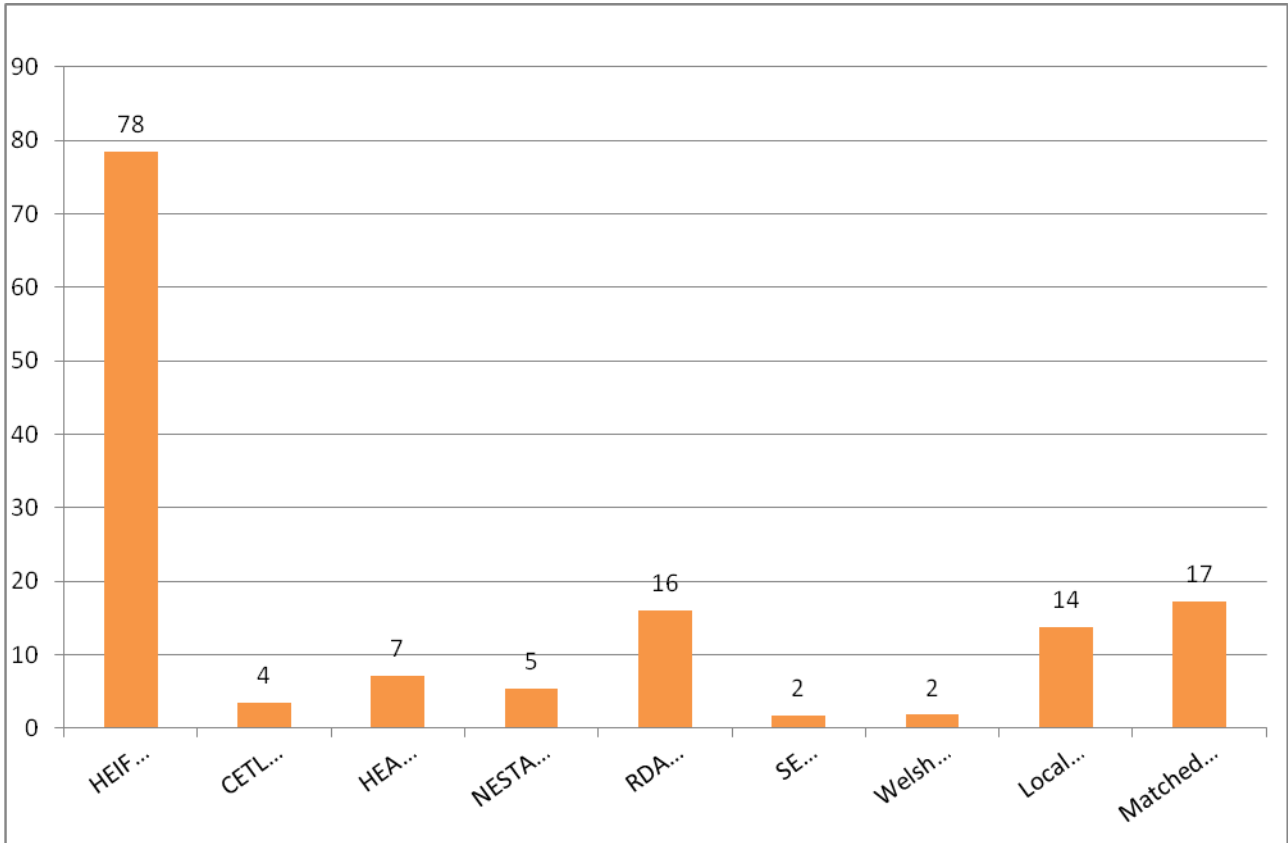
Table 5b: Extra-Curricula Provision

Funding Sources for Enterprise and Entrepreneurship

Enterprise and entrepreneurship activities draw on a range of funding sources but in the main remain highly dependent on public sources. The percentages of HEIs receiving funding from public and other sources are shown in the following 3 tables, 6a, 6b and 6c.

