"STUDENT AND RECENT GRADUATE EXPECTATIONS AND EXPERIENCES OF NEW VENTURE CREATION DEGREES"

PETER SHAW

A thesis submitted to the University of Huddersfield for the Masters Degree by Research in Enterprise (Full Time)

SEPTEMBER 2016

Copyright Statement

The following notes on copyright and the ownership of intellectual property rights must be included as written below:

i. The author of this thesis (including any appendices and/or schedules to this thesis) owns any copyright in it (the "Copyright") and s/he has given The University of Huddersfield the right to use such Copyright for any administrative, promotional, educational and/or teaching purposes.

ii. Copies of this thesis, either in full or in extracts, may be made only in accordance with the regulations of the University Library. Details of these regulations may be obtained from the Librarian. This page must form part of any such copies made.

iii. The ownership of any patents, designs, trademarks and any and all other intellectual property rights except for the Copyright (the "Intellectual Property Rights") and any reproductions of copyright works, for example graphs and tables ("Reproductions"), which may be described in this thesis, may not be owned by the author and may be owned by third parties. Such Intellectual Property Rights and Reproductions cannot and must not be made available for use without the prior written permission of the owner(s) of the relevant Intellectual Property Rights and/or Reproductions.

Abstract

This thesis aimed to research student and recent graduate expectations and experiences of New Venture Creation (NVC) degrees. Secondary research was carried out to gain an understanding of the relevant literature, followed by Primary research in the form of interviews and focus groups. Through the use of three research groups, data was analysed and conclusions were drawn in order to answers the aims, objectives and research questions. New findings were made in regards to NVC degrees. Firstly, the biggest driver for individuals to study a NVC degree is the desire to run their own business. Secondly, NVC degrees have an overall positive effect on business start-up and personal development. Amongst many other findings discovered through research, and discussed within this thesis, students of NVC degrees either plan to continue growing their business or already have plans to set up another post graduation. Practical value has been added to the topic of NVC degrees as this thesis provides educators with information that may help how they design and market NVC degrees. Theoretical value has also been added as this thesis has used current literature and primary research to develop a conceptual framework to explain how NVC degrees work and their effect on students, alongside suggested outcomes. This had previously not been covered in any current research on this topic to date.

Acknowledgments

To my Mum, Dad and Brother;

This is for you.

TABLE OF CONTENTS

Table of Contents

Table Contents Page

Figures Contents Page

Abbreviations

This thesis will use a range of abbreviations throughout. They are as follows:

- NVC = New Venture Creation
- NVP = New Venture Programme
- EE = Enterprise Education
- Department for BIS = Department for Business Innovation and Skills

CHAPTER 1 - INTRODUCTION

This thesis aims to research into NVC degrees with the overall objective of discovering the expectations and experiences of them, from a student and recent graduate perspective. The individuals involved in the research are current students at the University of Buckingham, Coventry University and the University of Huddersfield. The graduate sample also includes recent graduates of the University of Huddersfield (graduated within one year). All of these individuals were interviewed to collect data, as this was deemed the best method following the outcome of the methodology. Results were transcribed and the themes that arose were noted, coded and expanded upon to create conclusions for this thesis.

New Venture Creation degrees rarely become the topic of conversation amongst academics or students, due to their nature of being somewhat different and unique from the more conventional University degrees; although they do make for an extremely interesting topic of scholastic discussion.

Elgar (2011) makes clear that the current studies that have focused on new venture creation have been limited, with even fewer empirical attempts being made. Fayolle (2013) states that, "we need to reflect upon our practices and take a more critical stance" (p.693), as a means of evolving and improving Enterprise Education (EE). This suggests there is a great need to reflect on what we currently do, and how current and past students feel towards the methods used. We can then use this to make the necessary changes and, where possible, improvements to the way EE is delivered.

The Department for Business Innovation and Skills (BIS) (2013) also concluded that gaps in literature means that the priorities for research include the studies of EE in Further Education and Higher Education; as well as research into the links between enterprise and entrepreneurship education, starting and growing SMEs and economic growth. This, and the lack of current research surrounding NVC degrees, offers good reason to carry out further research within this thesis.

This thesis will focus on:

"Student and Recent Graduate Expectations and Experiences of New Venture Creation Degrees"

This thesis will begin through this introduction, firstly defining the key terms that will be used throughout the forthcoming chapters, alongside a brief comparison of NVC degrees against other degrees. It will then take a look at some of the NVC degrees within the UK and the rest of the world.

1.1 - Definition of a New Venture

Due to the term 'new venture' being used throughout this thesis, it is necessary of a definitive definition. Gartner (1985) uses Weick (1979) to describe the term 'new venture creation' as the organising of new organisations. Further to this, Weick (1979) suggests that organising is the assembling of on-going interdependent actions that form sensible sequences, which in turn generate sensible income.

Gartner suggests that this definition is in line with the definition of 'new venture' as developed by the Strategic Planning Institute (1978, p. 1-2). This led to a framework being created, signifying that new venture creation occurs across four-dimensions (Gartner, 1985, p.698):

(a) Individual(s)-the person(s) involved in starting a new organization;
(b) Organisation-the kind of firm that is started;
(c) Environment-the situation surrounding and influencing the new organization; and
(d) New venture process – the actions undertaken by the individuals) to start the venture.

Gartner (1985) also implies that all four dimensions must be investigated before a new venture can comprehensively be described, and any new venture is a gestalt of variables from the four dimensions (Miller, 1981).

Figure 1.1 – A framework for describing new venture creation (Gartner, 1985, p.698).
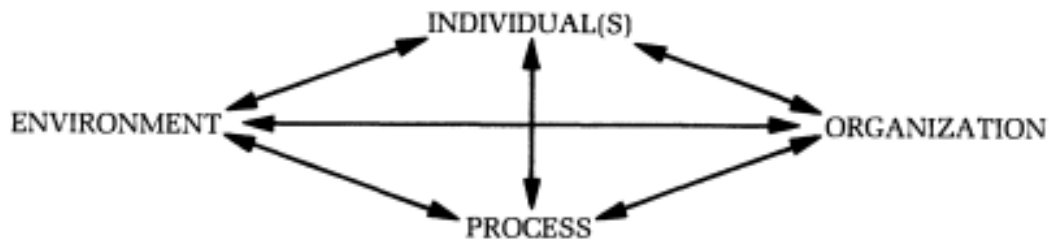
In line with this, Curley and Formica (2013) state that new business ideas are brought to 'entrepreneurial execution through people, process, organisation and delivery' (p.2). Very similar to Carter, Gartner & Reynolds (1996), who defined new venture creation as:

'Organisation creation involves those events before an organisation becomes an organization, that is, organization creation involves those factors that lead to and influence the process of starting a business'. (p.152)

Shepherd and Crouch (1996) discuss the definition they learnt through personal communication with Chrisman (1995), as new venture occurring when an organisation is created, but also from a secondary yet different perspective, "when new ownership inspires the strategic transformation of an existing organisation" (p.4). Another interesting viewpoint is from Shepherd and Crouch (1996) who insinuate that the acquisition of another business classifies as 'new venture creation'.

Professor Saras D. Sarasvathy (2001) founded the term 'effectuation', a method of thinking that entrepreneurs often use during opportunity identification and new venture creation (Taylor, 2009). In situations of uncertainty, entrepreneurs are said to make use of decision-making principles included within effectuation (Hisrich, 2015).

From a case study of entrepreneurs, Sarasvathy (2001) suggests that:

"While causal reasoning urges the exploitation of pre-existing knowledge and prediction, effectual reasoning stresses the leveraging of contingencies." (p.5)

The definition given by Weick (1979) is the one that this thesis agrees with and will be adopted for the purpose of this research.

1.2 - Definition of a New Venture Creation degree

New Venture Creation degrees are also known as 'New Venture Programmes' (NVP), though this thesis will use NVC. According to Lackéus (2012), NVC degrees are advanced examples of entrepreneurial learning processes. Lackéus suggests that business and educational institutions can substantially learn from them. Although NVC degrees have been around for quite some time now, the definition of them is still not agreed by the practitioner or research community.

With that being said, a set definition of a NVC degree has been established for this thesis, taken from Lackeus (Lackéus, Venture Creation Programs List website):

"*Entrepreneurship or business education on higher education level with a pedagogy firmly based on the creation of a real-life venture as their primary learning vessel*"

1.2.1 – Definition of an entrepreneurial degree

Entrepreneurial-themed degrees have similarities with NVC degrees, but don't require a business to be started as part of the course. Entrepreneurial degrees that aren't NVC degrees also tie in very closely with traditional 'business degrees'.

The University of Huddersfield (2015) state that their Entrepreneurship and Business (BA Hons) degree "aims to demonstrate how creativity and innovation can apply to a business scheme and how entrepreneurs develop, grow and market their companies". With this being said, no new venture is required or expected as part of the degree - though this is something that can be undertaken throughout the course in the students own time; as part of a placement year; or upon graduating. This differs from the University of Huddersfield NVC degree, which requires the student to set up a business during their degree.

The definition of an entrepreneurial degree used for this thesis as proposed by the researcher is:

"*An entrepreneurial degree provides a good grounding in business theory but also has a strong focus on understanding how entrepreneurs develop their companies; though no new venture is a requirement of the degree*"

1.2.2 - New venture creation degrees vs. Entrepreneurial degrees

This section will briefly summarise their key differences, allowing the reader to clearly distinguish between them.

An example of a 'New Venture Creation' degree would be the Enterprise Development BA (Hons) course at the University of Huddersfield, a degree whereby the vital element is that the student starts and runs a business of his or her own during their time on the course.

An example of an 'Entrepreneurial' degree would be the 'Entrepreneurship and business BA (Hons)' course at the University of Huddersfield. This would encourage the individual to think like an entrepreneur, but there is no physical requirement for them to set up a business.

The table below uses the above examples to clearly outline the differences in the degrees.

Table 1.1 – Comparison of NVC degrees and entrepreneurial degrees at The University of Huddersfield adapted from The University of Huddersfield (2016) course pages.

Type	Enterprise Development BA (Hons) at The University of Huddersfield	Entrepreneurship and business BA (Hons) course at the University of Huddersfield
General content	• Core business studies subjects • Specific module for the degree e.g. 'Enterprise Development' – focusing on the business start-up essentials • Personal and entrepreneurial development	• Core business studies subjects • How creativity and innovation applies to a business scheme • Learn how entrepreneurs develop, grow and market their companies – a focus on learning 'how' but not physically 'doing'
Methods	Learning from doing, learning by doing alongside the use of	Learning through use of theory

	theory	
General aims	• For the individual to establish an idea for a business, plan it and then set it up	• For the individual to learn how entrepreneurs develop, market and grow their own business
General outcome	• Set up and be running their own business. • Opportunity to work in a multitude of roles	• Opportunity to work in a multitude of roles e.g. Manager, sales, marketing. • May feel better equipped to set up a business after graduation
Work placement?	No, due to the individual setting up and running a business of their own during the degree	Yes (though not all entrepreneurial degrees offer this)
New Venture?	It is usually a mandatory part of the degree or is highly recommended, with support in place to help you during the course and after graduation	No – no new venture is required as part of the degree, but is recommended and help is offered after graduation

1.2.3 – Definition of a conventional business degree

This thesis will also use the term 'conventional business degree', relating to those degrees that have a strong business focus, but are relatively widespread in their content. These types of degrees also allow the individual to specialise in a key area of business, for example marketing. These differ to entrepreneurial degrees in that they don't encourage the individual to learn the method of setting up a business. They also differ from NVC degrees, as there is no mandatory requirement for the individual to start a business of their own.

As an example, the University of Huddersfield (2015) state that their 'Business Studies' (BA Hons) degree will "help prepare you for employment in a variety of

functions including marketing, finance and operations in large organisations or small businesses".

These types of degrees can be viewed as being education that is 'about entrepreneurship', in the sense that you learn how it works and the outcomes of entrepreneurship rather than learning by 'doing it' or 'through entrepreneurship'.

The definition used for this thesis as established by the researcher is:

"A conventional business degree involves the study of differing business aspects, e.g. Marketing, finance, operations. New venture creation is not a requirement of the degree, and there is no specific focus on the topic of entrepreneurship or how to start a business"

1.3 - New venture creation degrees – United Kingdom

Within the UK there are a range of NVC degrees on offer. As discussed in the definitions above, these degrees qualify as being 'new venture' as their primary learning vessel is the creation of a real-life venture.

Table 1.2 below shows the different NVC degrees within the UK and their main features that allow them to qualify. Section 3.3 looks further in-depth at them, including background on how they came about and their launch in the UK.

Table 1.2 – NVC degrees in the UK

University	Degree	Launched	Aims & Methods
University of Buckingham	BSC Business Enterprise	2006	2 year program - Semester 1: Create an effective business plan Business plan pitch to Buckingham Angels for funding up to £5000 - Following 18 months: Students start, develop and grow their own business alongside

			degree
Coventry University	BA Enterprise and Entrepreneurship	2007 (BA in Business Enterprise) 2008 – Became BA Enterprise & Entrepreneurship	• 3 year full-time or 4 years sandwich • Delivered entirely by 'entrepreneurial academics' • Year 1: Idea generation • Year 2: Business start-up and management • Year 3: Reviewing practical aspects & experience of running and growing a business
University of Huddersfield	BA Enterprise Development	2009	• 3 year program • Year 1: Conceptual business pitch • Year 2: Business plan & launch • Year 3: Growing business & reflection

Table 1.1 – Adapted from Lackéus (2012), alongside Coventry University (2016), University of Buckingham (2016) and University of Huddersfield (2016).

Young (2014), who published the report "Enterprise for all", also discussed these three degrees in detail, whilst providing a summary of NVC degrees. These were included within the report as Young suggested that UK universities should offer students the option to start up a business of their own within their studies. NVC degrees are also education 'for entrepreneurship', as the knowledge and experience gained should help the student in their individual entrepreneurial actions.

The degrees listed below are not ones currently displayed on the NVP list as created by Lackeus (2012), which shows the NVC degrees available in the UK. Having visited their relevant websites, they do seem to be new and upcoming venture creation degrees. The researcher believes they may be added to the list, providing

that Martin Lackeus, the individual who runs the list, speaks to them about their degrees first:

- University of Bristol
- Plymouth University
- University of Strathclyde
- University of Worcester

(Adams, 2016; Smith & Shaw, 2016)

1.4 - New venture creation degrees – Rest of the World

According to Lackéus (2012), there are New Venture Creation degrees available elsewhere in the world including the United States, Nordics and Central Europe; though these are at Postgraduate level. Although this thesis won't indulge entirely in each of these, table 1.3 in Appendix A is a non-exhaustive list of some of the differing degrees and their aims.

1.5 – Summary

This introductory chapter has focused on the introduction of the topic of this thesis, and has covered the definitions of key terms that will be used throughout the forthcoming chapters.

The second chapter will cover the main aims, objectives and research questions of this thesis, followed by a literature review looking at current literature on a range of topics including entrepreneurship education policies, NVC degrees and undergraduates drivers of studying them.

The methodology will then be discussed, with the analysis of the data and discussion following. The final chapter will conclude the findings of this thesis and the ways in which it has or has not met the aims and objectives.

CHAPTER 2 – OBJECTIVES OF THIS THESIS

This chapter will focus on the Aims & Objectives within this thesis alongside the resulting research questions.

2.1 - Aims and Objectives

The key aims and objectives that this thesis aims to achieve are to:

1. **Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree**

   Through the use of primary research methods, this thesis aims to gain an overall understanding of how students studying a NVC degree define the term 'New Venture Creation degree' in comparison to a non-NVC degree student. This will offer a better understanding as to whether NVC degree students actually know the definition, and whether non-NVC degrees use a similar definition or are even aware of the term.

2. **Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates**

   Provide insight as to why university undergraduates choose to study NVC degrees, and whether there are particular enablers that often lead to their decision-making. Common themes may arise between the research participants that would lead to an overall picture being created as to the reasons and drivers for their choices.

3. **Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates**

This will be used to gain an understanding of the effects of New Venture Creation degrees on actual business start-up, and whether the effects on the individual themselves as well as their business start-up are positive or negative overall.

4. **Explore the intentions of NVC students for their business after graduation and to also explore the actions that NVC graduates have taken since leaving the course**

This will be used to find out current student intentions, and the actual outcomes from one cohort of graduates.

5. **Explore the changes in attitudes over time towards business start-up and its importance as outlined by current NVC students and NVC students that are now graduates**

This will allow the researcher to ask the students and graduates whether they have noted any changes over a particular period of time. This may be from first to final year (undergraduates), or pre-graduate to post-graduation (graduates).

Research questions have stemmed from the Aims and Objectives and can be seen below:

1. How will non-NVC degree students define the term, and what will they suggest the degree involves?
2. What are the drivers and enablers that lead to undergraduates studying NVC degrees?
3. Do NVC degrees lead to real-life business start-up or not?
4. Do NVC degrees help individuals overcome barriers to start-up?
5. What do undergraduates intend to do with their business post graduation?
6. What have graduates done in regards to their business since they graduated?
7. Are business attitudes the same at undergraduate level compared to those attitudes held after graduation?
8. Do undergraduates and graduates both value business start-up the same?

2.2 – Summary

This chapter discussed the aims and objectives of this thesis, as well as the research questions that have arose.

Chapter three will take the form of secondary research as a review on the current literature in relation to the aims and objectives discussed in section 2.1. From there the thesis will then proceed to the Methodology of the research undertaken, before analysing and discussing the data.

CHAPTER 3 – LITERATURE REVIEW

This chapter will focus on secondary research in the form of reviewing the literature currently available.

It will start with Entrepreneurship education including the UK policies and their importance, before moving on to New Venture Creation degrees, what they are and their key outcomes.

The literature review will then take more of a focus on the potential drivers and enablers for undergraduates to study a NVC degree.

3.1 – Entrepreneurship Education

3.1.1 – Further definitions

Education has been defined by Jarvis (2010) as "any institutionalised and planned series of incidents, having any humanistic basis, directed towards the participants' learning and understanding" (p.41).

More specifically, enterprise education aims to develop enterprising individuals and teach an attitude of self-reliance through appropriate learning processes (Colton, 1990). QAA (2012) define enterprise education as:

"The process of equipping students with an enhanced capacity to generate ideas and the skills to make them happen." (p.5)

More importantly for the purpose of this research, 'Entrepreneur' and 'Entrepreneurship education' are terms that require definitions. Entrepreneur is a word that originated from the thirteenth-century French verb 'entreprendre' meaning 'to undertake' or 'to do something' (Gustavson & Shields, 2010; Shaw, 2015). The definition of the word entrepreneur has evolved throughout the past 4 centuries, originally being defined by Richard Cantillon in the 18th century as 'the person who pays a certain price for a product to resell it at an uncertain price' (Bhanudas, 2013, p.1) as well as being more of a risk taker (Brewer, 1992). Fast forward to the 20th century where Mark Casson defines an entrepreneur as being someone that "specialises in making decisions about how to co-ordinate scarce resources"

(Casson, 1982, p.23) and where Kirzner (1997) summarises entrepreneurship as having alertness towards profit opportunities.

In the 21st century the term 'entrepreneurship' has been defined as, and will be referred to in this thesis, as:

"The application of enterprise skills specifically to creating and growing organisations in order to identify and build on opportunities. " (QAA, 2012, p.8)

For the purpose of this thesis, the following definition of Entrepreneurship education will be used as defined by QAA (2012):

"Equipping students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business." (p.2)

The researcher argues that NVC degrees are more related towards entrepreneurship education due to the relation it has with setting up a new venture.

The terms 'enterprise skills' and 'entrepreneurial skills' are also ones that will be used. The term 'enterprise skills' was defined by Rae (2007) as "the skills, knowledge and attributes needed to apply creative ideas and innovations to practical solutions" (p.611). Entrepreneurial skills is more difficult to define, but for the purpose of this thesis we will use the definition(s) as offered by Vilalta-Bufi (2016):
"Entrepreneurial skills are those competences that enhance the likelihood of self-employment.. and include.. the ability to create or recognise opportunities" (p.556 and p.557).

3.1.2 – Entrepreneurship Education and Policies in place

There has been a significant period of time where extensive attention, by academia, has been focused on the role of higher education in the development of graduate entrepreneurs (Shaw 2015; Scott and Twomey, 1988**).** The general public often presume that by educating the population on entrepreneurship and how to run a business, you would in return see an increase in business start-ups and an economic boost due to job creation. The Government have put policies in place that focus on

enterprise and entrepreneurship education with the aims of boosting the economy, as described below.

In 1997 the National Committee of Inquiry into Higher Education recommended: "higher education institutions (universities) should consider the scope for encouraging entrepreneurship through innovative approaches to programme design" (Dearing, 1997, p.201). This was an important stepping-stone to creating a bigger interest and availability for entrepreneurship within universities. By the year 2000, business and entrepreneurial development became one of four strategic goals for universities in Britain (Universities UK, 2000). In 2002 the Global Entrepreneurship Monitor (GEM, 2002) studied the total entrepreneurial activity (TEA) of 37 countries, with the United Kingdom residing the bottom half (Reynolds et al. 2002). This would have suggested that significant requirement for improvements were required at the time.

The European Commission (2008) suggested that the teaching of entrepreneurship wasn't sufficiently integrated into the curricula offered by higher education institutions. The European Commission also suggested that entrepreneurship education should be used to develop entrepreneurial capacities and mind-sets.

Since 2008 - the last time Higher Education Institutions (HEIs) had to submit institutional knowledge exchange (KE) to HEFCE [as of 2015] - and due to the effects of the economic recession, the Department for BIS had to adjust to a 25% reduction in it's programme and administrative budgets. This also came alongside a 52% reduction in its capital budget (HEFCE, 2012).

For the period of 2011-2015 the total funds for HEIF was £601 million, which was allocated between different types of KE infrastructure (HEFCE, 2012). The executive summary for the Graduate Entrepreneurship Scoping Study (2014) stated that "ERDF-funded delivery completed in March 2014 and activity at the levels facilitated by the funds is now at risk. Evidence suggests that graduate start-up across the region fell in the funding gap between in 2010 between RDA Single Pot and ERDF phases of the Project" (p.1). This is important to note, as a lack of funding could lead to issues in delivering entrepreneurship support.

In 2002, Reynolds et al. Suggested evidence was growing to suggest the national level of entrepreneurial activity statistically has a significant link with levels of

economic growth. More recently in 2009, the Strategic framework for Education and Training 2020 (ET 2020) listed one of it's long-term strategic objectives as "enhancing creativity and innovation, including entrepreneurship, at all levels of education and training" (European Commission, 2015), showing the continuing recognition of the importance of innovation within entrepreneurship. This is similar to the view of the European Commission in 2002 that stated that Higher Education Institutions could be more entrepreneurial with respect to innovation, for example collaborating with industrial innovators (European Commission, 2002). This would suggest that creativity and innovation, alongside entrepreneurship, could open up new potentials for business, ultimately leading to a boost in the economy.

The Education, Audiovisual and Culture Executive Agency (EACEA) (2012) make the point that an economy that is innovative and able to create the jobs that are needed will require young people that are both willing and able to become entrepreneurs. Continuing with the economy, according to the United Kingdom's Department for Business Innovation and Skills (BIS) 'Enterprise Education Impact in HE and HR final report' (2013), Entrepreneurship is 'important for future economic growth' (see below for discussion). As well as this, Rigby and Ramlogan (2013) argue that innovation policy has been placing greater focus upon the entrepreneur, because entrepreneurial ability is considered as a primary factor for success in business. These significant points have the similarities of expressing the importance and the positive impact that innovation and entrepreneurship can have on the economy.

On the lines of economic growth and stimulation, the idea of a 'knowledge-based economy' is worth noting alongside the feeling of importance towards skilled workforces. BERR (2008) explain the challenge faced by the Government over a ten-year period whereby it will "support the development of enterprise skills and knowledge in the wider education system" (p.37). In line with this, BIS (2010) discuss the importance of a highly educated and skilled workforce towards the growth potential of the economy, tying in with the notion that "entrepreneurship is a combination of mindsets, knowledge and skills" (European Commission, 2008, p.11). In a report titled "An Education System fit for an Entrepreneur" (All-Party Parliamentary Group for Micro Businesses, 2014), it was deemed that enterprise education was so important that recommendations were made for it to be mandatory in the curriculum for 4 to 18 year olds. QAA (2012) argue that the need for grater emphasis on enterprise and entrepreneurship education is compelling.

Up to this point, the literature has praised entrepreneurship education and the policies in place. But with all of this being said, Smith (2015) suggests that there is little literature supporting a strong link between entrepreneurship education and business start-up. Further to this, Fayolle (2013) makes the point that there is a lack of critical approach and critical studies in entrepreneurship education, and BIS (2013) advises that the priorities for research should include the study of the "links between entrepreneurship education, starting and growing SME's and economic growth" (p.9). This suggests there isn't sufficient research that would entirely support the view that entrepreneurship education always leads to business start-up, therefore impacting economic growth.

A review of the impact of enterprise and entrepreneurship in differing countries around the world, including the UK, Europe and the USA was carried out by BIS (2013) upon the assessment of 77 documents. Although the study brought out differing positive outcomes of entrepreneurship education, their literature analysis discovered that there was no evidence to suggest that, even with the use of courses, there is a higher likeliness that students will set up a new business; or utilise the newly developed skills to develop new business opportunities within an already-existing business (BIS, 2013). Furthermore, the study did not take into account any mentoring or business support provided to young people during the process of starting a business, which may have steered towards different results.

To conclude the review of current policies and literature on the effects of entrepreneurship education on business start-up, it is clear to see there is no definitive answer of overall impact, although there is some evidence for some elements of start-up or entrepreneurial intent (e.g. BIS). Whether the questions within studies haven't been entirely inclusive of everything that should be taken into account, or whether the studies are simply inconclusive, there is still a lack of firm answers. Further research is required to gain a better understanding of the effects of entrepreneurship education. This thesis therefore looks at the effects of entrepreneurship education through New Venture Creation degrees and the effect these unique degrees have on real-life business start up.

3.1.3 – Start-up loans and grants

In 2012, the government launched 'Start up Loans', which is a £310 million funded initiative operated by the BIS. It provides support to start-up businesses across England, Wales, Scotland and Northern Ireland through the use of repayable loans alongside business mentors (BIS, 2015). According to a press release published in January 2015 by the Department for Business, the total amount lent to new firms totalled to £130 million, resulting in 32,000 jobs being created.

Another scheme that positively affected the UK was The Lifelong Learning Programme (LLP) that ran from 2007-13 with a budget of nearly €7 billion (European Commission, 2014). This funded networking activities, study visits and exchanges, providing support to university students under the 'Erasmus' scheme for higher education. The Erasmus scheme has continued under 'Erasmus+' and within the 'Facts, Figures & Trends' report 2012-2013 they state that 134 applications were made for projects that focused on promoting creativity, competitiveness, entrepreneurial spirit and employability (European Commission, 2014). This scheme is still live and on going.