Tables 6a, b, c: Reported Funding Sources

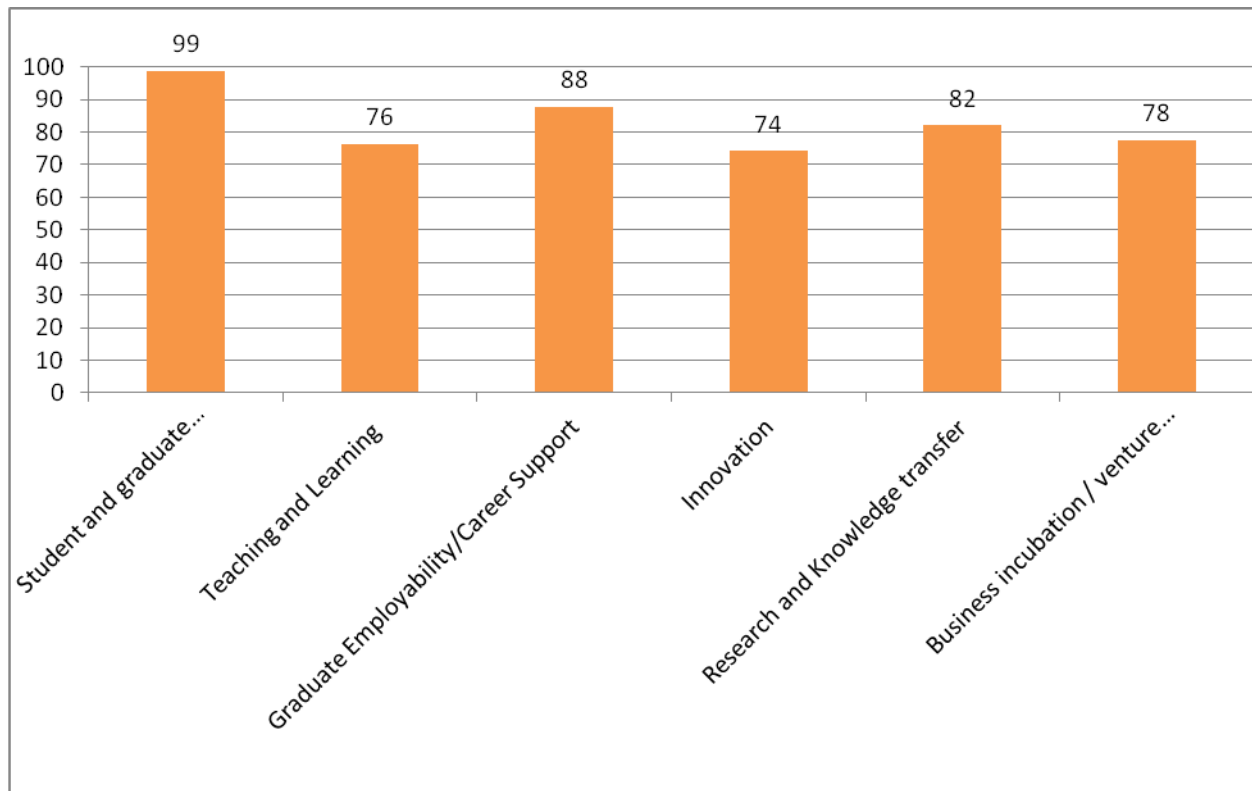


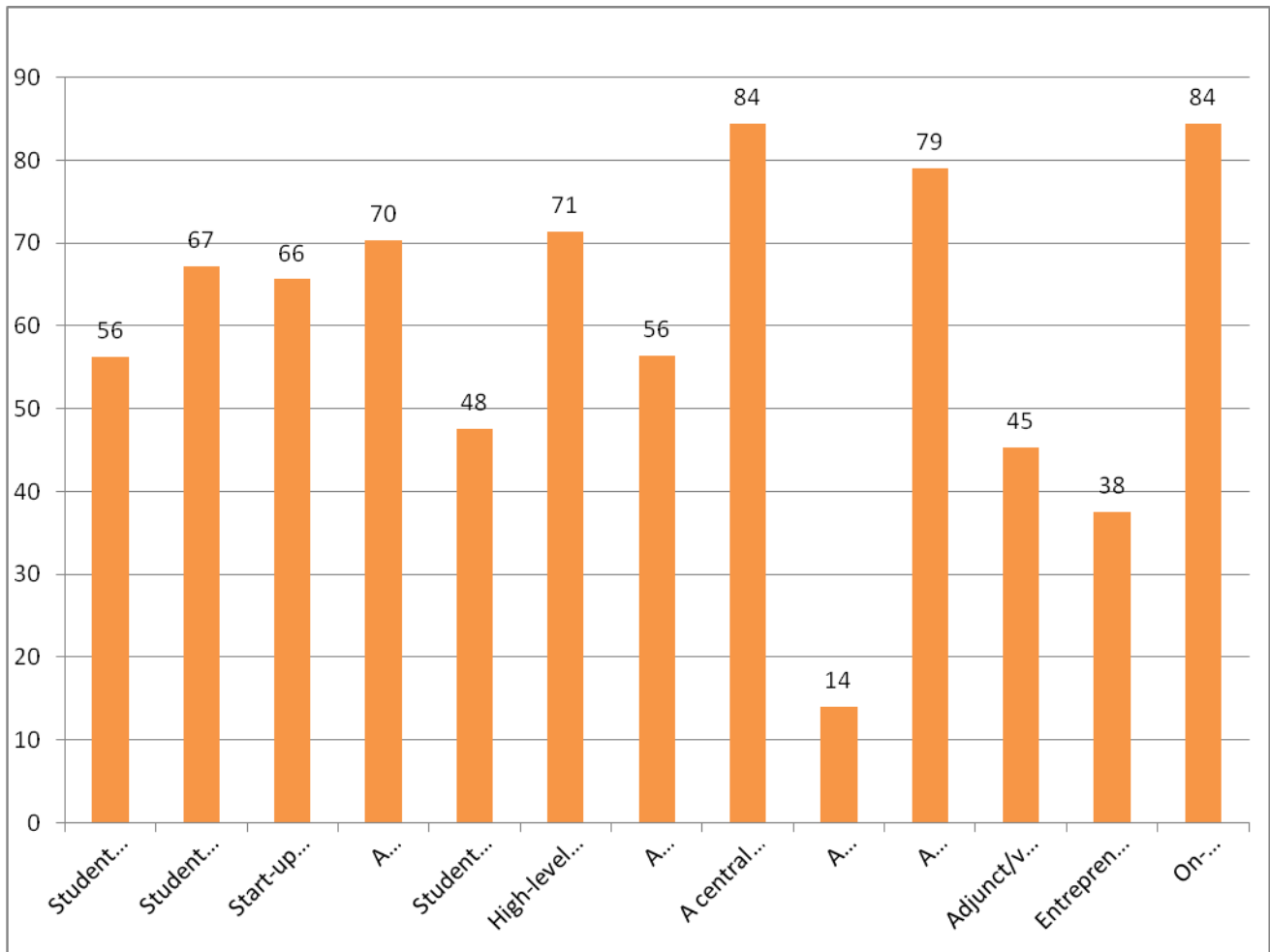


Institutional Policy, Infrastructure and Staffing

The survey demonstrated that a significant majority of HEIs connect their policies on support for enterprise with those for employability, teaching and learning, innovation, research and knowledge transfer and business incubation as shown in Table 7a and 7b below.

Table 7a, b: Institutional Policy, Infrastructure and Staffing





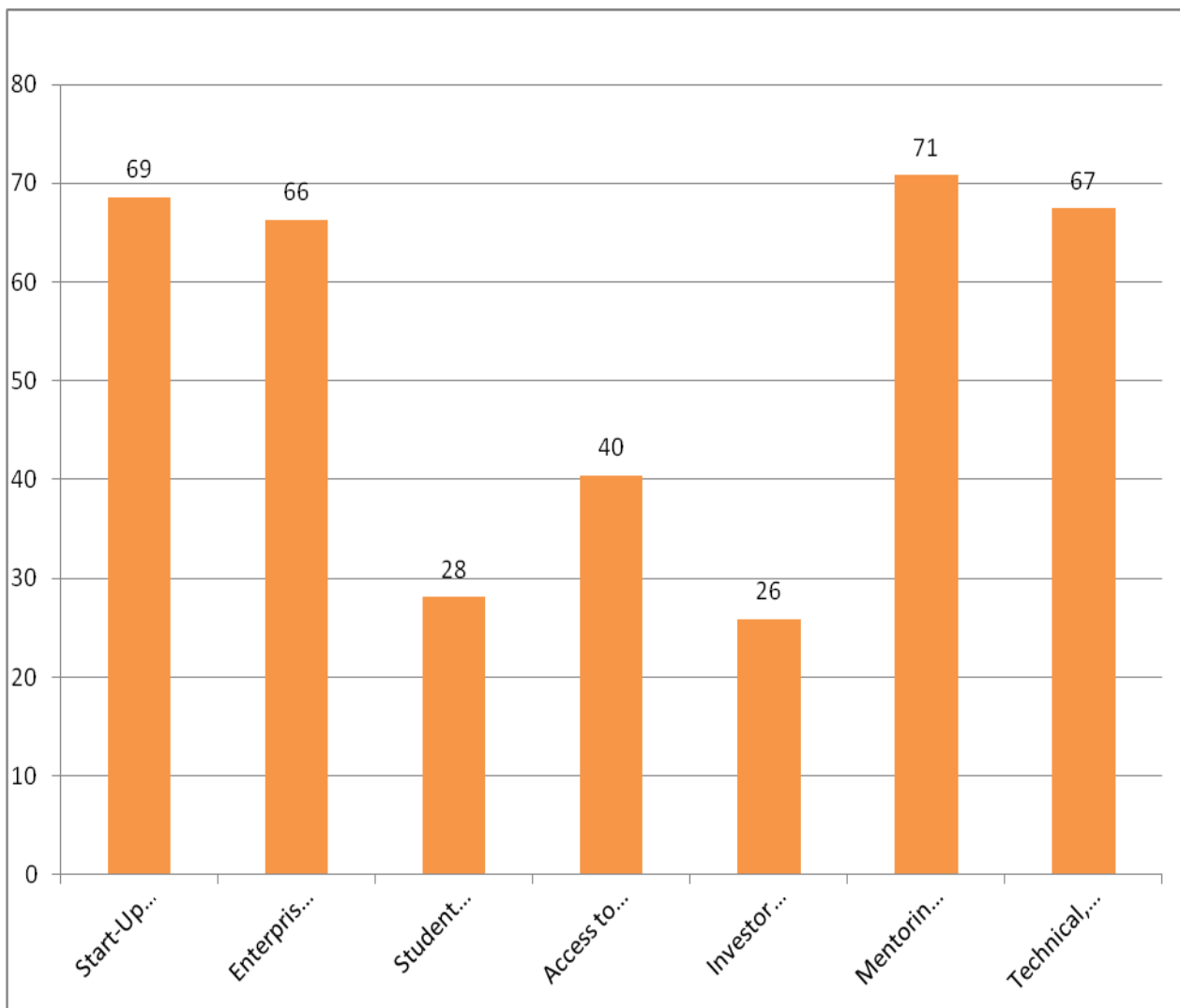
61% of HEIs have a Pro Vice-Chancellor responsible for enterprise, and 57% have enterprise embedded in the institutional mission. An institutional policy on entrepreneurship is present in half of the respondent HEIs and 51% had an external advisory board. However, only 33% had faculty-level entrepreneurship action plans, possibly indicating that these were seen as less of a priority.

70% have a student-led enterprise club or society. Support for staff development in enterprise dropped from 64% in 2010 to 58%. 87% have appointed academic staff to teach enterprise, 55% have appointed professors and 35% have visiting positions for entrepreneurs.

Venture Creation Support

90% of HEIs support students and graduates in creating new business ventures. The average number of start-ups per respondent HEI is 35 compared to an average of 28 reported in the 2010 survey. Respondents reported 1650 new ventures created.

Table 8: Support for New Venture Creation



Future Confidence in Enterprise Activity in Higher Education in England

84% of respondents confirmed that student enterprise and entrepreneurial activities had increased over the past two years. A similar number were confident or very confident that educational activity would be sustained over the next two years. Most were also confident that extra-curricular and start-up enterprise support would be sustained, although some commented that this depended on access to future funding.

Regarding their ability to sustain staffing infrastructure for enterprise and entrepreneurship, most were again confident of their ability to maintain this with similar concerns regarding funding. Overall, there is a stronger measure of confidence in entrepreneurial activities and staffing than might have been expected given the context of public funding, suggesting that most HEIs see these as priority activities.