In the report titled "An Education System fit for an Entrepreneur" (All-Party Parliamentary Group for Micro Businesses, 2014), it was suggested that the support currently provided by the Government should be re-evaluated. It was also recommended that engagement between the SME sector and education should be increased and incentivized.

Having reviewed the effects of entrepreneurship education and policies in place, this literature review will now take a deeper look into what New Venture Creation degrees are and their outcomes.

3.2 – New venture creation degrees: What are they?

Discussed by Kirby (2004, p.514), the comprehensive Interman Directory lists three different types of entrepreneurship programmes of study (not entirely degree-based), including:

(1) Entrepreneurship orientation and awareness programmes which focus on general

information about entrepreneurship and encourage participants to think in terms of entrepreneurship as a career.

(2) New enterprise creation programmes designed to develop competences that lead to self-employment, economic self-sufficiency or employment generation.

(3) Programmes that focus on small business survival and growth.

Kirby (2004) also discusses entrepreneurship as being about "possessing or acquiring a particular set of attributes, skills and behaviours" (p.514) whereas these courses tend to focus more on the learning 'about' entrepreneurship as well as the running of a small business. The New Venture Creation degrees in which this thesis focuses on falls in to type 2.

Kirby (2004) cites Brockhaus (2001) who suggests "one of the first courses [in entrepreneurship or small business] was offered at the Harvard Business School in 1947. Peter Drucker taught another early course at New York University in 1953" (p.xiv).

In 1991, although entrepreneurship was already within education, Johannison made the comment that " . . . To teach individuals to become not only more enterprising but businessmen as well . . . Is an undertaking that in both time and scope is beyond the capabilities of an academic business school . . ." (Johannison, 1991, p.79). In 2004, Jones and English suggested that literature on entrepreneurship education argues that a new approach, different to passive learning and traditional lecture-style learning, was required. Almost in an essence of proving Johannison wrong, 25 years later, the first of few UK New Venture Creation degrees was born. This was Bsc (Hons) Business Enterprise - launched at the University of Buckingham - and it is still running today. It is interesting, however, to see that the QAA Wilson Review (2012) suggests "that enterprise skills are not necessarily focused in business schools" (p. 41). Young (2014), suggests that all students should "have access to elective enterprise modules, as part of or alongside their degree programme" (p.40).

In order to develop entrepreneurial effectiveness, QAA (2012) suggested "the educator may effect the following shifts of focus ... From passive learning to active learning" (p.24). This may suggest that more hands-on, active learning styles – often found in New Venture Creations degrees - may be the way forward.

Research by Driver et al. (2001, p.43) and Foxcroft et al. (2002, p.24) shows that the higher the level of education of an individual, the greater the tendency to pursue entrepreneurial activities and the greater the possibility of starting a venture that progresses past the start up stage.

3.2.1 – University modules

NVC degrees are not to be confused with modules offered by some university courses as part of other degrees. For example, Nottingham University offers a 'New Venture Creation' module worth 10 credits. The module includes a one-hour examination, a 1,500 word individual report and integrative learning barometer (Nottingham University, 2016)

3.3 - SimVenture

Although New Venture Creation degrees focus on real-life business start-up, it is interesting to see other variations of learning about business start-up. SimVenture, launched in October 2006, is a Windows-based software, which according to the company, over 100 UK Higher Education institutions use the game in their curriculum (Williams, 2011) [at the time of the paper]. According to Williams, SimVenture is used to help young people develop their business, enterprise and entrepreneurial thinking which in turns makes learning enjoyable, personal and meaningful. "SimVenture is found to be a stimulating and engaging vehicle of teaching and learning" (Williams, 2011, p.1).

It could be argued that SimVenture has a very similar link with New Venture Creation degrees. In her paper, titled 'Impact of Business Simulation Games in Enterprise Education', Williams (2011, p.5) lists the features of SimVenture, which are very similar to modules and principles taught within NVC degrees:

- Marketing and Sale
- Customer Feedback, Pricing, Sales Channels, Sales Promotions
- Operations
- Finance
- Analysis tools

- Organisation

The results of the paper indicate a significant impact on the overall development of the enterprise skills of the students. It is also interesting to see the positive impact that the SimVenture had on the students' personal development too, as well as their ability to see problems as opportunities.

Although the research does explain students were exposed to other active learning pedagogies, as an overall view, SimVenture does seem to have a positive effect on individuals, in not only business terms but personal development too. Primary research within this thesis will later explore the effects of NVC degrees and whether they too are positive overall.

Sim venture can be seen as being education "for" entrepreneurship as opposed to "about" or "into", as the idea behind it is to help the individuals develop the skills and self-development.

3.4 - Experiential learning

Another interesting concept of learning is experiential learning, which is the process whereby knowledge is created through transformation of experience (Kolb, 1984). The idea is that, for learning to take place, experiences must therefore have to occur (Dhliwayo, 2008). Jarvis, Holford and Griffin (1998) add to this definition by suggesting that experiential learning may be defined as the process of creating and transforming experience into knowledge, skills, attitudes, values, emotions, beliefs and senses. This idea from Kolb (1984) is used by Politis (2005) to reinforce the idea that entrepreneurial learning, overall, is an experiential process whereby knowledge is developed through experiencing, reflecting, thinking and acting. Due to its nature, experiential learning can be seen as education 'into' or 'through' entrepreneurship, as you can often 'learn by doing'.

Entrepreneurial learning is often described as a continuous process that facilitates the development of necessary knowledge for being effective in starting up and managing new ventures.

According to Politis (2005), entrepreneurial learning can be described as a continuous process that helps an individual acquire the necessary knowledge in order to be effective in starting up and managing new ventures. With this being said,

there has been little to distinguish the difference between "entrepreneurial experience" and "entrepreneurial knowledge". A potential distinction would be to look at them as: The experience of an entrepreneur; and the knowledge that is therefore acquired (Reuber & Fischer, 1994)

To back up the importance of experiential learning in entrepreneurship, Timmons and Spinelli (2004) suggest a limit as to what can be taught in entrepreneurship education, and follow up by suggesting that the only way to really learn is through personal experience. This alone can show the true value of NVC degrees whereby students are exposed to a practical element of learning. Dhliwayo (2008) proposes that it is possible for entrepreneurial education to train and produce entrepreneurs in the same way nurses are produced through appropriately designed work integrated learning. He also proposes a model, shown below, in which higher education institutions can actually produce entrepreneurs, rather than simply producing 'entrepreneurship graduates' (Dhliwayo, 2008).

Figure 3.1 – Dhliwayo's 2008 model for an entrepreneurship apprenticeship programme:
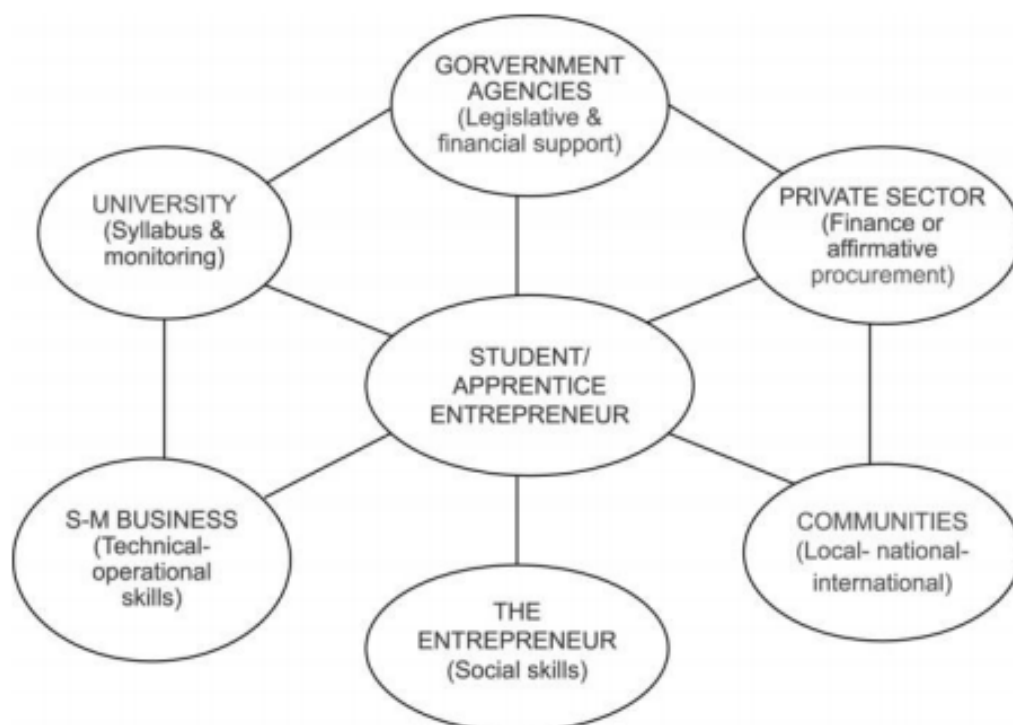
- The entrepreneur allows the student to learn from his/her day-to-day running, learning the entrepreneurs' emotional, time, physical and intellectual inputs into the business.

- The small-medium business allows the student to learn how different resources are combined, and the ways in which the business produces it's goods and services

- The government and it's SME support agencies needs to be correctly linked with the programme to offer support

- Private sector institutions would help support SME start up through procurement, training and funding.

- The community mostly relates to the local consumers, that become the main markets of the goods or services produced. These communities are also the same communities in which the entrepreneur is drawn from

- The university should obtain close links with the business sector. This model brings in the public and private sectors to sponsor and facilitate the execution.

(List adapted from Dhliwayo, 2008)

As previously mentioned, research by Driver et al. (2001) and Foxcroft et al. (2002) shows that the higher the level of education of an individual, the greater the tendency to pursue entrepreneurial activities; and the greater the possibility of starting a venture that progresses past the start up stage (Dhliwayo 2008). This gives strong rational for using this model within entrepreneurship education cirriculae.

This programme links closely to the New Venture Creation programmes discussed and studied within this thesis, therefore giving insight in to how the courses work and the positives that can be drawn out holds importance. Dhliwayo (2008) makes the suggestion that entrepreneurship programmes should prepare a student to start a business within a given period; during or after completion of study. This is an interesting point due to the Business Enterprise degree at the University of Buckingham having strict deadlines in regards to when students need to have set up a business, whilst Enterprise Development at the University of Huddersfield and Business Enterprise at the University of Coventry do not.

Boud, Cohen and Walker (1997) listed five propositions on the nature of learning and experience (Jordan, Carlile & Stack, 2008):

1. Experience is the foundation of, and the stimulus for, learning
2. Learners actively construct their experience
3. Learning is a holistic approach
4. Learning is social and culturally constructed
5. Learning is influenced by the socio-emotional context in which it occurs

One of the bottom lines is a point that Kolb (1984) makes, which is "people do learn from their experience, and the results of that learning can be reliably assessed and certified for college credit" (p.3).

3.5 – University of Buckingham: Business Enterprise – 2006

The first chapter of this thesis briefly looked at what New Venture Creation degrees are, but this section of the literature review will explore them a little more.

According to Lackeus (2012), entrepreneurship programs whereby students create real-life ventures as an important element of education are still uncommon. In the UK, there are 3 main, well-established NVC degrees, the first of them being 'BSc Business Enterprise' at the University of Buckingham. The researcher had the pleasure of meeting the programme director, Nigel Adams, when carrying out research at the University, but also at an Enterprise Educators UK event in May 2016. These were fantastic opportunities for the researcher to learn more about the course.

Developed in 2004/2005 by the Dean of Buckingham Business School and colleagues, the degree was launched in January 2006, and is quite unique. It runs it's 8 terms over just 2 years, rather than the traditional 3-year degree time frame. Teaching is done in small groups, and due to the small size of the university, there is an excellent student to staff radio of 1:10.5.

In summary, the objectives of the course are to:

- Set up and run their own business
- Achieve a good Honours degree

- Developing Entrepreneurial Self-Efficacy or "can do" mindset.
- Cultivating an ability to think on their feet
- Being flexible and able to adapt in a fast changing business environment

(University of Buckingham, 2016)

3.6 - Coventry University Enterprise and Entrepreneurship – 2007

The second NVC degree to be launched in the UK was Enterprise and Entrepreneurship BA (Hons) at Coventry University. The researcher also had the pleasure of meeting Simon Hill, acting course director, and Joan Lockyer, assistant director during his research at the University.

The degree comprises of a series of lectures, with assosciated seminars and practical classes, which:

- Provides the students with both knowledge of small business management with an opportunity to apply that knowledge to their own business venture or venture operated through the programme
- Progresses from creativity and idea development, feasibility and marketing, more towards business management and growth strategies
- Includes protecting intellectual property, how to register a business as well as professional advice on how to manage a business
- Provides individual support tailored to the specific needs of the student, e.g. Dedicated business mentoring, pre-incubation or incubation.

(Coventry University, 2016)

3.7 – University of Huddersfield: Enterprise Development – 2009

Enterprise Development BA (Hons) was launched in 2009, following in the footsteps of Buckingham and Coventry, though it was discontinued in 2016. Regardless of it being discontinued, it still holds vital importance amongst this study. The researcher of this thesis is a First Class honours degree graduate from Enterprise Development, which holds some interesting stats:

- 100% of graduates from this course go on to work and/or further study within six months of graduating (2014/2015)
- 74% average overall graduate prospects
- 93% obtained a first or upper second class degree 93% obtained a first or upper second class degree (2014/2015)

The course offered:

- A combination of theoretical and practical support whilst the student is offered an opportunity to create a new business or social enterprise of their own
- Support from academic staff and the ability to learn from guest entrepreneurs
- The option to apply to the universities student and graduate business start-up unit, The Enterprise Team, for additional support

(University of Huddersfield, 2015)

3.8 - Potential drivers and enablers for undergraduates to study NVC degrees

This thesis also has a focus on the possible drivers and enablers that would give an undergraduate the desire to study a NVC degree.

3.8.1 – Desire to become an entrepreneur

The first potential driver of an undergraduate opting to study a NVC degree is their desire to become an entrepreneur. From the dissertation titled "A research study into the field of Entrepreneurship: Why do undergraduates studying entrepreneurship choose the path of an entrepreneur?" (Shaw, 2015), many interesting findings were made. The dissertation identified some drivers for individuals to become entrepreneurs, which were:

- Freedom
- Working for themselves / not working for someone else
- The lifestyle of an entrepreneur
- To make money

Smith and Beasley (2011) observed the potential barriers and enablers to entrepreneurship, listing constraints and enablers to choosing an entrepreneurial

career as researched by Rae and Woodier (2006). Rae and Woodier (2006) carried out research and compiled a report for NCGE (National Council for Graduate Entrepreneurship) surrounding graduate career choices and Entrepreneurship at the University of Derby. Some of the enablers to entrepreneurship discovered and listed by Smith and Beasley (2011) were:

- Family background in self employment
- TV programmes: The Apprentice and Dragons' Den
- Flexible learning environment
- Space and facility
- Degree subject to enable vocational skills and development

Following on from the research carried out by Shaw (2015), individuals may believe or feel that they are born an entrepreneur or want to become one.

It may be possible that some of the listed enablers overlap with the drivers of students studying an entrepreneurial degree. E.g. A TV program has driven them towards pursuing an entrepreneurial career; therefore the stepping-stone to this is the studying of a NVC degree. Again this could lead to them opting to study a NVC degree in order to pursue their beliefs or desires, though primary research will help to gain a better understanding of this.

Although some people often suggest that entrepreneurs are 'born, not bred', there are other individuals that have a different viewpoint, including Johannison (1991): ". . . To teach individuals to become not only more enterprising but businessmen as well . . . Is an undertaking that in both time and scope is beyond the capabilities of an academic business school . . ." (p.79). To counter this quote, a UK survey carried out by the Small Business Research Trust (1998) showed that, out of the respondents, only 13 percent believed that entrepreneurial skills could not be acquired through learning – suggesting that university courses could develop entrepreneurs – reducing validity to the statement made by Johannison. In 1996, Chia had suggested, "a radical change in intellectual and educational priorities is needed" in order for this to become a reality" (pp.410-11).

3.8.2 – The NVC degree offerings

A research report for NCGE carried out by Rae and Woodier (2006) concluded some enablers to graduate entrepreneurship. These were concluded by Smith and Beasley (2011) and included:

- Provision of sufficient enterprise modules, courses and enterprise events.
- Involvement with role models, mentors and entrepreneurs in developing students' business ideas and opportunities.
- Flexible learning environment.

It could be possible that students see these benefits and values offered by New Venture Creation degrees, which then become a driver to them studying them at university degree level. Further primary research will be required to explore whether this observation has any depth or relevance.

Colton (1990) suggests that entrepreneur education is aimed directly at stimulating entrepreneurship, for example in independent small businesses. This could include new start-ups that emerge from NVC degree students.

3.8.3 – Gap in the economy & competitiveness

According to QAA (2012), there is a need for graduates in the labour market that have "enhanced skills" and are able to "think on their feet", alongside being innovative in a global economic environment. It is becoming apparent that young entrepreneurs are required to set up businesses in order to create jobs.

David Frost, the Chair of LEP network, was quoted saying:

"It is clear that a lack of employability skills is harming the ability of the young to enter the workforce and being enterprising is seen as a necessity by Business" (All-Party Parliamentary Group for Micro Businesses, 2014, p.11).

This is an important quote as it shows us that, in today's highly competitive world, we need more than just our experience or degree. This could be seen as a potential

driver for students to study a NVC degree because they will gain the necessary employability and enterprising skills required.

NCGE (2008) discussed the following:

"Organisations value graduates who can demonstrate their entrepreneurial and personal skills in problem creating and solving, opportunity spotting, project management, budgeting, team-work, communication skills and coping with pressure"
(p.29)

Gibb (1996) discussed three main reasons why there is an interest in creating entrepreneurs:

1. Job creation and economic development;
2. Strategic adjustment/realignment;
3. Deregulation and the privatisation of public utilities and state-owned enterprises.

The competitiveness of applying for jobs alongside the state of the economy and the positives/ benefits entrepreneurs often create could drive individuals towards studying a NVC degree - in order to give them the skills required to become competitive and entrepreneurial themselves - or even to create their own jobs by setting up their own business in todays economy.

3.9 The effects of education and degrees on business start-up

This section will take a look at secondary research that focuses on the potential effects of education on real-life business start-ups.

NCGE (2008) suggests that students may have access to contacts for proof of concept and funding to support an idea, a great potential that a non-degree student may miss out on. On the contrary, Kwong et al. (2007) suggests that, although graduates may be more likely to participate in start-up activities over non-graduates, they are also more likely to give up.

Within the December 2006 report for The Small Business Economy (SBA, 2006), out of six studies testing the relationship between entrepreneurial education and entrepreneurial intentions, five took place at universities. In summary, it became apparent that there was a "positive correlation between entrepreneurial education and the expressed intent to form a venture at some point in time" (Weaver, Dickson & Solomon, 2006, p.249). This suggests that further studies are required in order to create more accurate findings.

Not everyone is in complete favour of education being a definitive decider of success amongst business start-ups. Bolton & Thompson (2000) have the viewpoint that "entrepreneurs seem to turn the importance of education upside down" (p.19). This in itself has the potential of many meanings, but Bolton & Thompson (2000) offer an example of how this relates to real life:

"Kevin Threlfall did not get enough A levels to go to university but as a ten year old would go out with his father and learn about sales techniques. Today he has one of the largest retail businesses in the UK with sales of £500 million in 1998" (p.19)

With such an example, it is hard to disagree that in some cases, education isn't an essential to be successful, though it may be argued that this is more of a rarity than a general norm. On the other hand, Lazenby & Machaba (2011, p.76) believe that education becomes an important requirement for entrepreneurs as they cite a quote from Lambing and Keuhl (1997):

"In the past, many entrepreneurs had been successful without a college degree. Today, however, the market is increasingly competitive and a substantial amount of knowledge is necessary to run a successful business" (p.16)

Although the quote is taken from a 1997 book, it is arguable that it still holds great relevance today. In fact, there is potential of it being even more relevant in the ever-growing competitive markets and changing economies of today.

3.9.1 A study of 100 entrepreneurs

A study of 100 entrepreneurs carried out by Lazenby & Machaba (2011) looked at whether a university degree is essential in order to become a successful

entrepreneur. The results showed this wasn't the case, due to 80% of the respondents not having a university degree, yet they still operated profitable businesses. Lazenby & Machaba concluded that although education was important for developing intellect, university graduates "appear to be doubtful starters when coming to taking risks and venturing into the unknown" (p.78). As entrepreneurs are often viewed as being risk-takers, it is interesting to see that once an entrepreneur studies at degree level, there is a chance that they will lose some of these fundamentals. Primary research may aid in further understanding this. This study gives an important view as it links to the research question around the effects of New Venture Creation degrees on real-life business start-ups, as this shows there is evidence that a degree isn't a necessity, though further research may show whether a NVC degree could potentially aid in successful business start-up or not.

3.9.2 – Non-direct effects: Skill development

Sturges, Simpson & Altman (2003) suggest that business schools should make students clear of the 'intrinsic benefits' and interpersonal skills that can be developed from a program. They also discuss the extrinsic benefits and hard skills that can be a result.

Smith and Beasley (2011) list a potential enabler to entrepreneurship as the "degree subject to enable vocational skills and development" (p.4). This shows that a NVC degree could help build on these skills. Building on this, Rae (1997) suggested students also need to develop their entrepreneurial skills and behaviours. This included:

- Communication skills; with a focus on persuasion
- Creativity skills
- Leadership skills
- Problem-solving skills
- Social networking skills

Similar to this, Rae (2007) defined these skills as "the skills, knowledge and attributes needed to apply creative ideas and innovations to practical solutions (p.611). Skill development can be seen as an outcome from individuals 'learning through enterprise'. According to Refai and Klapper (2016), the education that is

"into" or "through" enterprise can support the development of a wide range of "soft" enterprise skills (p.489). These may include personal skills, communication skills and problem-solving skills seen as being transferable (Nabi and Bagley, 1998; Refai and Thompson, 2015).

Although this may not be seen as a direct link to business start-up, it could lead to increased confidence alongside a set of strong all-round skills, and this increase could lead to a business being started by an individual. There is a potential that individuals are driven to study a NVC degree because of these added skills that they could benefit from. However on the contrary, Draycott and Rae (2010) argue, "the 'delivery' of enterprise education takes place in ways which are not 'enterprising' forms of learning" (p.127). It will be interesting to see the responses from the students and graduates of NVC degrees.

3.10 Barriers and Constraints to business start-up

This literature review has previously discussed the Enablers to Graduate Entrepreneurship as devised by Rae and Woodier (2006). It is important to also look at the potential constraints/ barriers to business start-up, as this thesis aims to research whether NVC degrees can help individuals overcome barriers that they may face.

Taken from Rae and Woodier (2006), the constraints (barriers) listed by Smith and Beasley (2011) were:

- Limited know-how on setting up a business
- Financial uncertainty
- Relevant work experience
- Limited entrepreneurship careers guidance
- Family discouragement
- Confidence
- Lack of awareness
- Creativity and innovative ideas

Ellis and Williams (2011) also discuss the potential barriers and constraints to entrepreneurship in their report titled "Maximising impact on youth entrepreneurship support in different contexts" (p.17), with one very important point being that:

"Evidence shows that SMEs are more constrained by limited access to start-up finance than larger corporations" (UNCTAD 2009).

This suggests that start-up businesses may come into problems where finances are concerned, more than larger businesses particularly would. Primary research will be able to offer further insight in to this.

3.11 - Conclusion

This literature review has allowed for primary research questions to be developed so that the best possible research can take place. Section 3.12 below includes a framework to tie together the literature review and to help the discussion move forward.

3.12 – Conceptual framework

Figure 3.2 – conceptual framework of thesis
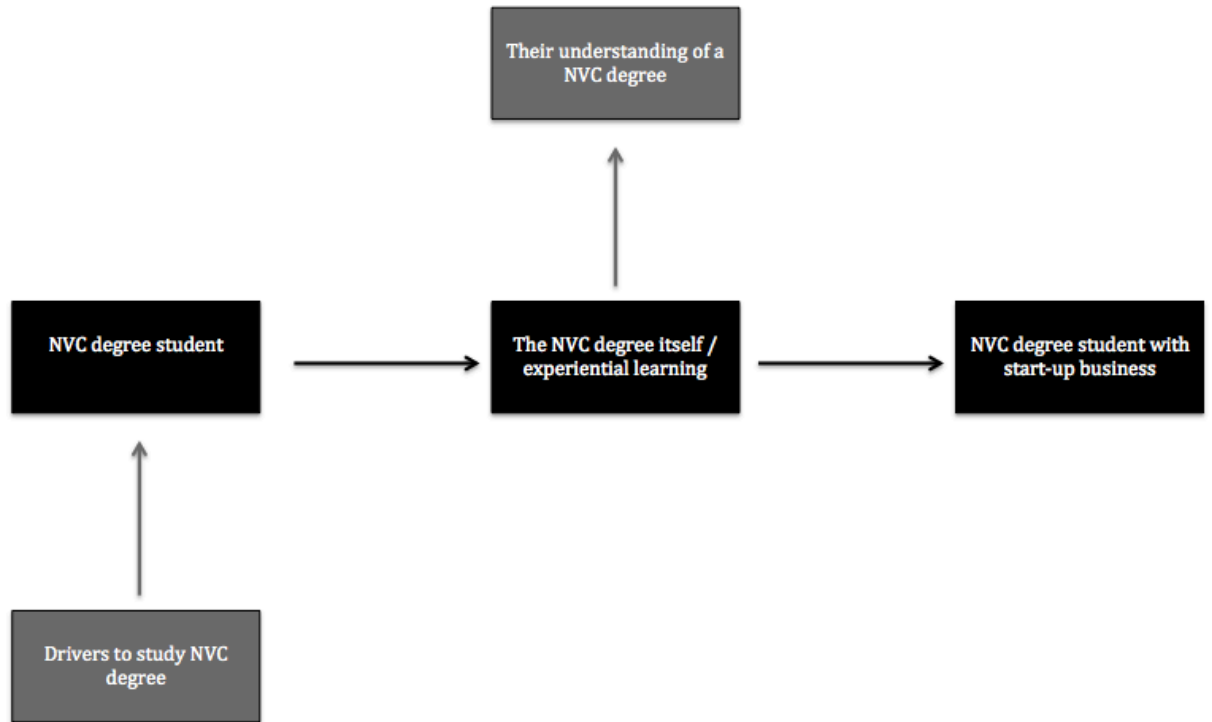
This framework has been developed with a focus on the research objectives and questions of this thesis, alongside the literature that has been reviewed.

The black boxes represent the individual entities of the process in which this thesis aims to explore, and the grey boxes represent 'inputs' or 'outputs' relevant to these entities. The first black box represents the NVC degree student, who will be the participants of the primary research. The grey input into this is the potential drivers that the NVC degree students possessed, which led them to study the chosen degree. This may include the desire to be an entrepreneur as discussed by Shaw (2015), where individuals have a desire to work for themselves. There may also be external driving factors as discussed by Smith and Beasley (2011), for example a family background in self employment. Other potential drivers include what the NVC degree actually offers, for example a flexible learning environment, as discovered in the reason by Rae and Woodier (2006) and later concluded by Smith and Beasley (2011). The current condition of the economy (NCGE, 2008) and the reasons for an interest in creating entrepreneurs (Gibb, 1996) may also be potential drivers. Finally, the potential for skill development including problem-solving and social networking skills (Rae, 1997), as well as "soft" enterprise skills (Refai and Klapper, 2016) may be potential drivers too, including personal skills, communication skills and problem-solving skills (Nabi and Bagley, 1998; Refai and Thompson, 2015).

The second black box is the actual NVC degree itself, which may involve an element of experiential learning, whereby knowledge is created through the transformation of experience (Kolb, 1984). Timmons and Spinelli (2004) suggested there was a potential limit to what could be learned through entrepreneurship education, and that learning through personal experience is often required. With this being said it will be interesting to see the effects of the degree on the individual. Dhliwayo (2008) created a model for an entrepreneurship apprenticeship programme, showing the importance of not only the university and its syllabus, but also external factors including local communities and the government. It will be interesting to see the effect that a NVC degree within a university setting can have on an individual and their business start-up. The grey box coming out of the NVC degree is the students understanding of a NVC degree. Although the participants study a NVC degree, there is no guarantee that all results will be the same and the potential differing views of all of the participants will be interesting to see.

The final black box is the result of the NVC degree, whereby the student starts a

business by the end of the course. This framework suggests that, should the process run smooth, the student will be, or has graduated with, a start-up business by the end.

CHAPTER 4 – METHODOLOGY

4.1 – Introduction

The previous chapter contained a literature review on a range of key areas that have helped form the basis of this thesis. The outcome of the literature has led to a better overall understanding of current research. As there is very limited available literature directly on NVC degrees, this has led to some of the primary research being a major requirement in discovering new potential findings.

This methodology section will discuss the techniques required to meet the following aims of this thesis:

1. **Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree**

2. **Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates**

3. **Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates**

4. **Explore the intentions of NVC students for their business after graduation and to also explore the actions that NVC graduates have taken since leaving the course**

5. **Explore the changes in attitudes over time towards business start-up and its importance as outlined by current NVC students and NVC students that are now graduates**

The chapters following the methodology will cover each of the individual research groups that are discussed in this chapter. Each chapter will include a brief methodology, followed by the research results, analysis and a discussion.

4.2 - Primary and Secondary research

This thesis used both Primary and Secondary research, both of which are discussed in this section.

Secondary research has played an important part of this thesis in the form of a literature review, using carefully selected journals and academic books to create a basis for the primary research. Saunders, Lewis & Thornhill, 2009 refer to secondary research as data that has been collected by another researcher for previous different purposes, and information that has been gathered from already existing sources (Sekaran & Bougie, 2010)

Quantitative and qualitative data can be discovered through the use of Primary research techniques. Sekaran & Bougie (2010) describe Primary research as "Information obtained first-hand by the researcher on the variables of interest for the specific purpose of study" (p.180).

Often viewed as data that is presented in the form of opinions and words, qualitative data can include interviews and the transcripts of focus groups (Sekaran & Bougie, 2010). In contrast, quantitative data concentrates heavily on figures, ensuring that the data is analysed and interpreted to offer meaning and interpretation; for example a set of statistics (Saunders, Lewis & Thornhill, 2009).

The below table summarises the key attributes of Quantitative and Qualitative data.

Table 4.1 – Quantitative and Qualitative data – Comparison

Quantitative Data	Qualitative Data
Based on meanings derived from numbers	Based on meanings expressed through words
Collection results in numerical and standardised data	Collection results in non-standardised data requiring classification into categories
Analysis conducted through the use of diagrams and statistics	Analysis conducted through the use of conceptualisation

(Saunders, Thornhill & Lewis, 2000, p.381)

For this thesis, quantitative research methods were chosen. The rationales behind the decisions made are discussed in both section 4.3, and each individual chapter for current NVC degree students, NVC degree graduates and non-NVC students.

4.3 – Chosen research methods

Table 4.2 located in Appendix B gives an overview of the range of potential research methods, complete with their advantages and disadvantages.

The primary research of this thesis will be broken down in to three separate groups: A, B and C, each representing a different segment of individuals. The use of interviews and focus groups has been decided upon for the primary research. The rationales for these choices alongside the sampling methods, pilot studies and design choice are further discussed in the forthcoming chapter and sub sections.

- Group A: Students currently studying a NVC degree at undergraduate level
- Group B: Graduates of a NVC degree
- Group C: Students currently studying a non-NVC degree at undergraduate level

The interviews and focus groups will all take place at three different universities in order to retrieve sufficient primary research for analysis.

4.3.1 – Interviews

Interviews were considered to be the most appropriate method of research for particular parts of this thesis, as they will strongly be used to gather qualitative data.

Sekaran & Bougie (2010; 2013) suggest that interviewing respondents is useful in obtaining information on the issues of interest, and were discussed by Ghauri and Gronhaug (2002) as being the best data collection methods. When interviews are used for primary research, Saunders, Lewis & Thornhill (2009) suggest they can lead to valid and reliable data that also links with the overall research questions of the project.

Due to the type of research being carried out, the chosen type of interviews was semi-structured. They are more informal (Saunders, Lewis & Thornhill, 2012) and described by DiCicco-Bloom & Crabtree (2006) as being:

"Generally organised around a set of predetermined open-ended questions, with other questions emerging from the dialogue between interviewer and interviewee" (p.316).

Kervin (1992) suggests that unstructured interviews are often used to probe respondent's feelings and perceptions. Although the order of the questions may become varied throughout the course of the interview, semi-structured interviews in general have pre-made and pre-ordered questions laid-out (Robson, 1993). Each interview typically lasted between thirty minutes and one hour, a time frame also suggested by DiCicco-Bloom & Crabtree (2006). Qu and Dumay (2011) make the suggestion that interviews will uncover all the available information on the specific topic, providing that the questions are phrased correctly. The researcher planned to hold the semi-structured interviews face-to-face, a method that also comes with a great advantage. This is due to the research and participant both being in the same place. There is great access to more than just verbal data because they can build rapport amongst them, potentially leading to participants disclosing their experiences with the researcher more freely (Shuy, 2003).

Interviews were chosen for all groups, due to them allowing for equal analysis of results and comparison. Further rationale is discussed within each sub section.

4.3.2 – Focus groups

Remenyi et al. (2000) suggests that focus groups are an approach used for collecting evidence from individuals part of a highly specialised group. According to Hague, Hague & Morgan (2013), focus groups are typically made up of 7-10 people, alongside a facilitator or moderator who leads the discussion on a particular topic (Scott, 2013). Focus groups differ from other qualitative research methods in that there is not only interaction between the interviewer and the respondent, but also between the respondents themselves (Ghauri & Gronhaug, 2010). Kervin (1992) suggests focus groups to begin with easy questions to create a flow of discussion, and to 'warm-up' participants before asking more in-depth questions. The focus

groups will contain only participants that are undergraduate students of a NVC degree, corresponding with Sekaran and Bougie (2010) who suggest participants should be chosen on the basis of their expertise of the topic.

Focus groups were only chosen for group A due to the limited amount of students available for research group B. Focus groups allowed for further data to be collected alongside the interviews, with an aim of deeper research data being discovered; but also allowed for convenience of data collection during the visit to The University of Buckingham. The rationale for why focus groups have been chosen is discussed in further detail within the next chapter.

4.4 – NVC degree students – research method and rationale

Face-to-face, semi-structured interviews were chosen as the primary research method for the NVC degree students. They allowed for the most in-depth questioning, leading to a greater opportunity for larger data collection.

The three different universities and their students were chosen, as this would offer a more widespread opinion and viewpoints from different NVC degrees.

The rationale for interviews being chosen is that they are the best method for this research due to the nature of the participants. Firstly, there aren't a sufficient number of students available to warrant using a questionnaire. Secondly, the use of interviews and focus groups allowed for more in-depth discussion than would be possible through questionnaires. Rationale for each individual question is discussed below, in section 5.1.5.

Originally, the plan for research was to interview five students at The University of Buckingham, Coventry University and The University of Huddersfield, totaling 15 students for research group A. When the researcher visited The University of Buckingham, it became apparent that in order to be able to carry out research amongst the students between classes and alongside their busy schedules, focus groups also needed to be carried out. Focus groups were also a positive change as they allowed for potential discussion, leading to more data. The adjustments made were that 2 individual interviews were conducted, alongside 2 focus groups

consisting of 3 individuals each. Regardless of this minor change, the questions for the focus groups and interviews still remained the same.

Also, during the researchers visit to Coventry university, it became apparent that only one student was available to be interviewed due to the remainder either having left for the summer or were too busy revising for exams and completing coursework to participate.

All of the participants were undergraduate students that are currently studying a NVC degree.

4.5 – NVC degree graduates – research method and rationale

Face-to-face, semi-structured interviews were also chosen as the primary research method for the NVC degree graduates. 5 interviews took place with graduates from the University of Huddersfield, who studied BA Hons Enterprise Development, a NVC degree. This part of the research was limited to one university due to the contacts that are available with the graduates of the NVC degree.

Interviews allowed for the most in-depth questioning, leading to larger data collection. Further reasoning can be found in section 4.4.1. There were also a limited number of graduates available, so interviews became the strongest research method.

Whilst arranging interviews with three of the NVC degree graduate students, due to their unavailability to participate in face-to-face interviews, the participants were interviewed via Skype call. This did not show a change in responses compared against face-to-face interviews.

4.6 – Non-NVC degree graduates – research method and rationale

Face-to-face, semi-structured interviews were chosen as the primary research method for the non-NVC degree students. Out of the ten participants, one interview took place via Skype call due to their unavailability to meet face-to-face. The rationale behind the questions within the interview can be found in table 8.1 in section 8.3.

These interviews are shorter than the NVC degree students and graduates due to the lesser amount of questions. All participants were students at the University of Huddersfield, studying a degree that isn't a NVC degree.

Interviews allowed for better asking of questions, and potentially improved the validity of results and the response rate that may have been gained through questionnaires.

4.7 – Sampling

Sampling is used to generalise a population through the selection of a sufficient amount of the right elements from the population in order to best represent it (Sekaran & Bougie, 2010). Sampling also allows the researcher to reduce the amount of data required due to narrowing down the targeted group rather than targeting all possible elements (Saunders, Lewis & Thornhill, 2012).

The sampling process often includes 5 stages (Sekaran & Bougie, 2010; 2013):

1. Define the population
2. Determine the sample frame
3. Determine the sampling design
4. Determine the appropriate sample size
5. Execute the sampling process

Non-probability sampling was used in this thesis through the use of purposive sampling, which is the targeting of a specific target group of people (Sekaran & Bougie, 2010; 2013). More specifically, convenience sampling was used due to a limited number of people being available within the category of NVC degree students (Sekaran & Bougie, 2010; 2013) and the fact the researcher was able to contact and ask these individuals.

In some cases, snowball sampling was applicable. This is where data is gathered from a particular participant that has fit the research criteria, and subsequent respondents are obtained from information provided by the initial respondents (Kervin, 1992; Saunders, Lewis & Thornhill, 2012). This creates a snowball effect.

Figure 4.1 in appendix C shows the methods of choosing a non-probability sample.

Table 4.2 below shows the chosen sample methods used within this thesis and the rationale for them.

Table 4.2 – Research sample methods used with rationale

Research group	Research type	University	Chosen sample method	Rationale for sample method
NVC students	Interviews	University of Huddersfield	Convenience	Convenience was used do the small amount of NVC degree students available and the researcher knowing them all.
NVC students	Interviews	University of Buckingham	Convenience and Snowball	The head of the course made the connection for the researcher to interview initial students, and this snowballed into fellow peers on their course via referral.
NVC students	Interviews	Coventry University	Convenience	This was due to the head of the course putting the researcher in touch with potential students.
NVC students	Focus groups	University of Buckingham	Convenience	The head of the course made the connection for the researcher to interview initial students, and this snowballed into

				fellow peers on their course via referral.
NVC graduates	Interviews	University of Huddersfield	Convenience	The researcher was in contact with individuals from the same graduation year.
Non-NVC students	Interviews	University of Huddersfield	Convenience	The researcher was in contact with individuals of different varieties of courses from the University of Huddersfield.

The samples for the different types of participants within this study are shown in the tables below, highlighting the different universities and the year of study.

Table 4.3 – NVC degree interview sample – current students

Interview	University	Year of study
1	University of Huddersfield	3 of 3
2	University of Huddersfield	3 of 3
3	University of Huddersfield	3 of 3
4	University of Huddersfield	3 of 3
5	University of Huddersfield	3 of 3
6	University of Buckingham	2 of 2
7	University of Buckingham	2 of 2
8	University of Coventry	1 of 3

Table 4.4 – NVC degree focus group sample – current students

Focus group	University	Year of study
1	University of Buckingham	3 students – All year 1 of 2
2	University of Buckingham	3 students – 2 x year 1 of 2 and 1 x year 2 of 2.

Table 4.5 – NVC degree interview sample – graduates

Interview	University	Graduated within 1 year of research taking place?
1	University of Huddersfield	Yes
2	University of Huddersfield	Yes
3	University of Huddersfield	Yes
4	University of Huddersfield	Yes
5	University of Huddersfield	Yes

Table 4.6 – Non-NVC degree interview sample

Interview	University	Degree	Year of study
1	University of Huddersfield	Graphics design	3 of 3
2	University of Huddersfield	Podiatry	2 of 3
3	University of Huddersfield	Occupational therapy	2 of 3
4	University of Huddersfield	Graphics design	3 of 3
5	University of Huddersfield	Podiatry	3 of 3
6	University of Huddersfield	Podiatry	3 of 3
7	University of Huddersfield	Children's nursing	3 of 3
8	University of Huddersfield	Law	3 of 3
9	University of Huddersfield	Law	3 of 3
10	University of Huddersfield	Business management and Finance	1 of 3

4.8 – Interview and focus group development of questions

The primary research questions emerged from the literature research. The questions were also developed with the aim of answering the research objectives and the research questions. This was done to ensure the primary research covered all of the possible areas in regards to the objectives and research questions set out.

To confirm that students were studying a NVC degree and to understand what year they were in, to help set the scene of the research, the following 2 questions were asked:

1. What year are you currently in?
2. What degree do you study?

Graduates were asked adapted questions to ensure they studied a NVC degree and to also understand how recent they graduated as a means of setting the scene:

1. What year did you graduate?
2. What degree did you study?

Both current students and graduates were asked the following questions:

3. Have you heard of the term 'New Venture Creation degree'?
4. If yes, what is your personal definition? If no, what would you suggest it involves?

These questions were asked to confirm the students understanding of the degree they are/were studying, and to see whether their understanding is similar to the definition used for this thesis, as provided by Lackéus. These also link with the first objective of this thesis, which is to "Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree".

The next question was asked to see whether it would be possible to gain insight into whether non-NVC degree students understand what the term NVC degree means, or how they define it. This links with the first research question too.

5. When you tell another university student what course you studied, do they understand what you mean? Do they show interest in it or wish they had known about it?

The next question was asked to both current students and graduates:

6. What were your reasons applying for your degree?

The literature review brought out potential drivers for an individual to study a NVC degree. These included the desire to become an entrepreneur (Shaw, 2015) and the link this has to wanting to set up a business, potentially driving an individual to study a NVC degree. Other drivers that arose from the literature included family background in running a business (Smith & Beasley, 2011), gap in the economy/competitiveness and an interest in creating entrepreneurs (Gibb, 1996; NCGE, 2008; All-Party Parliamentary Group for Micro Businesses, 2014), the actual offerings of the NVC degree and skill development (Rae, 2007; Smith & Beasley, 2011; Refai and Klapper, 2016). This question would allow the students and graduates to explain their own reasons behind studying a NVC degree. The responses could then be compared against literature to see whether it agrees or not. This also links to the second objective of this thesis, to "Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates", as well as the second research question: "What are the drivers and enablers that lead to undergraduates studying NVC degrees?"

The next question was asked to the current students:

7. Have your opinions on the course changed since you began your studies? Has it met your expectations or changed over time?

With a slight twist for the graduates:

7. Did your opinions on the course change throughout your studies? Were your expectations met or did they change over time?

This question was asked to gain an understanding of what the students of a NVC degree expected from the course and whether it has met their expectations or not. This links with the overall aim of this thesis: "student and recent graduate expectations and experiences of new venture creation degrees". Also, from gaining an understanding of what the students expected, there is potential to gain insight into the drivers to studying a NVC degree. For example, if a student suggests that they expect/expected to set up a business alongside their degree, then 'business start-up' as an end goal may be a potential driver for them to study a NVC degree, linking with the literature on potential drivers (Shaw, 2015).

The following questions have been grouped together, with links to literature being provided:

Current student questions:

8. Can you clarify whether or not setting up a business is a requirement of your degree?

9. How is each year of the degree split? How is each year different from the next?

10. Have you set up your own business during the course or do you intend to do so before graduating?

    a. What progress have you made?
    b. How do you feel about it?

11. Can you describe the impact that your degree has had on your business start-up / intentions to set up a business? Has the impact been positive or negative?

Graduate questions:

8. Was setting up your own business a requirement of your degree?

9. How is each year of the degree split? How is each year different from the next?

10. Did you set up your own business during the course or since graduating?

11. Can you describe the impact that your degree has had on your business start-up / intentions to set up a business? Has the impact been positive or negative?

The literature looked at the impacts of entrepreneurship education and whether it is essential amongst new start-up businesses, with Bolton & Thompson (2000) giving rationale as to why it isn't required. Lazenby & Machaba (2011) on the other hand support education and believe it is an important requirement for entrepreneurs. The literature also looked at how experiential learning is used (Kolb, 1984), whereby students can "learn by doing", and the potential effects of this. Questions were devised to see which literature is relevant to the NVC degree students and graduates, and to assess the impact of NVC degrees on business start-up.

Question 8 allows the scene to be set, but also links strongly to objective 3, "Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates" and research question 3 "Do NVC degrees lead to real-life business start-up or not?" There is a strong link in that, if business start-up is a definitive requirement, then it may be highly likely that NVC degrees lead to real-life business start-up. Question 9 was added to build background around the degrees and to see whether the students understanding of their own NVC degree matches that of the course syllabus / intended layout.

Whilst Lambing & Keuhl (1997) explain that you can be a successful business owner without education, Weaver, Dickson & Solomon (2006) suggest there is "positive correlation between entrepreneurial education and the expressed intent to form a venture at some point in time" (p.249). Question 10 was formed from the literature to assess whether NVC degrees do in fact lead to business start-up or not. The question also extends to emotions/feelings on business start-up. This also ties in to how the germ of the idea for question 11 was formed, focusing on impacts of NVC degrees on start-up intentions.

The next 2 questions were asked to both students and graduates, with slight changes in wording being made:

Current student questions:

12. What would you say the biggest barrier to setting set up has been / what do you expect to be the biggest?

13. Has the studying of your degree helped you to overcome barriers or caused more problems?

Graduate questions:

12. What would you say the biggest barrier has been to setting up a business?

13. Did the studying of your degree help you to overcome barriers or caused more problems?

The literature suggested potential barriers to individuals setting up businesses. These included financial uncertainty (Rae and Woodier, 2006; Smith and Beasley, 2011) with UNCTAD (2009) suggesting SMEs are more constrained than larger corporations in regards to access to start-up finance. Other potential barriers involved family discouragement and lack of confidence (Smith and Beasley, 2011). With the literature making these suggestions, these questions were developed to find the barriers amongst those studying a NVC degree, and whether the NVC degree helped the student. Question 13 helps to answer research question 4: "Do NVC degrees help individuals overcome barriers to start-up?" Question 14 also links to objective 3 too by measuring the impact of the NVC degree on these barriers, which may then lead to business start-up being possible: "Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates".

Question 14 was aimed towards students and graduates:

14. Do you believe that you are the type of person that would have set up a business regardless of the degree or coming to university?

The rationale behind asking this question was to gain an understanding as to whether students of a NVC degree would have set up a business regardless of the degree, or whether they have only set up the business due to studying the NVC degree. This addressed objective 3, which is to "Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates" as well as research question 3, which is "Do NVC degrees lead to real-life business start-up or not?" This emerged from the literature that focused on whether or not entrepreneurship education is essential for individuals wanting to set up their own business/ entrepreneurs.

The literature suggested that, although graduates may be more likely to participate in start-up activities over non-graduates, they are also most likely to give up (Kwong et al., 2007). However, Weaver, Dickson and Solomon (2006) suggested a positive correlation between entrepreneurship education and intent to create a new venture at some point, showing potential for NVC degrees to have positive effects on students and their drive to start and run a business. The next question looked at current student intentions for their business after graduation, but also looked at the actions graduates had taken since graduating, linking to objective 4 (intentions) and 5 (changes in attitudes) of this thesis, as well as research questions 6, 7 and 8. The questions asked were as follows:

Current students:
15. What are your intentions for your business once you graduate? Will you continue to run your business?

Graduates:

15. What have you done in relation to your business since graduating? Do you plan to continue running your business?

The next question was asked to both students and graduates with the intentions of bringing out further information in regards to the drivers for the student wanting to study a NVC degree. For example, if they applied for all business degrees, this may be a driver. If they have recommended their degree to a friend or family member, the explanation they offer may bring out drivers for why they wanted to study it. Question 17 also looks at whether the business attitudes of the students are the same between undergraduate and graduate level, linking to research question 7.

16. What other degrees did you consider?

17. Would you recommend your degree to someone applying for university?

With Bolton and Thompson (2000) suggesting education isn't really required, but Lambing and Keuhl (1997) holding the viewpoint that entrepreneurship education can help with business start-up, it is interesting to explore whether it effects the attitudes and values of an individual too. The final question focuses on exploring the changes in attitudes to business start-up overtime (objective 5), and whether these attitudes are the same at undergraduate and graduate level (RQ 7).

18. If someone asked you when you first started university, what is most important, the degree grade or the business, what would you have said? What about now, is it the same or has it changed?

Most of the questions were designed to allow the participant to give as much of an explanation as possible. The initial questions were reviewed between the researcher and his supervisor, and with amendments being made, a finalised and refined set of questions were developed.

Both the original and finalised questions can all be reviewed succinctly in the appendices, as indicated in table 4.7 below, alongside the rationale for choosing to ask the questions and how they fit directly with the objectives / research questions of this thesis. As explained in 4.9, there were no issues with the pilot study, so no further changes to the questions were required.

Table 4.7 – Location of relevant appendices

	Initial questions	Finalised questions	Rationale of choosing
NVC interviews and focus groups	Appendix I	Appendix J	Table 5.1, Appendix K
NVC graduate interviews	Appendix N	Appendix O	Table 6.1, Appendix P
Non-NVC student interviews	Appendix S	Appendix T	Table 8.1, Appendix U

4.9 – Pilot study

A pilot test is used to ensure that there are no issues for the participants answering questions or any issues with the audio equipment being used (Saunders, Lewis & Thornhill, 2012). It also helps refine the set of questions.

Due to the research involving a small, specialist groups of individuals, it was apparent that a pilot study could not be used. The reasoning behind this was that, due to the low numbers of available students, the pilot study would had to have been carried out with the same students that would be taking part in the real research. This could have potentially invalidated results.

Instead, the approach used was to run with the finalised questions. If the first interview for each research group had not been successful, or questions were to be altered or added afterwards, then this select interview would not be included in the final results. Fortunately, the first interview for each group was in line with expectations and there were no issues with any of the questions developed and used, meaning the data will be added to the final results.

4.10 – Interview and focus group locations (including schedule & descriptions)

Saunders, Lewis and Thornhill (2009) recommend that the location in which interviews are carried out should be:

- Somewhere convenient for the participants
- A location whereby the participant feels comfortable
- A location where there is little chance of being disturbed.

A table of the interview and focus group schedules for all three research groups, their locations and relevant descriptions can be found in Appendix D.

4.11 – Identifying the 3 research groups

Each of these groups will be subject to their own individual chapter, including a methodology, research results, analysis and discussion.

- **Group A** - students that are currently studying a NVC degree at undergraduate level. Interview participants are referred to in the codes and themes as PAR1, PAR2 etc. Focus group participants are referred to as FG1, FG2 etc.

- **Group B** – students that are graduates of a NVC degree. These participants are referred to as GRAD1, GRAD2 etc.

- **Group C** – students that are currently studying a non-NVC degree. These participants are referred to as NNVCD1, NNVCD2 etc. NNVCD = Non-NVC degree.

Each research group has it's own individual set of themes, starting from 0 or 1.

4.12 – Ethics

Ethics are moral principles and values influencing the ways in which a researcher conducts research activities (Ghauri & Gronhaug, 2010).

Before the primary research could be undertaken, the ethical issues of the research must be observed and dealt with; though non-arose. The ethical considerations must be taken into account before being analysed and assessed by the supervisory member of staff within the University of Huddersfield.

As a means of protecting the privacy of each individual participant of the interviews and focus groups, complete anonymity has been assured. In order to ensure complete confidentiality, there will also be no use of real names or business names within the publishing of results. One of the main responsibilities of the researcher is to treat the information provided by the participant as strictly confidential, alongside the guarding of his/her privacy (Sekaran & Bougie, 2010; 2013).

Before any research could take place, the research methods and questions had to be approved by The University of Huddersfield ethics committee. All relevant forms can be found in Appendix E, F and G. Participants of the interviews and focus groups

were required to read and sign an Information, Consent and Ethics form, which can be found in appendix H.

4.13 – Interview and focus group analysis - methods

To begin with, each interview and focus group was transcribed from the audio recordings - reproducing them in to actual words (Saunders, Lewis & Thornhill, 2009). Each recording was also listened to on several occasions before, during and after the transcription to ensure the correction of any errors. This method is known as 'data cleansing' (Saunders, Lewis & Thornhill, 2009).

The analysis method used within this thesis is very much in line with the process discussed by Braun and Clarke (2006), shown in table 4.8 below:

Table 4.8 – Research analysis process:

Phase	Description of the process
1 – Familiarizing yourself with the data	Transcribing the data, reading and re-reading, noting down initial ideas
2 – Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
3 – Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme
4 – Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic 'map' of the analysis
5 – Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme
6 – Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis

(Source: Braun & Clarke, 2006)

Once the themes were named and defined, they were used within the discussion section in order to best explain the findings, and how this relates to any relevant literature.

The researcher himself completed all of the transcribing and analysis of the data. The data collection period took place over a course of three months (May-July 2016).

4.14 – Reflexivity of the researcher and ethnography

According to Roulston (2010), reflexivity refers to "the researcher's ability to be able to self-consciously refer him or herself in relation to the production of knowledge about research topics" (p.116). The researcher believes it is very important to understand how his background in NVC degrees and social links with the participants may impact on the research, as commented on by Linda Finlay and Brendon Gough (2003: ix). Where possible, researcher has used the reflexivity to reduce any effects on the research.

Ethnographic research was defined by Easterby-Smith, Thorpe and Jackson (2008) as "approaches to research and data collection that emphasise gaining access to the perspectives and experiences of organisational members" (p.328). It is important to note that the researcher is a graduate from a NVC degree, so there is a great depth of personal experience to assist in the work. Although this may potentially pose bias within the research, the researcher has made the best attempt in reducing any bias that may have arisen.

4.15 - Philosophical research aspects

There is a range of different philosophical research aspects that the researcher has observed and made a decision of which to follow within this thesis. According to Sekaran and Bougie (2009), inductive reasoning is a process where "we observe phenomena and on this basis arrive at general conclusions" (p.440). This may be seen as a more open approach, whereby data and information is observed and analysed before conclusions are drawn. On the other hand, deductive reasoning is described by Sekaran and Bougie as being "the application of general theory to a specific case" (p.437). This may be seen as a more narrow approach whereby hypotheses are developed and then the data and information are both used to either prove or disprove the hypotheses. With this being said, the researcher opted to follow a deductive approach to explore the objectives and research questions.

Remenyi et al. (2000) define the interpretive approach as "combining facts creatively with stimulating explanatory suggestions" (p.284). The researcher has also taken on an interpretive approach, based on data collection including both interviews and group discussions, rather than opting for a realism approach.

4.16 – Visual demonstration of the themes induced

Table 4.9 below shows the themes that have arisen from the research undertaken. Further details of these themes can be found in Appendix L, M, Q, R, V and W.

Table 4.9 – Visual demonstration of themes

Participant segment	Themes emerged
NVC degree student interviews and focus groups	Their awareness of New Venture Creation Degree 1. Their definition of New Venture Creation degree 2. The drivers to study NVC degrees 3. Whether their opinions on the NVC degree changed or not throughout their studies 4. Whether their initial expectations of the NVC degree were met or not 5. Whether business start-up is a requirement of their course 6. What their start-up intentions are 7. The impacts & effects of a NVC degree on start-up 8. The barriers to business start-up 9. Their views on how NVC degrees help against the barriers to start-up 10. Would they have started a business regardless of NVC 11. Their business intentions after graduation 12. Their views on employment with a NVC degree 13. Which they found most important – their degree or business 14. Their feelings towards the course 15. Alternative courses they viewed
NVC degree graduate interviews	Their awareness of New Venture Creation Degree 1. Their definition of New Venture Creation degree 2. The drivers to study NVC degrees 3. Whether their opinions on the NVC degree changed or not throughout or after their studies 4. Whether their initial expectations of the NVC degree were met or not

	5. Whether business start-up was a requirement of their course
	6. The status of their business
	7. The impacts & effects of a NVC degree on start-up
	8. The barriers to business start-up
	9. Their views on how NVC degrees help against the barriers to start-up
	10. Would they have started a business regardless of NVC
	11. What they have done since graduation
	12. Their views on employment with a NVC degree
	13. Which they found most important – their degree or business
	14. Their feelings towards the course
	15. Alternative courses they viewed
Non-NVC degree students	1. The degrees they study
	2. Whether they have been involved in business start-up
	3. What they have experienced or believe would be the barriers to business start-up
	4. Their awareness of New Venture Creation degrees
	5. Their definition or what they believe is the overall aim of a New Venture Creation degree
	6. Their interest in a New Venture Creation Degree

CHAPTER 5 – GROUP A: NVC DEGREE STUDENTS – INTERVIEWS & FOCUS GROUPS ANALYSIS

This chapter will be analysing the NVC degree student interviews, bringing out a range of themes and codes alongside quotations to illustrate.

A summary of the themes can be found in table 5.2 in appendix L, with the remainder of the themes, codes and quotations being available to view in appendix M.

5.1 – Setting the scene

For this section, the breakdown of students were as follows:

- 5 undergraduate students from The University of Huddersfield Enterprise Development degree (5 individual interviews)
- 8 undergraduate students from The University of Buckingham Business Enterprise degree (2 sets of 3 focus groups, 2 individual interviews)
- 1 undergraduate student from Coventry University (1 interview)

Out of the 14 students, 5 of them currently run their own business whilst 3 others are in the process of setting up. 6 of the students do not have businesses of their own, but intend to set them up before graduating. Other degrees in which the students took interest in when applying for university was limited to business studies, business management and other new venture creation degrees. 2 students out of the 14 stated that they had no interest in any other courses other than the one they studied. Further information and exact quotes from the participants can be found under Theme 1 and 6 in appendix M.

Interestingly, 12 out of the 14 students were aware of the term 'New Venture Creation degree' before the start of the interview or focus group, showing strong levels of awareness.

5.2 - Defining a new venture creation degree

The first theme that arose from the research was around the definition of a NVC degree. Students were asked how they would personally define the term 'new venture creation degree'. 8 students suggested it was 'combining the practical element of business start-up with an academic degree'. Participant 1 stated:

"I'd say it's an academic degree which you combine with the practical element of creating a new business, and.. Also academic parts to it"

Participant 8 expanded this definition to include not only a traditional business, but a social enterprise too:

"Essentially creating your own business or social enterprise"

Two participants suggested a NVC degree is where you learn how to set up your own business. A further definition of a NVC degree was defined by two participants as being a degree with a core focus on business start up, rather than the business start-up simply being an element or opportunity. The 4th focus group participant (FG4) explained this by saying:

"I'd say it's a degree, erm, which involves as an intrical part of the degree, actually creating a business"

With a stronger focus on business start up being mandatory, two participants defined a NVC degree as a degree that requires you to start up a business, as shown by the quote from Participant 4:

"It's a degree, which requires you to set up your own business as part of that degree"

The definition of a NVC degree used for this thesis is from the VCP list, created by Lackéus is:

"Entrepreneurship or business education on higher education level with a pedagogy firmly based on the creation of a real-life venture as their primary learning vessel"

To summarise, all students suggested that a new venture creation degree involves business start up – whether simply learning about, or setting up a business.

5.3 – Business start-up requirement

Following on from the definitions of new venture creation degrees, this section briefly looks at whether the individuals understand whether or not they were required to set up their own business as part of the NVC degree.

9 of the participants stated that starting a business was not a requirement of their degree. Out of the 9 participants that stated it wasn't a requirement, 3 of them suggested starting a business would be beneficial. Also, 4 of the 9 participants either stated at one point they thought it was a requirement, or it originally was a requirement though this changed at some point during the existence of the course. Participant 3 stated:

"I don't think it's a written requirement anymore.. I knew it used to be a few years ago"

5.4 – Drivers for undergraduates to study a NVC degree

This next section includes the drivers that led the participants to study a NVC degree at university.

From the primary research undertaken, there were some interesting reasoning's as to why the participants were driven to study a NVC degree, with the most popular driver being the individuals having a desire to set up and/or run a business - yielding 12 out of 14 responses. Quoting participant 3:

"I've always wanted to set up my own business, and so I decided why not go to uni and do it"

Participant 1 went as far to say that the degree wasn't of significance of importance when compared to the desire to set up a business:

"It was wanting to set up a business, not necessarily wanting a degree"

Within the driver of studying their degree being them 'wanting to set up a business', two participants also discussed a further effect being family members running businesses of their own. Participant 6 was swayed towards the freedom that running a business of your own can offer, having seen his family do exactly that:

"My mum and dad ran their own business and I liked the way they could do what they want they could take whatever holidays they want"

Focus group participant 6 explained how family had also effected the decision to want to study a NVC degree:

"I kind of grew up in a family where they were very business orientated, and I had that mind set from a younger age. So whenever someone said do you want to work for someone or work for someone else, I straight away said I would rather work for myself because I don't wanna be told what to do… so that is one of the main reasons why I chose this degree"

Other equally interesting drivers that came out of the primary research were that five of the participants 'wanted to gain a degree'. One of the quotes that stands out is from participant 7, who explains that although he wanted to gain a degree, he specifically wanted to do it as fast as possible – and his course enabled him to do that in just two years compared to the usual 3 – 4 years:

"I wanted to get my degree done in two years rather than three years… so I thought why not get a degree whilst building another business to add to my portfolio"

Two participants linked their decision to the skills they could potentially gain, for example participant 8 said:

"I feel that some of the skills I'm really good at, but in other areas I think this degree will help me to develop those areas"

Other drivers included:

- Influence from teachers

- The degree looked interesting
- They saw a NVC degree at an open day or in a prospectus
- The university itself
- The practical aspect
- Unsure what degree to study

5.5 - Effects of NVC degrees on start-up intentions

From the analysis, 5 out of the 14 participants were grouped under the code 'positive effects on start-up intentions' within theme 7, as they gave a more direct answer as to the real effects of the NVC degree on their start-up intentions. Participant 6 demonstrates this:

"Because of the course, it's certainly pushed me into starting up a business… in regards to the intentions to start a business, I would definitely say it is definitely increased a lot more"

With a similar positive viewpoint, participant 2 describes the positive impact that the NVC degree has had on their start-up intentions:

"Yeah I've definitely go to the point of right I just want to set up the business"

Focus group participant 1 (FG1) highlights a positive of the NVC degree being that the deadlines during the course having a great impact on business start-up:

"I think it pushes you because we had deadlines, you have to have a business plan by this day, we have to pitch by this day"

Participant 5 explained how they had not set up a business during their studies but would like to do so in the future. With this being said, the participant explained the positive impact that the NVC degree had on keep the intentions of wanting to set up a business in tact:

"I still want to set up my own business"

In terms of start-up intentions, none of the participants mentioned any negatives. The only negatives are some general negatives of the course, which are discussed below.

5.6 - Impacts of NVC degrees on business start-up

When asked about the impacts and effects of their NVC degree on their actual business start-up or business start-up intentions, all participants had something positive to say about their experience. This section focuses more on the effects on the start-up itself rather than effects on their intentions. With this being said, there were mixed views. 13 out of the 14 participants were grouped under the code of 'The degree has been helpful' within theme 7. Some responses were quite general, such as participant 1 who said:

"I think the degree has certainly helped"

This could suggest the degree has helped this individual to start his or her own business. Participant 2 on the other hand was clearer, stating the NVC degree equipped the individual with better knowledge of how to start a business:

"Yeah like I know how to start a business where as before I sort of had an idea"

As a different means of effect, some participants discussed the ways in which the NVC degree helped them to think differently and more creatively, such as participant 8:

"It's helped me to be more creative and think of other ideas which I wouldn't have thought of before"

Focus group participant 4 (FG4) talks about the ideas they have gone through during the course, but also how the NVC degree has helped them to understand what actually makes a good idea:

"I have gone through loads of ideas whilst I've been here, and it's definitely gave me a better understanding of what makes a good idea"

Another interesting viewpoint was from focus group participant 5 (FG5), who talks about the positive effect of the NVC on their character, potentially increasing confidence and social-based skills (talking to individuals in a focus group for example):

"I think the degree plays a lot on your person as well. I think I've changed, like a year ago I probably wouldn't have sat here and done this."

Some of the participants also shed a less-positive light on their NVC degree under the coded group of 'The degree hasn't been entirely useful'. This included the NVC degree containing content that is specific to larger businesses rather than the small start-up businesses students set up:

"I think what you've been taught, is quite specific a lot of the time to larger businesses.. Which is probably a negative side to it" (Participant 2)

Participant 4 went as far as to express that the tutors who were part of the degree were of no help whatsoever where the new venture element was concerned:

"I wouldn't say that the tutors have been any help to the business"

Despite these negative viewpoints, there was more positive experiences shared by the participants, including 'the experience / meeting people has been positive' and the NVC degree having 'opened up opportunities of graduate jobs'.

It is interesting to note that, although it isn't specifically the NVC degree course itself, 3 participants mentioned the element of 'business support services within the university have had a positive impact'. Participant 8, for example, says:

"That's where the enterprise hub comes in, the university they try and help you source funding and assist you in the development of your idea"

Participant 4 even went on to say that the business support within the university was the most vital element of being at university, even more helpful than the NVC degree itself:

"Yeah, they've been the most useful people to helping my business, and to getting some actual specific knowledge"

5.7 – Barriers to start-up

As a means of observing whether or not the NVC degree has an impact on business start-up, this section will look at the potential barriers to start-up, as put forth by the participants within theme 8.

From the primary research, the biggest barrier to business start-up is finance. Half of the participants stated finance was one of, if not the biggest, barrier to starting a business. Participant 3 demonstrated this by saying this about their business start-up experience:

"We needed a loan to launch it so if not we'll have to wait until we're both working"

Focus group participant 5 went into further detail about how the actual amount of money in itself had an impact, and that more money would have potentially led to better achievements:

"We did not get as much money as we wanted… it's working but then sometimes I there's a lot more I could have achieved if I had more money"

With 7 out of the 14 participants suggesting finance is the biggest barrier, this links directly with the views and findings of Rae and Woodier (2006), who listed 'Financial uncertainty' as a constraint. It also links with Ellis and Williams (2011).

The researcher had an incline that the results would be fully focused on external barriers, but had not taken into account the possibility of internal barriers. It became apparent that some individuals believed barriers to start-up included lack of motivation. Participant 1 discussed motivation as a potential barrier from a personal point of view:

"I'd say my motivation.. Cause if you haven't got the drive to do it then you'll probably just not even get there in the first place"

Three participants agreed on time management or simply a lack of time within the course being a barrier - though an interesting point was 4 participants out of the 14 said that the course itself was a barrier:

"I think there was certainly times where I wanted to be doing business but I couldn't.. Because I had assignments" (Participant 1)

"At the moment it is the course" (Participant 4)

"I mean exam periods are a really good example during exam periods the curve of productivity" (Participant 7)

With these time-related barriers being said, it does pose the question of whether the course is actually a permanent barrier, or whether it is at that moment in time when deadlines are looming. The researcher believes that the course in itself is not a barrier, merely the time of the academic year when deadlines are approaching, so the business has to take a step back, for example when Participant 3 says:

"Like for the last 2-3 weeks, we haven't really done anything on the business because we've had so many deadlines"

Other barriers that were discussed by the participants were:
- Speaking to the right people
- The need to know your customer
- Social media
- The right skills
- Coming up with an idea

5.8 – Overcoming barriers to start-up

The previous section looked at the barriers to start-up. This section will look at whether the NVC degree helped the individuals to overcome any of the barriers they have faced within business start-up.

Participant 2 shows the effectiveness of the NVC degree by suggesting that the course has increased motivation by saying:

"Yeah I've definitely go to the point of right I just want to set up the business"

Time management was also a barrier that was previously discussed. When asked whether the degree had helped with time management, Participant 1 of the focus groups (FG1) stated:

"Yeah I think by the end of the course definitely"

This again shows the potential positive effects that NVC degrees can have on individuals starting a business.

Participant 2 discussed social media being an issue for them:

"I suppose using social media and that sort of thing"

With this being said, Participant 2 also went on to talk about how the course had helped to create a better understanding and increased knowledge on the subject, therefore overcoming the barrier:

"I think there has been good things like talking about social media has helped me to understand how I can reach more people"

Asking participants whether the NVC degree helped them overcome any barriers resulted in the unearthing of some new barriers. For example, the most commonly shared code was "Better understanding / gaining knowledge to progress". Not one single participant listed this as a barrier to start up, yet 5 mentioned that the course had helped them in this way. For example, participant 5 said:

"All my business knowledge has come from this degree"

This shows that the participants believed that they required knowledge to be able to progress, and without this knowledge there would have been a barrier to start-up. The NVC degree has therefore given them the knowledge they required, eliminating the barrier.

During the research, it became apparent that the individuals were swaying away from explaining the overcoming of barriers directly associated with business start-up. Instead, they began to introduce more general barriers, explaining how the NVC

degree has helped to overcome them. For example, participants 4 and 8 explained how the degree had helped increased their confidence. There is potential that this could have a positive effect on their business start-up. The fourth focus group participant (FG4) was more general when explaining:

"It's helped.. There'd have been a lot more [problems] if you'd have asked me three months ago"

5.9 – Business start-up: Regardless of NVC

Participants were asked whether they believed they were the type of person that would have set up a business regardless of going to university or studying a NVC degree. Results were shown in theme 9. Out of 14 participants, 11 of them said they would have, though 3 of them had already set up a business before they began their studies.

This is important as it gives insight in to the overall effects of NVC degrees on start-up and whether they are the underlying cause of business start-up, whether it is solely the individual or a mix of the two.

5.10 – Plans after graduation

This section will observe the plans as laid out by the current NVC degree students for their businesses once they graduate, with a focus on aim and objective 6 (and it's relevant research questions). The discussion will bring together those actions carried out by graduates too. that has been made in regards to their businesses since graduating.

5.10.1 – Undergraduate plans: Business growth

The most popular grouping amongst the current NVC degree students was that they plan to continue to run their business after graduation, as shown in theme 11. 7 out of the 14 participants collectively agreed. For example, focus group participant 5 (FG5) said:

"I want to carry on running mine"

Participant 7 and focus group participant 6 (FG6) went on to explain how they would like to continue running their businesses with a focus on growth and scaling them up:

"I'll definitely continue to grow this one" (Participant 7)

"I want to run a business and scale it up as big as possible" (FG6)

5.10.2 – Undergraduate plans: Set up / launch the business

There were 3 of the 14 participants who explained that, although they hadn't yet set a business up as part of the NVC degree, they did want to do so after graduation. Participant 3 explains that the business is planned out and ready to launch soon:
"*The plan is to launch during summer.. And then plan to grow it as much as we can*"

Participant 2 explains how a part-time job will be required to keep afloat whilst the business is launched and becomes sustainable. Along with this, the individual has set a goal in which the business must be set up and running by:

"*Get a part time job, to get me by and to focus on the business and to try and give it a kick start. I've given myself the deadline of a year*"

One participant explained how, although setting up a business is a plan at some point after graduation, right now focusing on increasing knowledge was the most important:

"I think knowledge is important before going into any of the business, you need to know the background"

5.10.3 – Undergraduate plans: New venture creation

3 participants discussed that their plans after graduation included the setting up of new businesses in the future. The fourth participant from the focus groups (FG4)

expands on this, explaining how the individual would like to remove themselves from their current business whilst setting up a new one:

"I'd like to run it initially and then erm, remove myself from the equation and start another one"

5.11 – Attitudes / feelings surrounding business start-up

This section will analyse the attitudes and feelings surround business start-up as discussed by the students.

Undergraduate attitudes and feelings: Exciting, positive, scary

The responses from the undergraduates were mixed in regards to how running their own business made them feel. 4 participants said they felt it was exciting, for example participant 1 of the focus groups (FG1 said):

"I'd say it's exciting like the actual prospect of setting up a business doesn't like scare me"

4 of the participants explained how they felt positive towards the whole experience, with participant 6 talking about progress to date and plans for the future in place:

"I'd say it's exciting like the actual prospect of setting up a business doesn't like scare me"

With this being said, 3 of the participants discussed how they found it quite scary. Participant 8 explains what exactly is scary about the experience:

"I'd say it's exciting like the actual prospect of setting up a business doesn't like scare me"

On the other hand, participant 1 of the focus groups (FG1) explains that the element of business start up isn't scary, but trying to run a business whilst studying for a degree is:

".. What scares me is we have to get a degree whilst running the business"

Participant 7 gave insight in to how business start up has also been stressful and lead to problems but that you need to learn to appreciate what is expected from you:

"It's about having a respect and an appreciation for the stress it can put on you, it can, I don't think I've ever given it enough respect I mean last year I got to breaking point"

5.12 – Value of business start-up

This section will now look at the value that students of NVC degrees believe business start-up offers.

Undergraduates views: Positive impact / more employable

Out of 14 participants, 13 of them believed that running a business of your own would have a positive effect on employment and make an individual more employable. As shown in theme 12, participant 3 explains how running a business would make an individual more competitive than those with only a degree:

"Yeah because if you've gone off to try and do it yourself, you're one step ahead of the people that have just gone to uni"

Participant 1 speaks about how starting a business has already been positive for part-time employment:

"I don't think I'd maybe got that as easily as I did without having businesses because that was like the main thing I had."

5.13 – Undergraduates: Business or degree?

As a means of understanding how important business start-up was to the individual, the undergraduates were asked whether they believed setting up a business or gaining a degree was the most important. They were also asked to compare this

from how they felt when they first began the course to how they felt now (8 of which were final year students). This was illustrated in theme 13.

First year: 4 participants said that in first year they felt setting up a business was most important, with 4 also agreeing the degree was the most important. 5 participants felt that it was equally balanced.

Currently: 1 participant said that the business was most important, with 7 now suggesting they felt the degree grade was of the most important. 5 participants felt that it is equally balanced.

5.14 – Conclusion

This chapter has analysed the data from the NVC degree students, concluding that the main driver for studying the NVC degree was to set up their own business. The analysis has also shown that the students all have very similar definitions of what a NVC degree is, and they all shared similar barriers to business start-up. It has also brought out many positive elements of NVC degrees, as well as positive points regarding the running of your own business (helps with employment etc.) All of this and the remainder of the findings will be further discussed later, in the discussion chapter.

The next section will analyse the NVC degree graduate interviews.

CHAPTER 6 – GROUP B: NVC DEGREE GRADUATES – INTERVIEWS ANALYSIS

This section will analyse the interviews, bringing out different themes and codes alongside quotations to illustrate these.

A summary of the themes can be found in table 6.2 in appendix Q.

The most interesting quotes will be included within the discussion, although the remaining quotes, themes and codes can be found in appendix R.

6.1 – Setting the scene

All participants within this section of the research are graduates of the University of Huddersfield Enterprise Development NVC degree. Their viewpoint is essential in regards to aims and objectives, which look at the viewpoints of students, as these individuals were once undergraduates of the NVC degree themselves.

All of the participants had set up their own business during their studies, and out of the 5 students, 4 of them still run their business. The differing degrees in which the participants took interest in when applying for university included other new venture creation degrees, economics, business management, business with law, business studies, and events management. 2 of the graduates expressed that they had their eyes set on their course and had no desire to study any other courses. Exact quotes from participants can be found within themes 1 and 6 in appendix M.

Although each of the 5 participants graduated from a new venture creation degree, only 2 had actually heard of the full term. One other participant had heard of the term 'new venture creation', but not in relation to a degree whereas the remaining two students had never heard of the term before.

6.2 - Defining a new venture creation degree

The initial theme from the NVC graduate research was the definition of a NVC degree. The graduates were asked how they would define the term 'new venture creation degree', and the responses made up theme 1. Out of the 5 graduates, 4 of

them suggested the term involves 'setting up a business', for example graduate 4 said:

"New venture creation, that's straight to the point, you're setting up a business"

Participant 2 expanded, suggesting a NVC degrees involves a real-life venture rather than a classroom or theoretical-based venture, for example, SimVenture:

"I believe it's the way in which a further education degree can help you actually start something that's real"

Four out of five participants also went down the line of suggesting a NVC degree involves combining the practical element of business start-up with an academic degree, for example graduate 2 explains:

"You've actually adapted what you're learning and created a new business as you go along"

As more of a lone wolf, graduate 5 suggested that the term 'new venture creation' is more related to innovation and product development rather than starting a business of your own:

"Innovation, starting up a new product rather than a business"

Other codes, which arose within the theme to explain what a NVC degree entailed, included 'taking your own route' and 'taking an idea to the next stage'.

6.3 – Business start-up requirement

This section will briefly look at Theme 5 - whether the graduates thought business start-up during the studying of their NVC degree was mandatory or not.

All 5 graduates said that starting a business was not actually a requirement of their course. Out of the five, 2 of the participants said they originally thought it was, though

this changed towards the end where there was no requirement at all. Graduate 4 demonstrated this by saying:

"Well it started out that way, and they said if you don't have a business by the end you'll be dropped onto another course, but that wasn't the case by the end"

Interestingly, 3 of the 5 graduates suggested that although business start-up was not a requirement, though the course encourages you to follow a layout that suggests business start-up is the overall aim, and also encourages start-up. Graduate 1 explained this by saying:

"The idea was to have an idea by the first year, start working on it second year, and then at the end of second year you could kind of decide to continue with the enterprise development where you set up a business in third year or you could drop into an alternate degree."

6.4 – Drivers for undergraduates to study a NVC degree

This section analyses theme 2, looking at the drivers that led individuals to studying a NVC degree at university.

From the primary research undertaken with graduates of NVC degrees, the results were very much business-focused. All 5 graduates stated their reasons for applying for a NVC degree was their desire to set up/ run a business. Graduate 1 spoke of a great interest in business from a young age:

"Yeah, ever since I like chose business studies at school and that I had a keen interest in trying to set up a business"

With some of the graduates speaking about their casual encounters with buying and selling pre-university, graduate 4 expressed the NVC degree was an opportunity to set up a 'real, official' business:

"I saw it as an opportunity to run a proper business"

2 of the graduates not only included their desire to start a business, but also suggested they also saw it as a great opportunity to obtain a degree whilst doing so. This enabled the best of both worlds as explained by graduate 3:

"I mentioned previously I wanted to be my own boss, so a degree that I can set my own business up, run a business from university, still enjoy the university life meeting people and still be a student"

Tying in with a desire to set up a business, it seems as though this wasn't entirely enough for 2 of the participants. They discussed how they liked the idea of being on a course that offered the help and support that a start-up requires. Graduate 2, who started a business before the course, explained the rationale behind studying the NVC degree:

"I already had a business… I thought I'd look for a course that would be suitable to show me what I didn't know, or what I didn't know I didn't know"

Although setting up a business seems to be the overriding driver amongst this group of participants, meeting like-minded people was also discussed by 2 of them. Graduate 3 described this as involving the benefit of sharing ideas and being around people that share a common interest:

"You're bouncing ideas off of similar sort of people which I thought was key… So being in a room with loads of other people, likeminded, made sense for me to see what I could do"

The final driver that arose was a desire to learn, drawing away from solely wanting a business but more towards the enjoyment of learning:

"I wanted a degree as well because I like learning"

6.5 - Effects of NVC degrees on start-up intentions

Graduates were asked about the impact and effect that their NVC degree had on their intentions to start a business and on actual business start-up. These were displayed within theme 7. The actual affects on business start-up and discussed in the next section.

Graduate 1 was vague in their response, commenting on the positivity of the course – this could potentially be interpreted as the effects on start-up intentions being positive:

"I'd say overall it's been positive"

Another positive impact was described by graduate 3 who explains how the NVC degree led to feeling more grounded and brought back to reality:

"I think, I think it kept me a little more grounded as such, like doing the basic cash flow forecasts and stuff like that"

With a similar outlook on business start-up, graduate 4 explains their viewpoint:

"One thing it has done is bring me down to earth, make me understand what business means... I think I see business more professionally than I did before"

In a more extreme case, graduate 5 explains how the NVC degree actually helped the individual from venturing away from business start-up, through encouragement and support:

"I think if I wasn't on that degree I'd have definitely sacked it off [not started a business]. Erm, I think it helped and it encouraged me and the support I needed, and persuaded me to keep going sort of thing"

On the contrary to these positive effects, graduate 2 talks about the negative impact the course has had on their start-up intentions:

"Negative, definitely. Erm, I don't feel like I should moan about it, but the three years dragged"

6.6 - Impacts of NVC degrees on business start-up

This section will now focus more on the actual impacts of the NVC degree on the business start-up experience. 4 out of the 5 participants said that the degree had been positive / helpful. Graduate 3 explains business related help that was very relevant to the individual's business:

"Yeah it helped to see the growth of my industry I'm in the fitness and sports leisure"

It would be reasonable to assume that this had a positive effect on the individuals' business start-up, having been able to see the potential opportunities within a growing market.

As previously quoted, graduate 5 also talks about how the course helped during the start-up of a business:

"I think it helped and it encouraged me and the support I needed, and persuaded me to keep going sort of thing"

Graduate 4 talks about the positive impact the degree has had, not only on business start-up but also on employment too after graduation:

"It's made me understand what it takes to run a business… I can now relate to business owners so when I do what I do now key account managing, sales, I can relate to that business I can understand what they're having to do on a day-to-day basis… So I can relate to them, it's easier to sell to them"

It's interesting to see what impact a NVC degree and running a business of your own can have on employment. This will be discussed in a later section. On a similar note, but more general, graduate 1 explains how being at university itself (not necessarily the NVC degree per-se) has had a positive impact. This has been through both the

network available, the support available and funding opportunities amongst other positives worth noting:

"Coming to university in general, it gives you a lot of benefits, it gave us time, it gave us access to network, you know we had the enterprise team for help. It allowed us to go for more funding opportunities"

Much of the responses thus far have been positive, but some of the participants also expressed a less-positive viewpoint. Two codes within theme 7 were developed to illustrate "negative impact" and that the course sometimes got in the way of the business. Graduate 2 discusses how "*none of the learning we actually did was applied to anything*" and that there wasn't any real intention to help and support students to set up a business. The participant goes on to explain how the lack of a tax module (as an example) resulted in lack of learning the essentials and had led to facing issues now, whereas learning about idea generation is of much less importance:

"Tax wasn't even a module we covered. So now I'm facing problems where, it would be really handy to know about accounting and accounting practices, and tax and legislation, for my business, rather than reading a balance sheet, or idea generation or things like that."

This is an interesting viewpoint, as although only one participant expressed it, it begs the question as to whether NVC degrees lack the essential teaching of students the very basics of how to run a business. The NVC degree is also put in a negative light as 2 participants talk about the course sometimes obstructed business progress. Graduate 1 explains how the dissertation part of the course had a (negative) impact on business start-up:

"Especially when it was dissertation, the dissertation did effect a month or two of the business"

Graduate 3 echoed a similar viewpoint in regards to the course itself effecting business:

"We all know deadlines and stuff… but I do think that they can get in the way of stuff"

With this being said, it would be appropriate to point out that this is more than likely a temporary, time-related effect on business / business start-up. The NVC degree, once completed, won't typically leave a lasting negative effect on the running of a business. Instead, the NVC degrees have had an overall positive impact on business start-up for the students within this graduate research group, with the positives outweighing the negatives.

Theme 6, which covers the status of the graduates' businesses, was used earlier as a means of setting the scene. It is also interesting to see how the NVC degree has affected start-up intentions, not just for the businesses that have been set up on the course, but also for future businesses. Graduates 2 and 4 both talked about their intentions for starting new, further businesses in the future:

"In terms of start up we are at the minute looking at launching a new company in London" (Graduate 2)

"So in the future, yeah definitely I see myself setting up another business" (Graduate 4)

This allows us to see that a NVC degree can have a positive impact on the students' intentions to start-up both whilst on the course, but also for the future once graduated.

6.7 – Barriers to start-up

This section will look at whether or not the NVC degree has an impact on business start-up through observation of the potential barriers to start-up as discussed by participants. The section to follow will then discuss whether the NVC degree has had any impact in overcoming these barriers.

Within the 5 graduates that were interviewed, there is a great mix of barriers that were discussed and compiled within theme 8. 2 of the participants discussed finance being their biggest barrier, with graduate 3 explaining this by saying:

"I'd definitely say finance, because obviously mines a product, so the product has to be made, making products costs money"

Graduate 5 explains that having more finance would have made the business start-up and running experience much easier:

"I'd definitely say finance, because obviously mines a product, so the product has to be made, making products costs money"

This suggests that finance can cause issues for those students that set up a business whilst studying a NVC degree. To counter this, graduate 2 argues that finance isn't always the case:

"I don't think it is… there's certain ideas you will [need finance], but for a web business you need thirteen pound or whatever it is"

This would suggest that students setting up a business with a physical product may require financial help more than those with a service, for example, online web services. Another barrier that became apparent was the legalities the individual has come across during business start-up. Graduate 4 briefly explains this:

"So the legal side of things for us was a barrier"

This is very similar to the point in the previous section where participant 2 discusses tax being an issue. Although the legal issues faced by participant 4 could have been less general, it does make you begin to wonder whether there are gaps in teaching. Although the modules cover 'law' and 'accounting', do they cover the real issues of a small start-up business, or simply larger, corporate-sized companies?

A barrier that was discussed by 2 participants was 'getting the product or service to the right people'. Participant 1 explained that it was difficult to reach out to the right customers due to the nature of the business, and graduate 4 explained the barrier as getting:

"The backing of our university, and from others"

One of the most interesting barriers that arose was 'the individual themselves", a similar barrier to that discussed amongst current students in the previous chapter. Rather than focusing solely on external barriers, the participants believed that they themselves were a barrier. Graduate 4 explains this well:

"Another thing would be yourself, you are your own barrier to entry and times because you're doubting yourself a lot and you're questioning yourself and so you've got to get that right"

Similar to this, graduate 5 explained how the setting up of a business combined with the degree was too much to handle for the individual:

"Because it was just too much for me"

It has become apparent that there is a range of different barriers that these graduates faced during their business start-ups at university. The next section will explore whether the NVC degree was able to help overcome any barriers.

6.8 – Overcoming barriers to start-up

The previous section observed potential barriers to start-up. This section will look at whether the NVC degree helped the individuals to overcome any barriers.

Finance was discussed as a barrier to start-up in the previous section. As a way of demonstrating how the NVC degree has directly impacted this barrier, graduate 1 explains how the degree helped raise finance:

"Our degree ended up helping us raise 20,000 pound in funding… We got so much in grant funding and now the business runs itself"

Graduate 1 breaks down just how the course helped secure the funding, allowing us to understand how everything comes together:

"But writing that business plan and structuring it definitely helped us in the beginning, and it got us our first funding"

Getting the product or service to the people was a barrier discussed in the previous section. It became apparent that the same participant explained how simply being a student, potentially but not explicitly being on a NVC degree, helped to overcome this barrier and reach the correct people:

"Like I said being a student helped us.. That helped us overcome a lot of barriers but that was just a title" (Graduate 1)

Interestingly enough, asking whether the course helped the individual to overcome any barriers actually raised new barriers, in which they then explained ways in which the degree helped to overcome then. For example, graduate 5 didn't mention creativity and idea generation as a barrier to start-up. But with that being said, the participant explained that the creativity module helped with ideas through techniques and theory:

"Even that innovation thing at the start of uni.. I'm really not creative but it gave me ideas to help I suppose… some bits helped like loads of little techniques and theory stuff that's why I enjoy it"

Venturing towards more generic help, 3 individuals explained how the course had helped and benefited them with other issues:

"I couldn't done that without the course because I couldn't have learned the stuff I've learned, I wouldn't have been able to have advised my dad, I had a new approach to it, a fresh new approach to business" (Graduate 4)

"I think it's just like learning styles and things … How to approach different things, it's allowed me to sort of erm, approach it in a different way which I suppose is benefiting me" (Graduate 5)

"Maybe I've learned some good skills for presenting.. Because I think if I wasn't as good I maybe wouldn't have been in the situation I was in" (Graduate 3)

As reviewed, the NVC degree helped the students to overcome some barriers, although it didn't address them all. However, on the whole it seems as though the degree does help students to overcome barriers.

6.9 – Business start-up: Regardless of NVC

The graduates were asked whether they believed they were the type of person that would have set up a business regardless of going to university or studying a NVC degree. Out of 5 participants, 2 of them said they would have, with 2 also saying they already did before university. The remaining graduate said it was a possibility that they would have. Interestingly enough, participant 1 said yes, they would have set up a business down the line, but also went on to say:

"If I hadn't come to uni would I have set up a business by now? I honestly don't know because I do think it's about when that spark kind of clicks, when you get your break"
(Graduate 1)

This is important as it gives insight in to the overall effects of NVC degrees on start-up and whether they are the underlying cause of business start-up, whether it is solely the individual or a mix of the two.

6.10 – Actions since graduation

This section will observe the actions that graduates have taken and progress that has been made in regards to their businesses since graduating.

6.10.1 – Graduate actions: Trying to expand / growth

Out of the 4 graduates that are currently still running their businesses, all of them explained how they were trying to expand or have already successfully expanded and are continuing to do so. As shown from theme 11, Graduate 1 explains the direction in which expansion is taking and the methods to get there:

"So we've gone into approaching student-led organisations such as NUS"

Graduate 2 on the other hand explains current success and future work:

"We've expanded massively over the last year, erm, we do a lot more work in London and abroad"

6.10.2 – Graduate actions: Closed a business

One of the participants has closed a business that was running during the degree, although still running a different one:

"As I mentioned we closed the coffee shop" (Graduate 2)

Graduate 5 discussed leaving the business behind just a few months after graduation in order to pursue a full-time job:

"I left it running for about a month and a half and then sort of sacked it off and got a real job… so it all fizzled out and then I was like I better sort it out, and clear it up"

6.10.3 - Graduate actions: New venture creation

New venture creation was one of the actions that arose from the primary research. Graduate 2 talks about a new venture that is being pursued with pre-set plans of growth:

"We've actually got investment to start a new company from someone in London, that we'll go on to hopefully grow"

6.11 - Attitudes / feelings surrounding business start-up

This section will analyse the attitudes and feelings surround business start-up as discussed by the graduates.

Graduate attitudes and feelings: Exciting, stressful, loss of excitement

There were also mixed responses from graduates in regards to how they felt about running their own business. 2 graduates said that the experience is exciting:

"Yeah it just excites me that someone will want to buy my product" (Graduate 3)

2 graduates also discussed how business can be stressful and frustrating, for example graduate 5 explains:

"Stressful. I couldn't sleep, it was stressing me out it was ridiculous"

Interestingly, 2 graduates also explained how business start-up had led to a loss of excitement for future ventures, for example graduate 2 says:

"It does lose the excitement, I remember when we first started a limited company, it was like a massive thing we were doing, where now it's like a form you fill in online and you're a limited company"

6.12 – Value of business start-up

This section will now look at the value that graduates of NVC degrees believe business start-up offers.

Graduates: More employable

All 5 of the graduates agreed that running your own business would make you more employable. Graduate 1 talks about how employers look for experience, and starting your own business gives you just that:

"I do because employers look for experience, if you've run your own business you've got experience"

Both participant 4 and 5 gave insight in to how running a business of their own has helped them secure jobs after graduation:

"It's had a massive impact on me getting a job" (Graduate 4)

"Yeah well the reason I got this job, she actually told me you know.. You've experience of running your own business and that's what I'm trying to do and that's why we want you" (Graduate 5)

6.13 – Graduates: Business or degree?

Graduates were asked the same question and the results were illustrated in theme 13 too. The results were:

First year: 2 of the graduates set out with a focus on business start-up, 2 with a focus on their grade and one with an equal balance of the two.

Final year (pre-graduation): 2 of the graduates still felt their business was most important whilst 2 saw the degree grade mattered the most. One participant felt there was an equal balance between the two.

6.14 - Conclusion

This chapter has analysed the data from the NVC degree graduates, and also concluded that the main driver for studying the NVC degree was to set up their own business. There were strong links between the definition used by the graduates and that used within this Masters. Both positive and negative viewpoints on the NVC degree have been brought to light, although the overall theme towards the effects of business start-up on employment seems positive. All of this and the remainder of the findings will be further discussed later, in the discussion chapter.

The next section will analyse the non-NVC degree students.

CHAPTER 7 – GROUP C: NON-NVC DEGREE STUDENTS ANALYSIS

The NVC degree student interviews have been analysed, bringing out a range of themes, each holding distinct codes and quotations to illustrate.

A summary of the themes can be found in table 8.2 in appendix V, and will be discussed in chapter 5.3.

7.1 – Setting the scene

All participants within this section of the research are students of non-NVC degrees at the University of Huddersfield. The students are from a range of course including podiatry, law and business management and finance. A full list can be found in theme 1 in appendix W. Their viewpoint is of importance to particular aims and objectives within this thesis.

Out of the 10 participants, theme 2 illustrates that one had set up their own business whilst at university, and one was currently working freelance. The other eight had not. Theme 4 highlights that all 10 of the participants had never heard of the term 'New venture creation degree before'.

7.2 – Interest in business start-up and barriers

Theme 2 highlighted that, out of the 8 students that had not set up a business or worked freelance, 7 of them stated they would like to, for example NNVCD8 said:

"I haven't but my ultimate dream would be to set up my own business"

When asked about barriers to start-up, the one participant who had set up a business explained self-motivation was the biggest issue:

"So motivation, self-motivation can be quite hard at sometimes" (NNVCD1)

The most common perceived barrier was funding / finance, with 8 of the 10 participants agreeing. NNVCD10 said:

"I think it would be the start-up, it's all about the start up costs"

7.3 - NVC degree awareness, definitions and interest

Out of the 10 participants, none of them had heard of the term NVC degree before. All 10 participants defined a NVC degree as involving the start-up of a business, for example NNVCD4 said:

"You'd hope that you'd have your business ready to get going, and a degree too, that would be the best outcome"

Theme 6 shows that 3 students would have been interested in the course had they known about it.

7.4 - Conclusion

This section has analysed the non-NVC degree students. It will now be followed by a discussion of all the results.

CHAPTER 8 – DISCUSSION

This section will discuss the findings from the analysis and relate them to the objectives and research questions of this thesis, alongside any relevant literature.

8.1 - Objective 1

Objective 1 of this thesis was to "Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree". From the analysis, it was clear that many of the current NVC degree students understood the term 'New Venture Creation degree'.

The definitions provided by the participants are closely in agreeance with the definition of a NVC degree used for this thesis, although the definitions that suggest NVC degrees are more based around business start-up and the starting of a business being a more essential element are the closest. These also link to the second type of entrepreneurship programme as discussed by Kirby (2004) as being: "New enterprise creation programmes designed to develop competences that lead to self-employment" (p.514).

In a very similar fashion, 4 out of the 5 graduates explained the term 'NVC degree' almost identically to the official definition used within this thesis from Lackeus (Lackéus, Venture Creation Programs List website), which is: "Entrepreneurship or business education on higher education level with a pedagogy firmly based on the creation of a real-life venture as their primary learning vessel".

One participant expanded to suggest that NVC degrees involve a real-life venture as opposed to a classroom or theoretical-based based venture, similar to SimVenture. Although SimVenture, as discussed by Williams (2011), includes very similar modules to NVC degrees, there is still a lack real-life application.

Research question 1 asked: "How will non-NVC degree students define the term, and what will they suggest the degree involves?"

Although there is currently a lack of research around how students of differing degrees recognise, understand or define NVC degrees, this thesis also covered the definitions from a range of different courses including Law, Podiatry and Graphics

Design. With this being said, out of the 10 participants from non-NVC degrees, none of them had heard of the term NVC degree before. However, all 10 participants defined a NVC degree as 'involving the start-up of a business'. This new and contributing research shows educators that the term NVC degree has a strong image. It also shows that although it may generally be easy to understand the term 'NVC degree' itself, increasing awareness could be a potential objective or learning point moving forward. All of this has also linked to the conceptual framework as the output of the NVC degree where students have formed their understanding of NVC degrees.

8.2 - Objective 2

Objective 2 of this thesis was to "Explore the drivers and enablers for undergraduates to study NVC degrees, as outlined by current NVC students and NVC students that are now graduates". This objective also linked to research question 2: "What are the drivers and enablers that lead to undergraduates studying NVC degrees?" This explores the initial input of the conceptual framework.

After conducting the literature review, potential drivers for a student to study a NVC degree were outlined. These firstly included the desire to set up a business / to become an entrepreneur, as found in the study by Shaw (2015). It also linked to skill development, as discussed by Rae (1997) and Smith and Beasley (2011). Other potential drivers included the enablers to entrepreneurship education, for example family background in running their own business, what the degree actually offers, as well as a gap in the economy/ economy competitiveness.

Under the third theme, titled "The drivers to study NVC degrees", 12 out of the 14 current NVC degree students said the reason was due to them wanting to set up their own business. In comparison, all 5 of the NVC degree graduates stated their reasons for applying for a NVC degree was their desire to set up/ run a business too. This coincides with Shaw (2015), whereby it was discovered that some individuals chose the career path of an entrepreneur because they wanted to set up a business, just as these individuals chose to study a NVC degree whereby they develop as an entrepreneur and set up their own business.

One of the current NVC degree students talked about their family being business orientated, potentially being a reason for studying a NVC degree, which links with the literature from Smith and Beasley (2011) when discussing enablers to entrepreneurship, with one of the elements being 'family background in self-employment'.

On the topic of skill development, one participant discussed a NVC degree as being there to help with weak skill areas. This links to Sturges, Simpson and & Altman (2003) who discuss the extrinsic benefits and hard skills that can be a result of these programmes. Smith and Beasley also touch on the idea that a degree subject can enable vocational skills and development, and Rae (1997) suggests entrepreneurship education needs to help develop entrepreneurial skills including communication and problem-solving. With this being said, it may be possible that NVC degree students see the benefits that NVC degree's can offer in regards to the learning and development of skills.

It can be concluded that this thesis solidifies the assumptions, as produced from the literature, that individuals choose to study a NVC degree to set up their own business. However, this research offers more concrete proof that the primary reason is in fact to set up a business, rather than the general assumptions around skill building or family background being potential drivers.

8.3 - Objective 3

The third objective in this thesis looked to "Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates". This also links in with research question 3: "Do NVC degrees lead to real-life business start-up or not?"

Theme 7 grouped together the impacts and effects of a NVC degree on business start-up. From the analysis, it was clear that there were two sub-categories: effects on business start-up intentions and the impacts on business start-up itself.

5 out of the 14 current NVC degree students were grouped under 'positive effects on start-up intentions, however the other 9 did not specifically say there were any negative effects. The general response amongst the students was that the NVC degree gives you the motivation and the push that you need to start a business. On

the other hand, only 3 out of the 5 graduates offered positive views towards the NVC degree, stating it allowed them to remain "grounded". One of the graduates stated that they see themselves setting up another business in the future, allowing us to see that a NVC degree can have a positive impact on the students' intentions to start-up both whilst on the course, but also for the future once graduated. Two of the graduates discussed the negative impacts on their start-up intentions, stating that the course dragged out. However, one of these graduates talked about launching a new company in the very near future, which could show that any negative effect has been minimal.

In regards to the effects on the actual business start-up, 13 out of the 14 current NVC students all said that the NVC degree has been helpful in some form. This suggests NVC degrees can have a positive impact on the individual.

One student also suggested that the NVC degree has helped them understand what makes a good idea, offering better knowledge to start a business. This is important to note because 'creativity and innovative ideas' was listed by Smith and Beasley (2011) - through the research carried out by Rae and Woodier (2006) - as a potential constraint to business start-up. These ideas could lead to business start-up, which would be the result of studying the NVC degree.

Further to this, another participant suggested that the NVC degree has had a positive effect on their character, potentially increasing confidence and social-based skills. This links with Sturges, Simpson & Altman (2003) and Rae (1997) who discuss the different levels of skills that can be gained from a program. The ability to speak to people in a focus group, as mentioned, could be an example of the developing of social networking skills as discussed by Rae (1997). It would be reasonable to say that the increased confidence and building of these different skills would have a positive impact on the individual themselves, as well as their business start-up.

With a similar result to the current students, 4 out of the 5 graduates stated the degree had been positive and or helpful. One of the graduates also mentioned the positive effect it has had on employment since graduating from the degree too.

However, some of the graduates stated that NVC degrees miss out vital modules that would help with basic business start-up, including accounting practices and tax

legislation. Another student discussed how the length of the assignments, primarily the dissertation, actually affected the running of their business.

The literature on the specific effects of NVC degrees is very limited, though this thesis has drawn links from experiential learning for comparison purposes. Timmons and Spinelli (2004) discuss the true value of learning from personal experience, for example within a NVC degrees whereby students are set up a business as "practical learning". According to Driver et al. (2001) and Foxcroft et al. (2002), the higher the level of education of an individual, the greater the tendency to pursue entrepreneurial activities, but also the greater the possibility of starting a venture that progresses past the start up stage (Dhliwayo 2008). This could potentially suggest that studying a NVC degree, which is higher education, may lead to a better chance of a business being started.

Relating more closely to education in its most simple form, Bolton & Thompson (2000) have believe that "entrepreneurs seem to turn the importance of education upside down" (p.19), demonstrating that you can set up a business worth millions without education. However, Lazenby and Machaba (2011, p.76) believe education becomes an important requirement for entrepreneurs, as today's market is increasingly competitive (Lambing and Keuhl, 1997). With these contrasting viewpoints, it is important to relate everything back to the research conducted in this thesis, showing the positive impacts that NVC degrees can have on business start-up.

When asked whether the participant would have set up a business regardless of the NVC degree, there were mixed responses. Amongst the 14 current NVC degree students, 11 of them said they would have, though 3 of them had already set up a business before they began their studies. Out of 5 of the graduate participants, 2 of them said they would have, with 2 also saying they already did before university. This question allowed the researcher to see whether there is a potential that business start-up would occur regardless of the course, or whether the course is required entirely to generate business start-up. The results show that a high percentage of the participants would have set up a business regardless of the degree, however, the remainder of the research shows the positive effects and impacts that NVC degrees can still have on the students.

Across the two groups, it seems that as a whole, NVC degrees have a positive impact on real-life business start-up, with a few minor exceptions. With a lack of research that primarily focuses on the effects of NVC degrees on business start-up intentions and real-life business start-up itself, this research has brought new findings to light. Educators may see that NVC degrees are positive in a great range of aspects, but could potentially benefit from some improvements in terms of course content and how the combination of theory and practical elements are combined with a focus on time.

Recognising that the NVC degree does actually lead to business start-up allowed the conceptual framework to include one of the end destinations being 'NVC degree student with start-up business'. However, changes to the conceptual framework included a black box before this, titled 'student with new skills'. This is discussed in the conclusion section in further detail, as it was added due to the research showing some students graduate from the course with new skills but not a start-up business, instead going in to graduate employment with their new skills.

8.3.1 – Aim 4

Also linking to objective 3 is research question 4: "Do NVC degrees help individuals overcome barriers to start-up?"

From the literature review, it became apparent that finance was the biggest barrier to start-up as discussed by Rae and Woodier (2006) and Smith and Beasley (2011). Ellis and Williams (2011) also suggested that SMEs are constrained due to their limited access to start-up finance. The primary research partially agrees with this as half of the current NVC degree students agreed that the biggest barrier to business start-up is finance, and 2 of the 5 graduates also agreed. Research question 4 asks whether NVC degrees help students overcome barriers. One of graduates stated that the degreed helped their business raise over £20,000 in funding, but it was the NVC degree itself that helped with the business plan writing and structuring. This helped to secure the funding. Out of the 10 non-NVC degree students that were interviewed, 8 of them started they believed (if they were to set up a business) that funding/finance would be the biggest barrier.

Within the literature, the NCGE (2008) suggests that students may have access to contacts for proof of concept and funding to support an idea, which suggests that the issue of finance may be avoided or reduced in some cases. With this being said, finance is still the strongest barrier from the primary research.

3 of the current students also stated that a barrier for them was time constraints, linking this to the course and that exam periods can curve productivity. However, one of the students stated that by the end of the course they believe the course will have helped to overcome this issue. In a very similar scenario, one of the graduate participants stated that combining a degree with the business was just too much to handle. It may be seen that time is an issue due to the temporary coursework and exam restraints of the course, but this may reverse once the course is complete.

Although the NVC degree has helped to overcome some barriers, there were still some barriers that were brought forward from the analysis that were not discussed when asked if the course had helped to overcome them. This included, for example, these 'the need to know your own customer' and 'speaking to the right people'. The NVC degree may have not helped individuals to overcome these barriers because, as participants previously described, the modules are aimed at larger businesses and less targeted towards small start-ups; therefore they wouldn't learn about these essentials. This could be a point of learning for educators.

Some of the graduate participants stated that the course had helped them more generally, in relation to skill development for presenting and how they approach situations. This links with Sturges, Simpson & Altman (2003) and Rae (1997) who discuss the skills that can be benefitted from taking a program.

Overall, the general view is that NVC degrees can help the students overcome some barriers, but not all. With some links that agree with the literature, there are also new findings here that may be of benefit to educators and researchers in the field of NVC degrees.

Recognising these barriers and the way in which the NVC degree can help the student to overcome them (or not) has led to adjustments being made to the conceptual framework. This is because it was necessary to show how these can potentially effect business start-up, but that they are not entirely a deciding factor as to whether the student starts a business or not. For example, just because the

student faced a barrier that the course couldn't help with, it doesn't necessarily mean the student won't set up a business.

8.4 - Objective 4

Objective four was to "Explore the intentions of NVC students for their business after graduation and to also explore the actions that NVC graduates have taken since leaving the course". Linking very closely with this objective are two research questions, which will both be covered in this section:

- Research question 5: What do undergraduates intend to do with their business post graduation?
- Research question 6: What have graduates done in regards to their business since they graduated?

Unfortunately this section lacks a link to literature, as the research undertaken is entirely new to the field.

This section will look at both the plans that undergraduates self themselves for once they had graduated, as well as the actions that have been taken by current graduates since they left the course. Understandably it is not possible to compare the groups identically, although it will offer some insight into any major similarities or differences amongst the groups. From the analysis of the data, three main groupings emerged for both the current students and the graduates.

Firstly, the most popular grouping amongst the current NVC degree students was business growth, whereby they want to continue to run their business after graduation, with 7 out of 14 participants agreeing. This matched identically with the graduates, whereby out of the four graduates still running their businesses, all four are either aiming to expand, or have already expanded. This is a very notable and interesting similarity amongst the groups.

The next grouping amongst the current NVC degree students was the desire to set up/ launch a new business. 3 out of the 14 students explained they didn't currently have a business, but wanted to launch after graduation. One participant explained that focusing on knowledge generation before graduating and launching the business was important. In comparison, the next grouping for the graduates was the closing of a business. One graduate has closed one of their businesses since the degree, but is

however still running another one. A different graduate stopped running their business to pursue a full-time job. Again, it is very interesting to see how the two groups are now contrasting in what has been planned by current students, and what occurred amongst the graduates. Kwong et al. (2007) suggests that, although graduates may be more likely to participate in start-up activities over non-graduates, they are also more likely to give up, which is potentially what has occurred here. It would be ideal to follow up with further research on the current students a year after graduation, to see whether there is a similar trend, and to compare their plans versus their actions.

The final grouping amongst the current NVC degree students was new venture creation. 3 of the current students discussed their desires to set up a new business in the future, with one of the participants wanting to step away from their current business whilst setting up a new one. In comparison, the third grouping of the graduates was also new venture creation, with one graduate discussing current plans to start a new company in London following successful investment.

These three groupings have answered the fourth objective by showing what current students plan to do after graduation, and what actions graduates have taken since they graduated. The comparisons are extremely interesting, and bring to light new findings in that current students and graduates both want to focus on growing their businesses and setting up more in the future.

The research helped to shape the conceptual framework as some graduates explained how the NVC had led them to graduate employment. This led to a 'graduate job' box being added to the conceptual framework as an end destination.

8.5 - Objective 5

The final objective of this thesis aimed to "Explore the changes in attitudes over time towards business start-up and its importance as outlined by current NVC students and NVC students that are now graduates". It also has a close link with research question 7: "Do undergraduates and graduates both value business start-up the same?"

In an attempt to compare the attitudes towards business start-up over time, the study asked both current NVC degree students and graduates how they felt about it. The current NVC degree students shared a mix of emotions from exciting and positive to scary. On the other hand, graduates came with a mix of emotions that included being

excited, business start-up being stressful, but also a loss of excitement in some cases as they've been there and done it.

Although it is impossible to compare two different groups, it is interesting to see how the viewpoints differ amongst current students and those that have graduated. It is apparent that both undergraduates and graduates both felt excited about business start-up. Alongside this, graduates also felt running a business was stressful, whereas undergraduates felt that it was scary with an element of stress. In opposing feelings, undergraduates also felt positive about business start-up whereas some graduates felt a loss of excitement having been through the process already.

Firstly, from the analysis 13 out of the 14 participants agreed that the NVC degree creates an overall positive impact on employment and/or makes you more employable due to running your own business. In agreeance with this viewpoint, all 5 of the graduates stated running their own business would make them more employable, with 2 participants giving insight in to how running their own business has already helped them to secure employment.

Current NVC degree students were asked whether they believed their business or their degree grade was most important. They were also asked to compare this from how they felt when they first began the course to how they felt now (eight of which were final year students). Reflecting on their first year, four participants said that in first year they felt setting up a business was most important, whilst four others greed that the degree was the most important instead. Five of the participants felt that it was equally balanced. At the time of research, one participant said that the business was most important, with seven now suggesting they felt the degree grade was of the most important. Five participants felt that it is equally balanced. (Theme 13 in appendix M shows all of the responses.)

Graduates were also asked the same, with Theme 13 in appendix R highlighting the responses. The results were that in their first year, 2 of the graduates set out with a focus on business start-up, 2 with a focus on their grade and one with an equal balance of the two. In final year (pre-graduation), 2 of the graduates still felt their business was most important whilst 2 saw the degree grade mattered the most. One participant felt there was an equal balance between the two.

To answer the objective of how important business start-up is, both undergraduates

and graduates collectively agreed that starting your own business could have a positive impact on employment, though overall there were mixed responses amongst currents students and graduates. In regards to changing attitudes over time, the trend for the undergraduates was that the business became less important towards the end of their studies as they felt they could set up a business at any point after graduation. There was no change amongst the graduates who were asked the same question. The balance between business and degree was equal. Both the current student and graduate groups shared the excitement of business start-up, though some graduates felt a loss of excitement having been through the start-up process. As previously mentioned, carrying out further research with the current students one year later and making comparisons, once they have graduated, would be very interesting. This research has produced new findings as none of this is currently discussed in any journals directly relating to NVC degrees. Educators may use this research to understand student feelings and emotions towards the NVC degree they study, and it may lead them to asking their own students for interim feedback on the course as a means of making improvements the course and also the student experience.

Due to some of the feelings towards NVC degrees being positive in the sense that students can gain skills, but also enhance their ability to acquire a graduate job due to setting up a business, a new box was added to the conceptual framework. This was 'graduate job', as some graduates explained how the NVC degree had led them to achieving employment.

8.6 – Conclusion

This section has covered a lot of discussion around the different research questions of this theory, with points for educators to take note of and potentially follow moving forward. However, the next section will conclude this thesis and discuss how these findings relate to current research and whether the findings of this thesis are unique. It will also discuss the main contributions and points for further research.

CHAPTER 9 - CONCLUSION

This section will bring together and conclude the findings from the previous chapters. It will also focus on whether the original aims and objectives of this thesis were met, and whether the research questions have been answered. Any new findings will also be discussed. The overall contribution and value of this thesis will then be evaluated, alongside the limitations and recommendations for moving forward.

9.1 – Visual display

Figure 9.1 on the following page shows a range of different topics and findings that have been discussed within this thesis.

Figure 9.1: Visual Display

NVC degree defined by the majority of participants as a University degree involving the starting of your own business

Literature review discussed:
- Entrepreneurship Education and Policies in place
- New venture creation degrees
- Experiential learning & SimVenture
- Potential drivers to study a NVC degree

Feelings around business start-up pre-graduation:
Excited, scary and stressful, positive

Feelings around business start-up post-graduation:
Excited, stressful, loss of excitement

Business start-up value:
Both undergraduates and graduates agreed that running a business of your own can make you more employable

Thesis Research & Findings

Views on business start-up

Future plans / actions for business

Biggest driver to studying a NVC degree:
"The desire to set up a business"

Effects of NVC degrees on business start-up, overall result:
Positive impact on business start-up, start-up intentions and overcoming barriers

Most common plans for business post graduation:
Business growth, launch the business or work on a new venture

Most common actions on business since graduation:
Growing the business, closed the business or working on a new venture

9.2 – Conceptual framework – adjusted

Figure 9.2 below shows the finalised framework, with adjustments from the original found in section 3.12.

Figure 9.2 – Conceptual framework – adjusted:
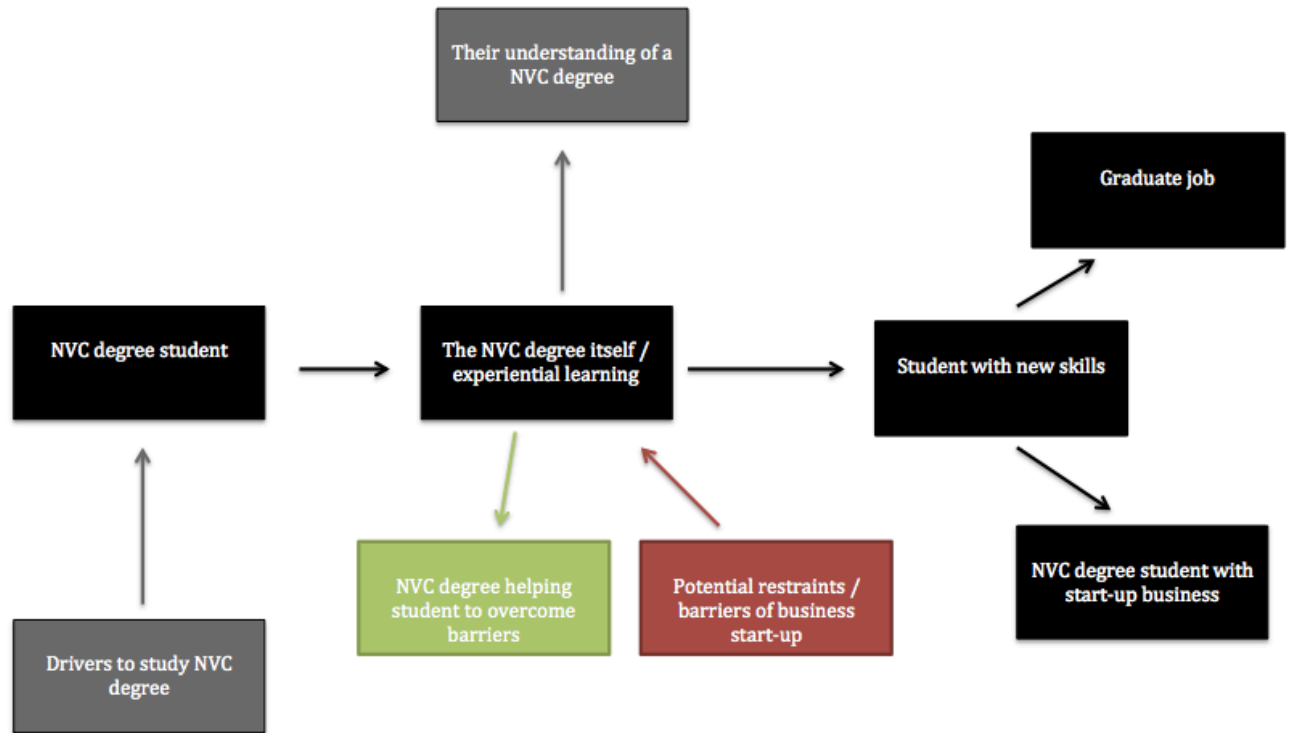
This framework is an adapted, updated version of that posted at the end of the literature review chapter. Adjustments have been made to fit with the primary research findings to offer a clear representation of the overall findings of this thesis.

The original black box and grey input box remain the same, however it has been made clear what the main driver to studying a NVC degree is. From the primary research, the strongest driver was 'the desire to set up their own business' / become an entrepreneur, with 12 out of 14 student participants stating this driver, and all 5 graduates being in agreeance too. This links with the research carried out by Shaw (2015), though one participant also suggested a driver was 'family background in self-employment', as discussed by Smith and Beasley (2011).

The second black box is still the NVC degree itself, with the grey output box being the students' understanding of a NVC degree. Most of the participants suggested it involves starting a business of your own, closely linking with the definition provided for this thesis by Lackeus (Lackéus, Venture Creation Programs List website), which is: "Entrepreneurship or business education on higher education level with a pedagogy firmly based on the creation of a real-life venture as their primary learning vessel".

The new changes include the green output box and the red input box. These were added as the research brought out potential restraints/barriers that students of a NVC degree might face during business start-up. The largest barrier was finance, which links directly with Rae and Woodier (2006) and Smith and Beasley (2011). The green box shows an output whereby the NVC degree has helped students to combat these barriers. For example, one student used the skills developed through the NVC degree to apply for funding. This led to the individual receiving £20,000 for their business, showing that a NVC degree can help the individual to overcome barriers. This shows that there is the potential for the course to mitigate. However, some participants discussed barriers that were not resolved through the studying of the NVC degree, This shows as proof that mitigation from the course is not always experienced but business start-up can still be possible nevertheless. Students can overcome barriers themselves. At this point, recommendations for educators would be to look at how the NVC degree programme should look to mitigate, allowing the students to experience the barriers and drivers to business start-up, but also assist in the mitigation of any barriers that are brought up against them, where possible and feasible.

The next change is the third black box, as this has now become 'student with new skills'. The primary research shows that students develop skills throughout their NVC degree. This includes creativity skills, as covered by Rae (1997), but also "soft" enterprise skills as discussed by Refai and Klapper (2016). For some students, the NVC degree has given them the skills to apply creative ideas to practical solutions, which is inline with comments from Rae (2007).

Branching off from this new black box are two further black boxes. These are the new 'end points'. Instead of all students leaving university with just a business as suggested in the original framework, some students have graduated (or plan to) with newly developed skills and a running business too. However, some students have graduated, having developed new skills, but instead have moved into graduate employment. These adjustments were necessary to match the primary research findings.

9.3 – Concluding this thesis

The overall aim of this thesis was to focus on Student and Recent Graduate Expectations and Experiences of New Venture Creation Degrees. This involved 5 Aims/Objectives alongside 8 research questions. Secondary research was completed in the form of a literature review, showing the current government policies and the environment in which entrepreneurship education holds. Primary research was undertaken to help answer the questions, which the literature simply couldn't, whilst filling in gaps in the literature, and to offer direct answers for the aims and objectives.

Section 3.1 reviewed current policies and set a scene for the environment of education that NVC degrees sit within. It also brought to light the importance of funding to allow the delivery of entrepreneurship support. Further study within this area would involve further policies to be reviewed and their direct effects on entrepreneurship education. Having answered the first objective, this allowed for an introduction to the next objective.

Having already briefly summarised these types of degrees in the introduction to this thesis, this secondary research offered a better understanding of the limited degrees

currently available in the UK. Further research could branch out into SimVenture and experiential learning and their links with NVC degrees.

The first objective focused on the identification of NVC degrees amongst the actual NVC students, but also those within different disciplinaries, an area that was non-existent amongst current research. This was done through primary research, whereby individuals were placed into three research groups: NVC degree students, NVC degree graduates and non-NVC degree students. The results of the research brought out a variety of definitions, although the overruling and most common definitions were that NVC degrees involve starting a business. This was displayed in themes 1 for NVC degree students and graduates, and theme 5 for non-NVC degree students. This aim/objective linked with research question 1, focusing on the definitions provided by non-NVC degree students, with the results of showing that a staggering 100% of participants suggested NVC degrees involve business start-up. Further study would involve asking non-NVC degree students about the modules they perceive a NVC to include.

Objective 2 and research question 2 both explored the drivers and enablers for undergraduates to study NVC degree. New findings were made here, as no previous literature was able to specifically answer these questions in relation to NVC degrees. The biggest driver for both the undergraduate cohort and the graduate cohort to study a NVC degree was 'the desire to set up a business'.

The next objective focused on exploring the potential effects of NVC degrees on real-life business start-up. New discoveries were made that were not found amongst current literature. Although the results cannot be entirely quantified without an entire study being carried out on this question alone, it is possible to suggest that the overall effects of NVC degrees on both business start-up and the individual are positive. The results show that the NVC degrees have had positive impacts on business start-up intentions, the actual business start-up, as well as overcoming barriers within business start-up. Further study would involve an in-depth case study on this subject to provide greater insight.

Linking with objective 3, research question 3 looked at whether NVC degrees lead to real-life start up or not. The researcher believes this has been partially answered, although new findings have been made. It is difficult to conclude whether or not NVC degrees fully lead to real-life business start-up. Out of the 14 current students, 8 said

they would have started a business regardless, with 3 of these stating they had already started a business before university. From the graduate research group, 40% had already started a business before university, and 40% said they would have regardless of the degree. This leaves just 20% being affected by the course, resulting in a business being started.

It could be said that NVC degrees have a positive effect on business start-up and the intentions to start a business, but it cannot be concluded as to whether NVC degrees are the overruling, definitive reason for start-up. Further study would include an in-depth case study to be carried out on this particular subject.

Research question 4 focused more on whether the NVC degrees help individuals overcome barriers to start-up. For all three-research groups, the most common barrier to start up was 'finance'. With this being said, there were other barriers discussed by participants, and many of these were overcome through the NVC degrees. From the research, it is clear that NVC degrees do in fact help individuals overcome barriers to startup. However, it cannot be concluded that NVC degrees help individuals to overcome all barriers. The overall effects of the degrees on barriers to start-up seem positive. This was discussed in themes 7 and 8. Further study on this topic would involve being specific when asking participants whether the degree has helped to overcome those specific barriers rather than remaining general.

The fourth objective explored the intentions of NVC students for their business once they had graduated, and also to explore the actions that NVC graduates have taken since leaving the course. Although current students and graduates cannot be compared directly, it is interesting to see how the different cohorts act, and offers up an interesting question of whether the undergraduates will follow in the footsteps of the graduates or make their own pathways.

One of the most common plans set out by undergraduates was business growth, which matched with graduates who explained they had been focusing on this since graduation. New venture creation was also discussed amongst undergraduates as a plan for moving forward, and the graduate research group also discussed this similarity. This showed similarities, and that the intentions of NVC degree students for after graduation are often in line with the actions they take upon graduating from their course. Future study could involve using the same individuals from the current

NVC degree student research group once they have graduated. This would establish whether they have followed through with their intentions.

Research question 5 aimed to establish what undergraduates intend to do with their business after graduation. From the research, the three most common intentions for after graduation, as discussed by the students, were to either continue to run it / business growth, set up or launch the business, or work on a new venture creation. Further research may involve asking the participants to offer rationale for their intentions. Research question 6 aimed to establish what graduates had actually done in regards to their business since graduating. The most common actions taken since graduating were: The continuing of running the business/ working on business growth, they've closed a business, or they are working on a new venture. It is interesting to see the similarities between the undergraduate and graduate cohort. Again, further study could involve returning to the current students once they have graduated to see if their actions matched their original plans.

Objective 5 explored the changes in attitudes over time towards business start-up and its importance. This question was partially answered. There were mixed views in regards to attitudes amongst graduates and graduates. These are discussed below through research question 7 and 8. The overall view is that it cannot be concluded whether the attitudes fully change or not, as the results show some attitudes change, and some remain the same. It is also important to note that the undergraduate and graduate research groups are separate cohorts, so cannot be directly compared; instead they offer a generalised view.

Research question 7 explored whether business attitudes are the same at undergraduate level compared to graduate level. The findings suggest that the business attitudes are mixed. Both undergraduates and graduates felt excited about business start-up. Alongside this, graduates also felt running a business was stressful, whereas undergraduates also felt that it was scary with an element of stress. In opposing feelings, undergraduates also felt positive about business start-up whereas graduates felt a loss of excitement having been through the process. This shows that whilst some attitudes remain the same, others change. This is all dependent on the individual. Further study would involve using the same individuals from the current NVC degree student research group once they have graduated. This would establish whether their attitudes have changed after graduation.

The final research question explored whether undergraduates and graduates both value business start-up the same. The discussion concluded that current students and graduates have very similar attitudes towards the value of business start-up, as they both believe that business has an overall positive impact and can make you more employable. Further study would involve using the same individuals from the current NVC degree student research group once they have graduated. This would establish whether their attitudes have changed after graduation.

9.4 - Value and main contributions of this thesis

This thesis has been of great value to the researcher as he has been able to answer some questions that were of great interest to him as an individual and a researcher. As a graduate of a NVC degree, it is very interesting to see how others perceive elements the same or differently to yourself.

The researcher also hopes that this thesis will be of great use to educators or other individuals researching NVC degrees, or the effects of these degrees on business start-up, intentions and barriers. Having covered a range of topics, this thesis has filled in some of the gaps in research around NVC degrees and their effects.

The researcher believes that great value has been added to the topic of New Venture Creation degrees, the value of them, alongside the expectations and experiences of those studying the degrees. The researcher also believes that some gaps have been filled in through the completion of this thesis, and there is an interest for further study, as detailed below. Due to these gaps, although secondary research has been carried out in the form of a literature review, all of the primary research has created unique and original value to this field.

9.5 - Overall limitations and further study

One limitation is that, for both the NVC degree students and the graduates, themes 3 and 4 were not covered in the discussion. These looked at both the opinions of the students on their course and whether they changed during their studies, as well as their expectations and whether or not they were met. Throughout the writing of this

thesis, these themes fell out of scope - though they would make for a very interesting study in the future.

The sampling section shows that only graduates from the University of Huddersfield were used. This has the potential implication that there were no views from graduates of other degrees, who may have shared different experiences and viewpoints. However, this would be a great point for future research. The same applies for the individuals studying a non-NVC degree, as these were all from the University of Huddersfield and included a dis-proportionate amount of individuals from each course / school of learning.

Further limitations could possibly be seen in the literature review undertaken. Due to the topic of NVC degrees not being something that has been covered often amongst journals and academic books, this made the literature search more difficult. With this being said, the researcher still covered a great deal of topics.

In regards to the results, there were time limitations in that the current students could not be interviewed after graduation; for example one year later. Further study could include returning to the same group of individuals to compare their initial plans with the physical, real-life actions taken by them.

From the literature available, there were gaps around how students define the term new venture creation degree, but this thesis has made new findings on that. The potential drivers for individuals to study NVC degrees were vague, but this research brought the understanding that the main driver is the students desire to run their own business. There were also gaps around the effects of NVC degrees on business start-up, with this thesis offering theoretical value by developing a conceptual framework to demonstrate this, alongside primary research to support it. The literature suggested that finance was a potential barrier to business start-up, and the results of this thesis agree with it. However, this thesis also relates to how a NVC degree may, or may not, prepare or help a student facing these barriers.

The practical value of this thesis is that educators may use the results and findings to better develop and construct NVC degrees, but also change or model the way in which they market NVC degrees to potential students. Current NVC degrees may be adjusted and upcoming NVC degree leaders may be able to develop their degree based on the findings of this thesis.

There would be an interest in studying further and carrying out more research around the drivers and enablers for students to study NVC degrees, the effects of NVC degrees on business start-up and, as mentioned, the intentions and actions of students as they progress into the graduates.

9.6 - Closing conclusion

The overall aim of this thesis was to meet the 7 aims and objectives, as well as answering the research questions, as discussed in this section. In conclusion, this thesis has delivered a range of results regarding NVC degrees. This has included the awareness of these degrees alongside how students from a range of different disciplinaries would define them.

This thesis has also shown that the biggest driver for individuals to study a NVC degree is their desire to run their own business, and that the biggest barrier to business start-up is finance. With this being said, the overall feeling is that NVC degrees have a positive effect on business start-up intentions, overall business start-up and helping students to overcome barriers.

It is interesting to note a slight change in feelings towards business start-up, from excitement pre-graduation, to a lack of enthusiasm and the excitement wearing off after graduation, once an individual has 'been there and done it'. Finally, the research has shown that students and graduates value business start-up the same, as well as holding similar intentions and actions, though further research would be able to verify this.

This thesis has been an enjoyable and enriching experience for the researcher, with hopes that others find it equally as interesting too.

APPENDICES

Appendix A – Table 1.3 - NVP's / NVC degrees in the Rest of the World

Location	University	Degree	Aims and Methods
Central Europe - Belgium	Université Catholique de Louvain	Formation Interdisciplinaire en Création D' Entreprises (CPME)	The second year master thesis project revolves around creating a new business based on students' own or external business idea
Nordics - Finland	Aalto University	The Venture Process Course Series (MSc)	Action based learning approach
Nordics - Sweden	Chalmers University of Technology	Chalmers School of Entrepreneur-ship (MSc)	The program utilises an action-based pedagogy where innovation and entrepreneur-ship is experienced hands-on
Nordics - Sweden	Lund University	Master Programme in Entrepreneur-ship (MSc)	The programme includes two tracks: (1) New Venture Creation, which focuses on the creation of new ventures, and (2) Corporate Entrepreneurship and Innovation, which focuses on

			entrepreneurship and innovation in established businesses.
Nordics - Sweden	University of Gothenburg	Business Creation and Entrepreneur-ship in Biomedicine	Teams of two or three students are matched with a scientist or innovator to take forward an idea into a venture or to further evaluate and develop a research platform
Nordics - Norway	University of Tromsö	Business Creation and Entrepreneur-ship Program (MSc)	Year 2: Students have the option to 1) develop their own idea, 2) work on potential entrepreneurial ideas from an 'idea bank', or 3) collaborate with an established company in Norway on creativity and innovation projects
United States	Babson College	Entrepreneurship Intensity Track (MBA)	"Provide an intense experience for personal exploration of a defined opportunity as well as discovery of entrepreneurial zeal

United States			and to launch new ventures"
United States	Colorado State University	Global Social Sustainable Enterprise (MBA)	The program integrates an 18-month venture development practicum into social entrepreneurial coursework
United States	North Carolina State University	The HiTec Program (TEC)	The Algorithm provides a process-based framework for building viable startup companies from technological innovations.
United States	University of Oregon	Venture Launch Pathway (VLP)	Selected technologies are explored, market potential in relevant segments is assessed, a business plan is produced and finally some of the teams participate in a number of major international business plan competitions.
United States	University of Texas at Austin	Master of Science in Technology Commercialization (MSTC)	During this one-year graduate program, students develop commercialization

			strategies for transferring their product concepts into marketable solutions.

Appendix B – Potential Research Methods

The table below gives a breakdown of the types of research methods, which are available, alongside their potential advantages and disadvantages:

Research method	Description	Advantages	Disadvantages
Focus Groups	Where a group of participants are brought together to discuss a set topic	Can collect multiple sets of data in one, can be quick and cheap	Participants may be influenced by each other's answers
Interviews	A one-to-one discussion with a participant with the possibilities of having a structured interview, semi-structured interview or an unstructured interview	Provide rich data, opportunity to establish rapport with the interviewees	Potential of interviewer bias, can be expensive
Questionnaires	A list of questionnaires are put together around a defined topic and sent out to participants. Questions come in different forms e.g. Multiple choice, open-ended	Allows the researcher to reach a wide audience, less time required to conduct research	Researcher may receive a low response rate, limited to the questions asked
Observation	Where the researcher observes and takes notes of the participants behaviour and	Able to ask questions and seek clarification where required, rich data	Time consuming, potential for observer bias

	actions		

Source: Researchers own table influenced by, and with some reference to, Sekaran & Bougie (2010).

Appendix C – Figure 4.1 - The methods of choosing a non-probability sample.
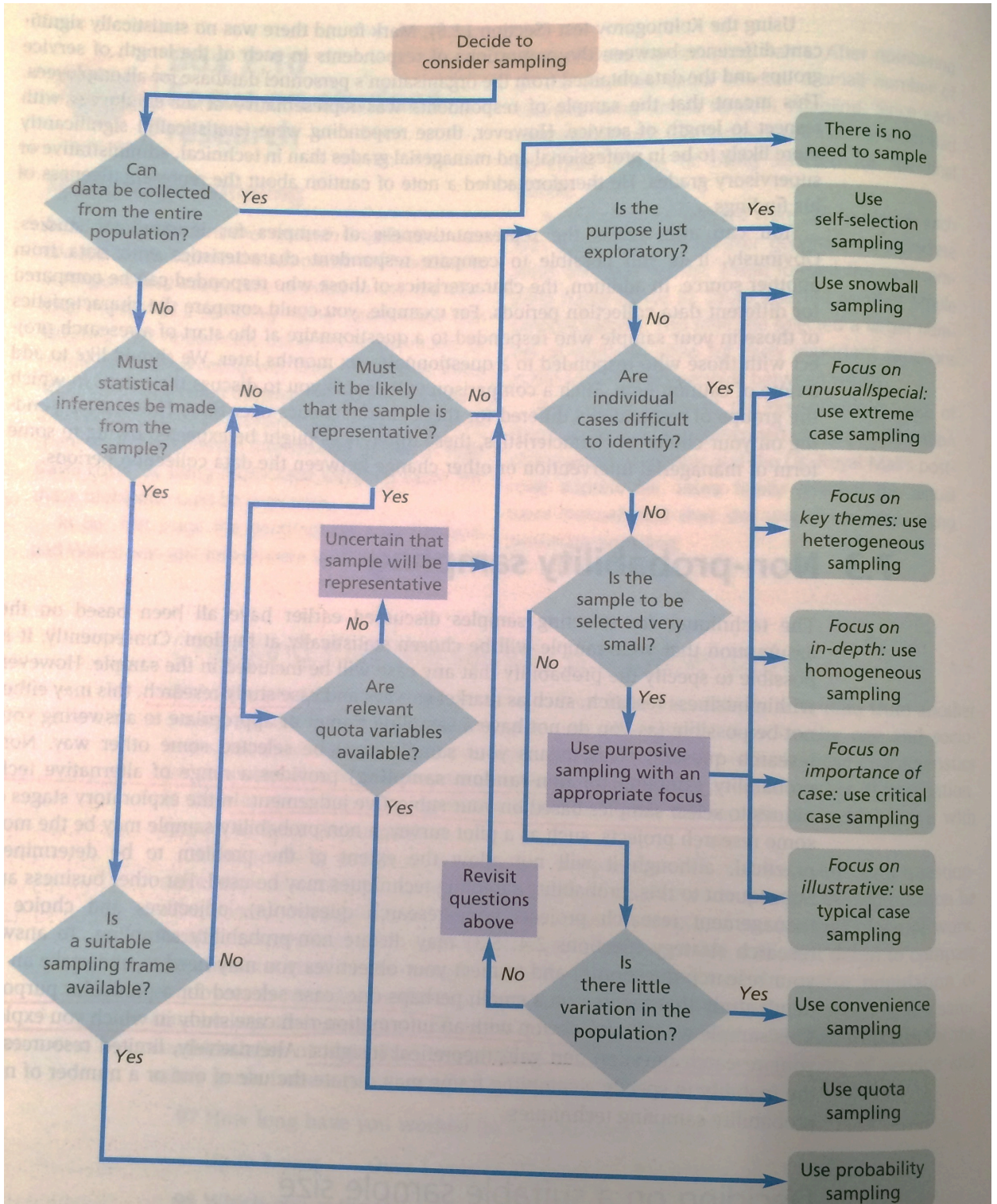
(Source: Saunders, Lewis & Thornhill, 2009: P.234)

Appendix D – Tables of interview & focus group participants and descriptions

Each of the below table shows the dates and times that the interviews and focus groups took place, as well as the location, a comment on the location and an overall description of how the participant seemed to be feeling e.g. Relaxed, uncomfortable.

NVC Degree students - Interviews

Partic ipant	Date/Time	Location	Comment: Location	Description: Participants
1	7/4/2016 13:19	3M Buckley Innovation Centre, Firth Street, Huddersfield	Private 'meeting pod' used – maximum privacy	Relaxed and laid back. Open to discussion and telling of stories.
2	7/4/2016 15.47	3M Buckley Innovation Centre, Firth Street, Huddersfield	Private 'meeting pod' used – maximum privacy	Relaxed and laid back. Open to discuss anything.
3	8/4/2016 19:48	3M Buckley Innovation Centre, Firth Street, Huddersfield	Private 'meeting pod' used – maximum privacy	Comfortable though not open to lengthy discussion
4	9/4/2016 12:51	3M Buckley Innovation Centre, Firth Street, Huddersfield	Private 'meeting pod' used – maximum privacy	Relaxed, interested in the study, eager to put points across
5	17/5/2016 13.12	3M Buckley Innovation Centre, Firth Street, Huddersfield	Private 'meeting pod' used – maximum privacy	Comfortable but not open to lengthy discussion
6	21/4/2016 14:08	Buckingham Enterprise Hub, Prebend Cottage, Buckingham	Room 1. Enclosed room. Students in the next room.	Relaxed, laid back, happy to openly discuss business
7	21/4/2016 14:52	Buckingham Enterprise Hub, Prebend Cottage, Buckingham	Room 1. Enclosed room. Students in the next room.	Enthusiastic about the questions, open to answer all questions through discussion

8	4/5/2016 14:11	The Hub, Coventry University, Coventry	Seating in quiet canteen area.	Slightly reserved and quiet, short answers

NVC Degree students – Focus groups

Focus group no.	Date/Time	Location	Comment: Location	Description: Participants
1	21/4/2016 11.13	Buckingham Enterprise Hub, Prebend Cottage, Buckingham	Room 2. Enclosed room. Private.	Quite relaxed as all familiar with each other. Time restraints due to class starting at 12 led to clock-watching.
2	21/4/2016 15.46	Buckingham Enterprise Hub, Prebend Cottage, Buckingham	Room 1. Enclosed room. Students in the next room.	2 from the same year, 1 from a different year. Not entirely smooth conversation and some slightly reserved. Almost home time so ready to leave.

NVC Degree graduates - Interviews

Participant	Date/Time	Location	Comment: Location	Description: Participant
1	1/6/2016 10:09	3M Buckley Innovation Centre, Firth Street, Huddersfield	Private 'meeting pod' used – maximum privacy	Relaxed, interested in the study, open to in-depth discussion
2	1/7/2016 14:12	Office meeting room, Lord Street,	Private meeting room. Maximum	Relaxed, confident and open to

		Huddersfield	privacy	discuss experiences
3	3/7/2016 18:44	N/A	Skype call	Relaxed, open to conversation about experiences and business
4	6/7/2016 11:47	N/A	Skype call	Very relaxed, confident, eager to put points across and discuss experience in great length
5	6/7/2016 19:34	N/A	Skype call	Sounded relaxed, open to discuss experience but time limited

Non-NVC Degree students - Interviews

Partic ipant	Date/Time	Location	Comment	Description of participant
1	25/5/2016 12:06	3M Buckley Innovation Centre, Firth Street, Huddersfield	Private 'meeting pod' used – maximum privacy	Relaxed, confident and interested in the study
2	28/5/2016 18:47	Individuals house	Maximum privacy. Convenient meeting place for the participant.	Relaxed, interested in the study, open to discussion
3	28/5/2016 20:18	Individuals house	Maximum privacy. Convenient meeting place for the participant.	Open to discuss views and opinions, relaxed
4	29/5/2016	Individuals house	Maximum privacy.	Open to

	21:33		Convenient meeting place for the participant.	conversation, relaxed
5	1/7/2016 15:02	Nandos, Huddersfield	Quiet restaurant. Convenient meeting place for the participant	Relaxed and open to discussion
6	1/7/2016 15:23	Nandos, Huddersfield	Quiet restaurant. Convenient meeting place for the participant	Relaxed with an interest in the research.
7	16/7/2016 19:22	Individuals house	Maximum privacy. Convenient meeting place for the participant.	Relaxed but short answers.
8	23/7/2016 20:56	N/A	Telephone call	Relaxed and open to discussion
9	24/7/2016 16:52	Coffee shop	Quiet coffee shop.	Very relaxed and open to discussion. Interested in the study
10	23/7/2016 14:09	Individuals house	Maximum privacy. Convenient meeting place for the participant.	Relaxed and confident

Appendix E – Ethics via Business School ethics committee

THE UNIVERSITY OF HUDDERSFIELD
Business School

POSTGRADATE STUDENT / STAFF RESEARCH ETHICAL REVIEW

Please complete and return via email to alex.thompson@hud.ac.uk along with the required documents (shown below).

SECTION A: TO BE COMPLETED BY THE APPLICANT

Before completing this section please refer to the Business School Research Ethics web pages which can be under Resources on the Unilearn site (Ethics Policies and Procedures). Applicants should consult the appropriate ethical guidelines.

Please ensure that the statements in Section C are completed by the applicant (and supervisor for PGR students) prior to submission.

Project Title	Why do undergraduate students choose to study New Venture Creation degrees over conventional business degrees?
Applicant	Mr. Peter Shaw
Award (where applicable)	
Project start date	9th October 2015

SECTION B: PROJECT OUTLINE (TO BE COMPLETED IN FULL BY THE APPLICANT)

Issue	**Please provide sufficient detail for your supervisor to assess strategies used to address ethical issues in the research proposal.**

	Forms with insufficient detail will need to be resubmitted.
Researcher(s) details	Mr. Peter Shaw
Supervisor details	Dr. Kelly Smith
Aims and objectives of the study. Please state the aims and objectives of the study.	The key aims and objectives that this Masters aims to achieve are to: 1. Assess current policies on entrepreneurship education within the United Kingdom 2. Assess current literature on 'New Venture Creation' degrees at undergraduate level 3. Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree 3. Undertake primary research into the drivers and enablers for undergraduates to study NVC degrees 4. Undertake research into the potential effects of entrepreneurship education and degrees on real-life business start-ups and how this compares against non-degree start-up businesses
Brief overview of research methodology The methodology only needs to be explained in sufficient detail to show the approach used (e.g. Survey) and explain the research	The literature review will be completed through the use of secondary research – existing literature within journals and

methods to be used during the study.	academic books.
	The primary research will take place in the form of qualitative research: Face-to-face interviews and focus groups. There will be 3 universities involved within the research: The University of Huddersfield, Coventry and Buckingham.
Does your study require any permissions for study? If so, please give details	N/A.
Participants Please outline who will participate in your research. Might any of the participants be considered 'vulnerable' (e.g. Children)	Students studying a New Venture Creation degree at: • The University of Huddersfield • The University of Buckingham • Coventry University
Access to participants Please give details about how participants will be identified and contacted.	Participants at The University of Huddersfield will be contacted by myself or through Dr. Kelly Smith, the course leader. Participants at the University of Buckingham and Coventry University will be contacted by their tutor or head of course on behalf of myself. I plan to discuss the research with a course tutor or head of course rather than the students direct. I then hope for the course tutor to introduce me to the participants.
How will your data be recorded and stored?	Data will be recorded using an audio recording device and transferred onto a password protected PC. The data will then be transcribed where it will also be stored on a password

	protected PC.
Informed consent. Please outline how you will obtain informed consent.	Before participating in any of the research, the individual participants will be required to fill out an 'Ethics and Consent' form. This form will explain what the research entails, how their responses will be kept confidential and anonymous as well as how the data will be stored securely. The form will also ask if they accept that they are happy to be recorded during the interview/focus group. If they are happy to proceed, they will sign and date the form and then begin participating in the research.
Confidentiality Please outline the level of confidentiality you will offer respondents and how this will be respected. You should also outline about who will have access to the data and how it will be stored. (This information should be included on Information your information sheet.)	The level of confidentiality will remain at 100% throughout the research. Only myself will have access to the data and it will be stored on a password protected, non-public PC. My supervisor or examiners would be the only other people that would be granted permission to access the data.
Anonymity If you offer your participants anonymity, please indicate how this will be achieved.	All of the data, when processed, will be anonymised. This will be done so by removing any individual names of people or companies, and replacing them with generic alternatives e.g. Participant 1, Company X. Information on this will be supplied to the participant before taking part in any primary research as part of the 'Ethics and Consent' form.
Harm	Due to complete confidentiality and

Please outline your assessment of the extent to which your research might induce psychological stress, anxiety, cause harm or negative consequences for the participants (beyond the risks encountered in normal life). If more than minimal risk, you should outline what support there will be for participants. If you believe that that there is minimal likely harm, please articulate why you believe this to be so.	anonymity being provided, and the subject at hand not being regarding as extremely personal or harmful, I don't believe the research in question could cause harm. If any of the participants endured any psychological stress, anxiety, cause harm or negative consequences, they would be prompted to contact myself who would pass this on to the relevant support team.

Retrospective applications. If your application for Ethics approval is retrospective, please explain why this has arisen.

N/A

SECTION C – SUMMARY OF ETHICAL ISSUES (TO BE COMPLETED BY THE APPLICANT)

Please give a summary of the ethical issues and any action that will be taken to address the issue(s).

TBC.

```
                                                                     
                                                                     
                                                                     
                                                                     
```

SECTION D – ADDITIONAL DOCUMENTS CHECKLIST (TO BE COMPLETED BY THE APPLICANT)

Please supply copies of all relevant supporting documentation electronically. If this is not available electronically, please provide explanation and supply hard copy.

I have included the following documents

Information sheet   Yes   ☐   Not applicable ☐

Consent form   Yes   x   Not applicable ☐

Letters   Yes   ☐   Not applicable x

Questionnaire   Yes   ☐   Not applicable x

Interview schedule   Yes   ☐   Not applicable ☐

SECTION E – STATEMENT BY APPLICANT

I confirm that the information I have given in this form on ethical issues is correct. (Electronic confirmation is sufficient).

Applicant name

Date

Affirmation by Supervisor

I have read the Ethical Review Checklist and I can confirm that, to the best of my understanding, the information presented by the Applicant is correct and appropriate to allow an informed judgement on whether further ethical approval is required

Supervisor name

Date

All documentation must be submitted electronically to the Business School Ethics Committee Administrator Alex Thompson at <u>alex.thompson@hud.ac.uk</u>.

All proposals will be reviewed by two members of SREP. If it is considered necessary to discuss the proposal with the full Committee, the applicant (and their supervisor if the applicant is a student) will be invited to attend the next Ethics Committee meeting.

If you have any queries relating to the completion of this form or any other queries relating to the Business School's Ethics Committee in consideration of this proposal, please do not hesitate to contact the Chair, Dr Eleanor Davies (<u>e.davies@hud.ac.uk</u>) ☎ [47] 2121 or the Administrator Alex Thomson (<u>alex.thompson@hud.ac.uk</u>) ☎ [47] 2529

THE UNIVERSITY OF HUDDERSFIELD

Business School

Reviewer Proforma.

Project Title:	Why do undergraduate students choose to study New Venture Creation degrees over conventional business degrees?
Name of researcher (s):	Peter James Shaw
Supervisor (where appropriate):	Kelly Smith
Reviewer name	
Date sent to reviewer	02/03/16
Target date for review	16/03/16

Issue	Advice / Comments to applicant
Aim / objectives of the study	Well documented.
Research methodology	I have no comments
Permissions for study?	
Participants	
Access to participants	
How will your data be recorded and stored?	
Confidentiality	

Anonymity	
Could the research induce psychological stress or anxiety, cause harm or negative consequences for the participants (beyond the risks encountered in normal life).	
Retrospective applications.	
Supporting documents (e.g. Questionnaire, interview schedule, letters etc)	
Other comments	

OVERALL RESPONSE

APPROVE OUTRIGHT	**YES**
APPROVE SUBJECT TO MINOR CONDITIONS [please specify]	
RESUBMISSION REQUIRED (application to be re-examined by Reviewers)	
REJECT	

.

Reviewer name: John Day
Date: 20-03-2016

Please send review to alex.thompson@hud.ac.uk.

Appendix G – Ethics Reviewer Proforma 2

Reviewer Proforma.

Project Title:	Why do undergraduate students choose to study New Venture Creation degrees over conventional business degrees?
Name of researcher (s):	Peter James Shaw
Supervisor (where appropriate):	Kelly Smith
Reviewer name	
Date sent to reviewer	02/03/16
Target date for review	16/03/16

Issue	Advice / Comments to applicant
Aim / objectives of the study	Full details given about the aim and objectives of the study.
Research methodology	Sufficient details provided.
Permissions for study?	Not Required
Participants	Sufficient details provided.
Access to participants	Satisfactory explanation.
How will your data be recorded and stored?	Explained and addressed appropriately.
Confidentiality	Explained and addressed.
Anonymity	Explained and addressed.

Could the research induce psychological stress or anxiety, cause harm or negative consequences for the participants (beyond the risks encountered in normal life).	Attention has been paid to these issues and it is accepted that the risk is limited.
Retrospective applications.	N/A
Supporting documents (e.g. Questionnaire, interview schedule, letters etc)	Pre-Interview Information, Ethics and Consent Form: The only issue I have is with participants' right to withdraw at any time following amendments to the Research Ethics Guidelines as follows: **Proposed guidance to applicants on withdrawal on consent.** 1) The presumption is that research participants should always have the right to withdraw, or withdraw any data they have provided, from the research process at any stage of their direct participation, providing that withdrawal is feasible. 2) At certain stages of the research, withdrawal in person or of data provided may no longer be feasible. For example, once respondent data has been pooled with other responses, or anonymised, or results have already been published, it may no longer be possible to extract an individual's data. 3) Ethics committee reviewers will expect applicants to have considered the issues of withdrawal of consent as

	part of their ethics application and will expect applicants to put forward a reasonable plan for a withdrawing consent and the rationale for their choices.
	If you allow participants the right to withdraw at any time, then you need to consider what you will do with any information they have supplied and whether they will give permission for this to be used after they have withdrawn from the study. The consent form therefore needs to recognise this issue and be amended accordingly.
Other comments	

OVERALL RESPONSE

	APPROVE OUTRIGHT	
	APPROVE SUBJECT TO MINOR CONDITIONS [please specify]	Approved but the consent form needs to be amended to take into account participants'' right to withdraw and whether this is feasible after a certain point has been reached (see earlier comment in Supporting documents section).
	RESUBMISSION REQUIRED (application to be re-examined by Reviewers)	

REJECT	

.

Reviewer name Sue Daley-Yates

Date   16th March 2016

Please send review to alex.thompson@hud.ac.uk.

Appendix H – Information, consent and ethics form

This form was filled out by participants all those that participated in interviews or focus groups

Pre-Interview Information, Ethics and Consent form

Full title of Project: "**Why do undergraduate students choose to study New Venture Creation degrees over conventional business degrees?**"

Name, position and contact address of Researcher: Peter Shaw, Researcher at the University of Huddersfield, Queensgate, Huddersfield, HD1 3DH

This interview is being conducted as part of a University Masters by Research project. The use of individual interviews is to allow for analysis of participants opinions, which are completely anonymous and will provide complete confidentiality.

Participation of this interview is completely voluntary, and completion of it indicates the participants have made individual consent. These steps have been taken to ensure any harm to participants has been avoided. With this being said, participants have the right to withdraw, or withdraw any data that they have provided, from the research at any stage of their direct participation. This is providing that the withdrawal is feasible. Under some circumstances, withdrawing an individual and/or their data may no longer be feasible. An example of this would be if the data collected has already been pooled with other responses, anonymised or if the data has already been published. In these cases, it may no longer be possible to extract the data of an individual.

The interview will be recorded using an electronic audio recording device. All recordings and transcripts are to be stored safely through electronic methods and on a password protected PC. These will only be available to the researcher, and any official persons: For example the researcher's supervisor, examiner, etc.

Please circle the appropriate answers below:

This study defines the term 'New Venture Creation degree' as a degree that has a strong focus on starting a real-life venture / business during your study at University.

Do you study a New Venture program?

Yes   No

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

☐

3. I agree to take part in the above study.

☐

Please initial box

	Yes	No
4. I agree to the interview being audio recorded	☐	☐
5. I agree to the use of anonymised quotes in publications	☐	☐

6. I agree that my data gathered in this study may be stored (after it has been anonymised) in a specialist data centre and may be used for future research.

☐ ☐

_____ _____ _____

Name of Participant   Date   Signature

_____ _____ _____

Name of Researcher   Date   Signature

Appendix I – Initial draft of interview questions to NVC degree students

1. Can we confirm that you study a New Venture Program?

2. What year are you currently in?

3. How would you personally define the term "New Venture Creation degree" and what is the overall objective of studying yours?

4. Do you believe a student studying a different degree would define it the same, or express a different definition? (If different, how do you think they would define it?)

5. What were your reasons for studying a New Venture Program?

6. Now that you're a (1st/2nd/3rd) year student, would you say your reasons have changed or remained the same?

7. I understand setting up your own business a requirement of your degree. Have you set up your own business during the course or do you intend to do so before graduating?

8. Can you describe the impact that the New Venture Program has had on your business start-up / intentions to set up a business? Has the impact been positive or negative?

9. What would you say the biggest barrier has been to setting up a business?

10. Do you think this/these barrier(s) has been lessened / worsened through the studying of a New Venture Program?

11. Do you believe you would have set up / wanted to set up a business if you hadn't studied this degree?

12. What are your intentions for your business once you graduate? Will you continue to run your business?

Appendix J – Finalised draft of interview questions to NVC degree students

1. What year are you currently in?

2. What degree do you study?

3. Have you heard of the term 'New Venture Creation degree'

4. If yes, what is your personal definition? If no, what would you suggest it involves?

5. When you tell another university student what course you study, do they understand what you mean? Do they show interest in it or wish they had known about it?

6. What were your reasons applying for your degree?

7. Have your opinions on the course changed since you began your studies? Has it met your expectations or changed over time?

8. Can you clarify whether or not setting up a business is a requirement of your degree?

9. How is each year of the degree split? How is each year different from the next?

10. Have you set up your own business during the course or do you intend to do so before graduating?
        a. What progress have you made?
        b. How do you feel about it?

11. Can you describe the impact that your degree has had on your business start-up / intentions to set up a business? Has the impact been positive or negative?

12. What would you say the biggest barrier to setting set up has been / what do you expect to be the biggest?

13. Has the studying of your degree helped you to overcome barriers or caused more problems?

14. Do you believe that you are the type of person that would have set up a business regardless of the degree or coming to university?

15. What are your intentions for your business once you graduate? Will you continue to run your business?

        a. What impact do you believe running your own business could have on employment? For example, would they make your more employable?

        b. If not, what is the reason for this?

16. What other degrees did you consider?

17. Would you recommend your degree to someone applying for university?

18. If someone asked you when you first started university, what is most important, the degree grade or the business, what would you have said? What about now, is it the same or has it changed?

Appendix K – Table 5.1: NVC degree research questions with reasoning

Q No.	Question	Reasoning	Links to aims/objectives or research questions
1	What year are you currently in?	For use in analysis to observe potential differences between years / the % split	N/A
2	What degree do you study?	For use in analysis / grouping / to ensure the individual studied a true NVC degree	N/A
3	Have you heard of the term 'New Venture Creation degree'	Although they study a NVC degree they may not be aware of the actual term due to only using the name of their course	To observe awareness of NVC degree amongst students.
4	If yes, what is your personal definition? If no, what would you suggest it involves?	To gain an understanding of how NVC students personally define a NVC themselves.	Aims and objectives 1: "*Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree"*

5	When you tell another university student what course you study, do they understand what you mean? Do they show interest in it or wish they had known about it?	To gain an understanding of the potential definitions non-NVC degrees would give if they have heard of the term before or what they believe the course would entail	Aims and objectives 1: "*Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree*" Research question 1: "*How will non-NVC degree students define the term, and what will they suggest the degree involves?*"
6	What were your reasons applying for your degree?	To gain an understanding in to the potential drivers for an undergraduate to study a NVC degree.	Aims and objectives 2: "*Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates*" Research question 2: What are the drivers and enablers that lead to undergraduates studying NVC degrees?
7	Have your opinions on the course changed since you	Gain an understanding of	Aims and objectives 2: "*Explore the drivers*

	began your studies? Has it met your expectations or changed over time?	what they expected from the course and whether it has met their expectations. Showing their expectations could help to reveal their reasons for studying the degree	*and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates"* Research question 2: *"What are the drivers and enablers that lead to undergraduates studying NVC degrees?"*
8	Can you clarify whether or not setting up a business is a requirement of your degree?	To gain an understanding about the degree as to whether or not the new venture element is a necessity in order to proceed through the course or not. Whether it is a requirement or not could link with the potential effects of a NVC degree on real-life business start up (which also ties in with the next question)	Aims and objectives 3: *"Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates"* Research question 3: *"Do NVC degrees lead to real-life business start-up or not?"*
9	How is each year of the degree split? How is each year different from the next?	To gain a better understanding of the layout of the	N/A

		course and whether the business start up element is apparent (where applicable)	

10	Have you set up your own business during the course or do you intend to do so before graduating?
	
	    a. What progress have you made?
	    b. How do you feel about it?
		To find out whether the undergraduate of a NVC degree has set up a business or not during their studies. Also to help understand how the feel about business start up and their attitudes towards it.	Aims and objectives 3: "*Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates*"
			
			Research question 3: "*Do NVC degrees lead to real-life business start-up or not?*"
			
			Aim and objective 7: Explore the changes in attitudes over time towards business start-up and its importance
			
			Research question 7: Are business attitudes the same at undergraduate level compared to those attitudes held after graduation?

11	Can you describe the impact that your degree has had on your business start-up / intentions to set up a business? Has the impact been positive or negative?	To gain an understanding into whether NVC degree have any effect on the starting of a business, and what type of impact it has. This could also help to explore the attitudes of individuals towards business start-up due to effect of the NVC degree	Aims and objectives 3: "*Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates*" Research question 3: Do NVC degrees lead to real-life business start-up or not? Aims and objective 7: "*Explore the changes in attitudes over time towards business start-up and it's importance*" Research question 7: Are business attitudes the same at undergraduate level compared to those attitudes held after graduation? Research question 8: Do undergraduates and graduates both value business start-

		up the same?
12	What would you say the biggest barrier to setting set up has been / what do you expect to be the biggest?	To gain an understanding of the potential barriers individuals face when starting a business during their study of a NVC degree (if any).	Aim & Objective 5 – Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates Research question 4: Do NVC degrees help individuals overcome barriers to start-up?
13	Has the studying of your degree helped you to overcome barriers or caused more problems?	To gain an understanding of the impact that NVC degree has on potential barriers to start up business and whether the impact is positive or negative	Aim & Objective 5 – Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates Research question 4: Do NVC degrees help individuals overcome barriers to start-up?

14	Do you believe that you are the type of person that would have set up a business regardless of the degree or coming to university?	To gain an understanding as to whether students of a NVC degree would have set up a business regardless of the degree or whether they have only set up the business due to studying the NVC degree.	Aim & Objective 5 – Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates Research question 3: Do NVC degrees lead to real-life business start-up or not?
15	What are your intentions for your business once you graduate? Will you continue to run your business? c. What impact do you believe running your own business could have on employment? For example, would they make your more employable? d. If not, what is the reason for this?	To gain insight in to what NVC degree undergraduate students plan to do with their newly founded business once they have graduated. Also to gain an understanding into whether or not they believe running their own business will help them in regards to employment in the	Aims and objectives 4: "Explore the intentions of NVC students for their business after graduation and to also explore the actions that NVC graduates have taken since leaving the course" Research question 5: *"What do undergraduates intend to do with their business post*

		future – this could potentially link to exploring the changes in attitudes towards business start up.	*graduation?"* Aims and Objectives 5: "Explore the changes in attitudes over time towards business start-up and it's importance" Research question 7: *"Are business attitudes the same at undergraduate level compared to those attitudes held after graduation?* Research question 8: Do undergraduates and graduates both value business start-up the same?
16	What other degrees did you consider?	To gain insight into whether the student applied only for NVC degrees, conventional business degrees, or other degrees. This could link to the drivers behind them applying for the degree they currently study	Aims and objectives 2: "Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates" Research question for Aim & Objective 2 – *"What are the drivers*

			and enablers for that lead to undergraduates studying NVC degrees?"
17	Would you recommend your degree to someone applying for university?	To gain an understanding as to whether the student would recommend their degree – this question may bring out reasons why which may link to why they decided to study the degree	Aims and objectives 2: "Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates" Research question for Aim & Objective 2 – "*What are the drivers and enablers for that lead to undergraduates studying NVC degrees?"*
18	If someone asked you when you first started university, what is most important, the degree grade or the business, what would you have said? What about now, is it the same or has it changed?	To gain insight in to what the student values the most, the grade or their business.	Aims and objectives 5: "Explore the changes in attitudes over time towards business start-up and it's importance" Research question 7: Are business attitudes the same at undergraduate level

			compared to those attitudes held after graduation?

Appendix L – Table 5.2 – Summary of themes for NVC degree student interviews

Theme	Codes
0 – Aware of New Venture Creation degree	Aware of the term Not aware of the term
1 – Definition of New Venture Creation degree	• Combining the practical element of business start-up with an academic degree • A degree with a core focus of business start up • Learn how/ ability to create your own business • A degree that requires you to set up a business
2 - Drivers	• Didn't know what to study at university • Influence from teachers • The degree looked interesting / different • Saw a NVC degree at an open day or in a prospectus • The desire to set up / run a business • Because of the university itself • The practical aspect • Gain a degree • Develop skills
3 – Opinions changed or not	• Yes – thought it would be more practical • Yes – opinion has changed • No

4 – Expectations met or not	• Not met my expectations
	• Wasn't sure what to originally expect – hard to compare
	• Course portrayed or advertised wrongly
	• Support wasn't as good
	• Yes – expectations were met
	• Began to expect less
5 – Start-up required	• Yes it is
	• No it is not
	• No it is not – but would be beneficial
	• No it is not – but it originally was or they thought it was
6 - Start-up intentions	• Have already started a business / currently setting one up
	• Haven't set up a business but intend to do so before graduating
	• Haven't set up a business but intend to do so after graduating
	• Haven't set up a business
	• Already set up a business - Intentions to set up further businesses after the degree
7 – Impacts & effects of NVC degree on start-up	• The degree has been helpful
	• Opened up opportunities of graduate jobs
	• Hasn't influenced the individual to start a business
	• The experience / meeting people has been positive
	• The degree hasn't been entirely useful

	• Business support services within the university have had a positive impact
	• The course has kept the individuals intention of wanting to set up a business
	• Positive effects on start-up intentions
8 – Barriers to start-up	• Motivation
	• Speaking to the right people
	• Money / Finance
	• The course itself
	• The need to know your customer
	• Time
	• The right skills
	• Coming up with an idea
9 – NVC help regarding the barriers to start-up	• Helped to improve assignment motivation
	• Motivation to set up a business
	• Better understanding / gaining knowledge to progress
	• Increased confidence
	• Save money through the use of a newly developed skill or knowledge
	• Time management
	• Its helped
10 – Start-up regardless of NVC	• YES
	• Already did before
	• Not sure
11 – Business intentions after graduation	• Potentially sell
	• Continue to run it / business growth
	• Set up / launch the business
	• Continue to gain knowledge first

	• New venture creation
	• See what the future holds
12 - Employment	• Positive impact / more employable
	• Potential drawbacks (not negative but not wholly positive)
13 – Degree or business	• N/A
14 – Feelings	• Positive
	• Learned from it
	• Overcome problems
	• Exciting
	• The degree would be better part time
	• Harder than expected (running a business whilst at university)
	• Stressful
	• Scary
15 – Alternative courses	• Different venture creation degrees
	• Business management
	• Business studies
	• No other universities – this or nothing

Appendix M – Themes for NVC degree student interviews

<table>
<tr><td colspan="2">THEME 0 – Aware of New Venture Creation degrees:
Whether the individuals are aware of the term New Venture Creation degrees regardless of their definition</td></tr>
<tr><td>CODES</td><td>QUOTATIONS</td></tr>
<tr><td>Aware of the term</td><td>PAR1 – "I have, I have"
PAR2 – "vaguely but I don't particularly.. I can sort of guess what it is but I've never been told exactly what that means"
PAR3 – "I have, I'm on one"
PAR4 – "yep"
PAR6 – "yeah, I've heard it from Nigel"
PAR7 – "I have yes.. [Not before coming here]"
FG1, 2 & 3 – "Yeah"
FG4 – "I've heard the term venture creation program, on the VCP list"
FG5 – "Yeah"
FG6 – "Yep"</td></tr>
<tr><td>Not aware of the term</td><td>PATR5 – "No"
PAR8 – "I haven't"</td></tr>
</table>

<table>
<tr><td colspan="2">THEME 1 – Definition of New Venture Creation degree:
A theme which includes differing definitions of the term 'New Venture Creation degree' as discussed by the participants</td></tr>
<tr><td>CODES</td><td>QUOTATIONS</td></tr>
<tr><td>Combining the practical element of business start-up with an academic degree</td><td>PAR1 –"I'd say it's an academic degree which you combine with the practical element of creating a new business, and.. Also academic parts to it"
PAR2 – "a degree, but it's to do with setting</td></tr>
</table>

	up a business or being part of that process"
	• PAR7 – "whilst studying alongside your classic academic business side of your degree, that you have to create a real-world enterprise"
	• PAR8 – "essentially creating your own business or social enterprise"
	• FG2 – "where you can, have the opportunity to start up your own business if you haven't before and you can see more of a real world perspective of business"
	• FG4 – "Id say it's a degree, erm, which involves as an intrical part of the degree actually creating a business"
	• FG5: [agrees with FG4]
	• FG6: "Id add the word practical in there
A degree with a core focus of business start up	• PAR3 – "It's a degree based around setting up your own business"
	• FG4 – "Id say it's a degree, erm, which involves as an intrical part of the degree actually creating a business"
Learn how/ ability to create your own business	• PAR7 – "a degree that allows you to start a business and learn how to start a business in the course
	• PAR5 – "Its about building new business ideas, making your ideas into businesses"
A degree that requires you to set up a business	• PAR4 – "It's a degree, which requires you to set up your own business as part of that degree"
	• FG1 – "Erm I'd define it as a degree where

	you have to create a new venture, a business"

THEME 2 – Drivers:
Different types of drivers that led participants to studying a New Venture Creation degree

CODES	QUOTATIONS
Didn't know what to study at university	• PAR2 – "I suppose I didn't have a clue what I wanted to do" • PAR4 – "I wasn't exactly sure what I wanted to do but I knew I had an interest in business" •
Influence from teachers	• PAR2 – "my tutor was a business studies teacher, so pushed me in that direction saying well you can do anything with a business studies qualification"
The degree looked interesting / different	• PAR2 – "then I stumbled across this degree and it jumped out at me. And I thought actually that's something exciting, something different, something new" • PAR1 – " like the actual degree sounded really good"
Saw a NVC degree at an open day or in a prospectus	• PAR1 – "there was like the UCAS roadshow over at Portsmouth.. I just started picking up loads of prospectuses.. So I was flicking through and that's when I first found out about new venture degrees" • PAR5 – "I came to the open day… I looked in the business department and saw the enterprise development course." • FG5: "I wanted to do something in

	entrepreneurship but I didn't know there was a course like this… when I actually decided I wanted to do a business degree then I went degree searching and I saw this and I was like yeah this is definitely what I should be doing
The desire to set up / run a business	• PAR1 - "It was wanting to set up a business, not necessarily wanting a degree" • PAR3 – "I've always wanted to set up my own business, and so I decided why not go to uni and do it" • PAR5 – "I've always liked setting up little businesses" • PAR6 – "my mum and dad ran their own business and I liked the way they could do what they want they could take whatever holidays they want" • PAR6 – "my mum and dad ran their own business and I liked the way they could do what they want they could take whatever holidays they want" • PAR7 – "so I thought why not get a degree whilst building another business to add to my portfolio" • PAR8 – "I always wanted to set up a business" • FG2 – "I've always wanted to do something [set up a business].. So I wanted something that was relating theory to the real world in a much better way" • FG1 – "then I realised I'd like to kind of run my own business long term future" • FG1, 2&3: "[would you say that erm one of the underlying reasons would be that you all wanted to set up a business": Yeah]

	• FG4: "I want to be a serial entrepreneur"
	• FG4: "I was looking to build one [a business] as part of the degree and learn how to build one"
	• FG5: "well I studied law for 3 years, but during my gap year I found that law wasn't really for me because I would come up with business ideas, but I wouldn't be able to pursue them"
	• FG6: "I kind of grew up in a family where they were very business orientated, and I had that mind set from a younger age. So whenever someone said do you want to work for someone or work for someone else, I straight away said I would rather work for myself because I don't wanna be told what to do… so that is one of the main reasons why I chose this degree"
Because of the university itself	• PAR3 – "I applied for it because it was rated the best entrepreneurship uni or something in 2013"
The practical aspect	• PAR4 – "so this was more, the only course which could utilise practical skills within learning"
	• FG3 – "for the practical side"
Gain a degree	• PAR4 – "so I want to make that next level of achievement or industry recognised qualification in some way"
	• PAR5 – "I always wanted a degree"
	• PAR7 – "I wanted to get my degree done in two years rather than three years "
	• PAR7 – "so I thought why not get a degree whilst building another business to add to my

	• portfolio"
	• FG1 – "but then as my careers progressed I've kind of realised the value of having a degree"
Develop skills	• PAR4 – "because I really liked the nature of degree was sort of, it gave you skills but in a sense of a degree to help be self-employed"
	• PAR8 – "I feel that some of the skills I'm really good at but in other areas I think this degree will help me to develop those areas"

THEME 3 – Opinions changed or not:	
Whether or not the participants opinion on the course has changed or not	
CODES	QUOTATIONS
Yes – thought it would be more practical	• PAR1 – "Its certainly changed from now from day one. Erm, because like I expected it to be more practical… and to have more practical assessment"
	• PAR1 – "I expected it to be more practical, because it was called like pracademic, which in my mind means kind of close to 50/50 practical academic maybe 60/40 in favour of academic, but in reality I'd say in terms of assessment it's probably more like 90%"
	• PAR2 – "I think theres not as much practical stuff as I would have expected"
	• PAR2 – "but a lot of the practical element is expected for us to do of our own accord I suppose"
	• PAR5 – "Its just more doing modules rather

	than.. Getting in the business side of things"
Yes – opinion has changed	• PAR3 - "Id say that they've definitely changed from when I first came for the open day" • PAR3 – "Id say now in third year of my opinion has changed a lot compared to first year" • PAR4 – "yes, I would say it changed most dramatically from my perceptions of the course and the way it was advertised to actually initially being on it, and then less drastically it's changed from year into finishing the degree" • PAR4 – "It was drastically different" • PAR4 – "yes, I would say that as my opinion changed from starting the degree" • PAR5 – "yeah it's always been a bit up and down. At first I thought it was going to be really good" • PAR7 – "the experience of how running a business alongside, that has been changed a lot • PAR8 – "they've got better if anything" • FG4: "they've become much better informed… as in we understand far better exactly whats involved in completing this course now than when we first joined… we didn't know really what to expect… what we would be doing, what our lives would be like here"
No	• FG1 – "erm not massively, I don't think" • FG2 – ": I don't think so"

THEME 4 – Expectations met or not: Whether or not the New Venture Creation degree had met the expectations of the student or not	
CODES	QUOTATIONS
Not met my expectations	• PAR1 – "Its certainly not met my expectations but I wouldn't say it was a waste of time by any means" • PAR3 – "not exactly" • PAR4 – "severely not met my expectations no" • PAR4 – "I expected something which I found to be completely different than my expectations" • PAR4 – "Its like going to the park, wanting to go on the merrygoround, and then there isn't one so then you have to play football instead. You still have a good time but it's not what you expected."
Wasn't sure what to originally expect – hard to compare	• PAR2 – "I don't think I had much in the way of expectations because I wasn't sure of what I was getting myself in to" • PAR6 – "I did find that it was a lot different to what I expected a normal university to be and a normal course to be" • PAR6 – "I didn't really know what to expect" • PAR7 – "thats the hardest thing yeah the expectations weren't quite there" • PAR7 – "It was hard to have an expectation, it's hard to build an expectation about the unknown"

Course portrayed or advertised wrongly	• PAR2 – "I think there was something's that maybe were portrayed in the wrong way by the university"
	• PAR2 – "but a lot of the practical element is expected for us to do of our own accord I suppose … which wasn't made as clear as it could have done"
Support wasn't as good	• PAR3 – "the support wasn't as good"
	• PAR5 – "I don't think you get as much help setting up"
Yes – expectations were met	• PAR3 – "but now I'm in third year I'd say yeah my expectations have been met"
	• PAR7 – "academically I'd say my expectations have been met"
	• PAR7 – "I don't think that the experience academically hasnt steered too far away"
	• PAR8 – "Its exceeded them"
	• FG1 – "I think it's quite like I would have expected"
	• FG3 – "I think it's better than I expected actually"
	• FG3 – "then I saw this course I came here and I expected it to be better and this is way better than before"
	• FG4 – "erm both, they've largely been met. IT'S not absolutely every expectations have been met, but many have been exceeded overall it's been very good" [FG 5&6 agreed]
Began to expect less	• PAR4 – "It adjusted so slightly and you sort of going towards the end of the degree you expect less"

THEME 5 – Start-up requirement: Whether or not the students understand whether they are required to set up their own business as part of their New Venture Creation degree	
CODES	QUOTATIONS
Yes it is	• PAR7 – "you have to set up a business yes" • PAR5 – "It is a requirement" • PAR6 – "It is, you have to make a business plan and pitch by the end of may." • PAR6 – "If you don't then you can't continue with the course" • FG1 – "no you have to you can't pass the degree without setting up a business" • FG2 – "you have to get investment as well" • FG1 – "so if you don't have a business running it's going be really difficult to apply" • FG4 – "It is" • FG5 – "yep"
No it is not	• PAR1 – "you can't fail the degree from not actually setting up a business" • PAR4 – "yeah it was merely just something to provide substance for academic study" • PAR8 – "nope. They make it well known that you don't have to have an idea or you don't have to walk out of university setting up a business"
No it is not – but would be beneficial	• PAR1 – "I think if you do, it apparently will help" • PAR2 – "It benefits you with your help, but you don't really have to have one in order to pass." • PAR2 – "I think it does give you a better grade if you do have one"

	• PAR8 – "Its more helping you, be creative, innovative" • PAR8 – "think it's one of those you can go to the lectures and listen to what they're saying and that's fine, but if don't apply it [e.g. To your own business] it might not make as much sense to you"
No it is not – but it originally was or they thought it was	• PAR1 – "well we were told it in first and second year, that it was like a hundred percent set requirement" • PAR2 – "I think it was supposed to be a requirement and that's what I was expecting when I came to university" • PAR3 – "I don't think it's a written requirement anymore.. I knew it used to be a few years ago" • PAR4 – "on paper initially it was a requirement"

THEME 6 – Start-up intentions: Whether or not students have started a business, and their intentions if so or if not	
CODES	QUOTATIONS

Have already started a business / currently setting one up	• PAR1 – "I had actually set up a business" • PAR1 – "so based on my experiences from the first one from that business and what I'd learnt from the first 2 and a half years of the degree, I decided with a fellow student… to launch a business in 24 hours" • PAR2 – "I'm in the process of setting up" • PAR3 – "I think it was in february my partnership was formed" • PAR3 – "we've registered the company" • PAR6 – "I have set up a business in the course" • PAR7 – "I set up a business during this course yep" • FG5: "erm I've set up a business.. I'm currently running it" • FG4 – "I'm in the process"
Haven't set up a business but intend to do so before graduating	• PAR4 – "I've put things in place to set up my own business" • PAR4 – "Its something I'm going to have to do after university once I've done the work" • PAR8 – "I intend to yeah" • PAR8 – "now I've got two ideas which I'm trying to secure business funding for" • FG1,2&3: [asked at the minute have you all set up a business or do you intend to do so before graduating? "yeah"]
Haven't set up a business but intend to do so after graduating	• PAR5 – "I still want to set up my own business, but, I want to make sure I know exactly what business I want to set up before I go investing money in to it" •

Haven't set up a business	• PAR5 – "the uni thinks I have but I haven't"
Already set up a business - Intentions to set up further businesses after the degree	• PAR6 – "I also hopefully intend to start many after the course as well." • PAR7 – "and to continue to grow businesses really.. A portfolio of businesses would be amazing yeah"

THEME 7 – Impact & Effects of NVC degree on start-up:
The effect that the NVC degree had on the individual and on the effect on business start-up / intentions amongst students

CODES	QUOTATIONS
The degree has been helpful	• PAR1 – "I think the degree has certainly helped" • PAR2 – "I think I've pulled information out which will be useful as I go along" • PAR3 – "I managed to know a lot of things. I didn't realise that I knew until he started asking questions" • PAR3 – "yeah like I know how to start a business where as before I sort of had an idea" • PAR4 – "personally I've found that so I think the tutors purely from academic perspective have been good." • PAR4 – "I have learnt a lot from the course" • PAR6 – "In regards to the business, I think a lot of it has been positive" • PAR6 – "If you didn't have a deadline then, whats the point in doing it?" • PAR7 – "always been fluctuations yeah I mean it's highlighted some of the worst bits about business, about how hard it is" • PAR8 – "Its definitely helped like I said it's helped me have a wider way of thinking" • PAR8 – "Its helped me to be more creative and think of other ideas which I wouldn't have thought of before" • PAR8 – "Its made me more confident in my opinion" • FG5 – "I think the degree has a lot, plays a lot on your person as well. I think I've changed,

	like a year ago I probably wouldn't have sat here and done this"
	• FG5 – "like stand at the front and give a presentation, I was really bad with presentations and like pitches and stuff. It helps you, it helps you build your confidence it helps you build your erm sociability"
	• FG5 – "so what I'd probably say I take out of this is like, everything that I've learnt to date, because before I came here I did run a business erm, a farm.. But everything I've learnt to date, I know that I would actually apply to my existing business, like I would actually go back and revamp because I feel like I didn't know as much as I know now. I can't exaclty place my hand on what the change is, but you just know
	• "FG6 – "I feel like at the moment all we've done in the subjects that we've kind of taken and finished, erm a lot of them have actually used examples, formulaes and techniques that we've used to build up part of the business plan. So it's been very informative and helpful to actually know what I want to do, where I want to be by the end of the 2 years"
	• FG4 – ". Me? I have gone through loads of ideas whilst I've been here, and it's definitely gave me a better understanding of what makes a good idea, what makes a good business… and so I can better crtitically evaluate the ideas that I come up with… and we can better critically evaluate each others ideas when people are suggesting them. This is something we could do like we can step in and say that would be a possible barrier to

	how we can get round that"
Opened up opportunities of graduate jobs	• PAR1 – "In particular opened me up to potential graduate jobs in the future"

Hasn't influenced the individual to start a business	• PAR1 – "I don't think ultimately it has influenced me to like start up business"
The experience / meeting people has been positive	• PAR1 – "the environment and the people I've met through uni is the biggest thing by an absolute mile" • PAR1 – "I've met lots of people like both successful like middle aged old people who have like been there and done the whole thing" • PAR1 – "also met people in my position like yourself, like jacob hill who have been really motivational in seeing the immediate goal. Like what you can do" • PAR3 – "we've had quite a few guest speakers come on the course which has helped" • PAR6 – "he gets like a speaker in, or he gets like another business person who says what about this or what about that" • FG2 – "Its had an impact on a lot of people on the course. From opening peoples eyes to new cultures or what not, and different peoples ideas from where they're from and erm, what else"
The degree asn't been entirely useful	• PAR2 – "I think what you've been taught, is quite specific a lot of the time to larger businesses.. Which is probably erm a negative side to it" • PAR4 – "Its like going to the park, wanting to go on the merrygoround, and then there isn't one so then you have to play football instead.

	You still have a good time but it's not what you expected." • PAR4 – "from a business side none of them except one, who does sort of have his own business, have been no help because they're just purely academic" • PAR4 – "I wouldn't say that the tutors have been any help to the business" • PAR4 – "the information the degree has offered itself in terms of the modules and lessons and seminars and things, they werent very well thought out." • PAR4 – "for example the accounting, the law was very general, the marketing was very tenious connections to a small businesses." • PAR – "a lot of the modules weren't relevant as I say to a small business"
Business support services within the university have had a positive impact	• PAR3 – "like the 3M duke of york entrepreneur centre, the support I'd say is definitely more the support than the people I've met as such" • PAR3 – "we came to the duke of york young entrepreneur centre, and they referred us to IP lawyer who works upstairs and now everyones good" • PAR4 – "but then coming to the the 3M, which is external to the university, erm, that's helped a lot" • PAR4 – "yeah, they've been the most useful people to helping my business, and to getting some actual specific knowledge" • PAR4 – "you have the 3M centre which is probably the best or most relevant part to setting up your own business" • PAR8 – "thats where the enterprise hub comes in the university they try and help you

	source funding and assist you in the development of your idea"
The course has kept the individuals intention of wanting to set up a business	• PAR5 – "I still want to set up my own business"
Positive effects on start-up intentions	• PAR2 – "yeah I've definitely go to the point of right I just want to set up the business" • PAR6 – "but because of the course, it's certainly pushed me into starting up a business" • PAR6 – "In regards to the intentions to start a business, I would definitely say it is definitely increased a lot more" • PAR7 – "overall, positive. In an absolute" • PAR7 – "you become more resilient, and positives and negatives but overall, a net positive" • FG1 – "so I think it's definitely positive in that sense when it comes to starting a business

	because I think a lot of people have ideas but don't have that to push them to actually get something done, but because we have deadlines we have to get it done" • FG1 – "I think it pushes you because we had deadlines, you have to have a business plan by this day, we have to pitch by this day" • FG6 – "so it's been very informative and helpful to actually know what I want to do, where I want to be by the end of the 2 years"

THEME 8 – Barriers to start-up:
The barriers that students have faced during business start-up or believe they will do so in the future

CODES	QUOTATIONS
Motivation	• PAR1 – "I'd say my motivation.. Cause if you haven't got the drive to do it then you'll probably just not even get there in the first place"
Speaking to the right people	• PAR2 – "the biggest one personally for me is going to be talking to the right people and building the best network" • FG4 – "I suppose its, for me one of my barriers is figuring out who I need to speak to, who I need to be making the relationships with and how to reach out to

	them"
Money / Finance	• PAR3 – "we needed a loan to launch it so if not we'll have to wait until we're both working" • PAR4 – "maybe financial" • PAR5 – "quite a lot of it is money and funding" • PAR7 – "funding. I'd say funding really" • PAR8 – "Its for me funding" • FG2 – "time and money" • FG5 – "we did not get as much money as we wanted. Well I didn't get as much money as I wanted from the board.. IT'S working but then sometimes I feel a bit like because I knows theres a lot more I could have acheived if I had more money"
The course itself	• PAR4 – "at the moment it is the course" • PAR1 – "erm, I think there was certainly times where I wanted to be doing business but I couldn't.. Because I had assignments" • PAR3 – "like for the last 2-3 weeks, we haven't really done anything on the business because we've had so many deadlines" • PAR7 – "I mean exam periods are a really good example during exam periods the curve of productivity on business drops"

The need to know your customer	• PAR6 – "I would say that it's been the customers • PAR6 – "but we didn't know.. [what].. The customer wanted"
Time	• FG1 – "1: I'D say time" • FG2 – "time" • FG1 – "time because of assignments and a degree to do"
The right skills	• FG5 – "so the biggest barrier for me and then i, like now ill be speaking subjectively, but the biggest barrier for me has been just getting the right skills, well trying to marry your capabilities with" • FG5 – "well my business is an online business so the one thing I really need is tech skills. I've had to like develop tech skills on the fly, and then as things get more advanced I would need someone who's like a techy so that has been my biggest" • PAR2 – "I suppose using social media and that sort of thing"
Coming up with an idea	• PAR6 – "the initial barriers were actually coming up with the ideas, so not knowing the UK market because I'm not from the UK, so actually coming up with ideas. People keep saying try and solve a problem that's within the UK, but it's kind of hard to think of a problem"

	THEME 9 – NVC help regarding the barriers to start-up: Whether the studying of the NVC degree has helped the individual overcome any of their barriers	
CODES	QUOTATIONS
Helped to improve assignment motivation	• PAR1 – "I think one thing I've certainly noticed very recently is that with the like, assignments that we have to do, I'm now a lot more on it with those"
Motivation to set up a business	• PAR2 – "yeah I've definitely go to the point of right I just want to set up the business"
Better understanding / gaining knowledge to progress	• PAR2 – "I think there has been good things like talking about social media has helped me to understand how I can reach more people" • PAR4 – "yeah I think in terms of coming on the course as a complete novice, you had to gain knowledge which was useful in order to take steps" • PAR5 – "all my business knowledge has come from this degree" • PAR6 – ""at the end of the degree I want to start another business but I'm not sure if I have the capital in itself to do so… but, by

	being on the course I know how to make a business plan, I know how to do a pitch" • PAR7 – "me to overcome barriers in terms of accounting if anything"
Increased confidence	• PAR4 – "overcome the sort of nerves that made me feel like I cant do essays, or maybe even a desk job, who knows." • PAR8 – ": IT'S made me more confident in my opinion" • PAR8 – "Its given me the confidence for my ideas to try and pursue"
Save money through the use of a newly developed skill or knowledge	• PAR7 – "not just the knowledge barrier but the cost of using an accountant"
Time management	• [would you say the degree has helped you with time management?] FG1 – "yeah I think by the end of the course definitely"
Its helped	• FG4 – "Its helped.. There'd have been a lot more [problems] if you'd have asked me three months ago • FG5&6 [asked - so it's definitely helped with these individual problems it's pushed you on] "yep"

THEME 10 – Start-up regardless of NVC degree: Whether or not the individual believes they are the type of person that would have set up a business regardless of the NVC degree	
CODES	QUOTATIONS
YES	• PAR1 – "I'd have definitely set something up anyway" • PAR1 – "Id have certainly gone on to do something but I think it would have been slowed down and not. I just don't think it would have been as sped up or been as successful". • PAR3 – "yeah I think I would have at some point" • PAR4 – "yeah absolutely that's always what I wanted to do, this was just to supplement that want." • PAR5 – ": Yeah even a bit of the way through uni, I used to buy vintage clothing… and I used to sell each shirt at like £16 - £18 online" • PAR7 – "yeah, it's proof in the pudding" • FG1 – "yeah" • FG2 – "I think so yeah" • FG3 – "yeah"
Already did before	• PAR1 – "before I came here I was doing stuff on eBay I was selling stuff at home" • PAR5 – "and I used to sell each shirt at like £16 - £18 online" • PAR7 – "growing up setting up businesses with my brother, t shirt companies or you know, drum tuition companies things like that" •

Not sure	• PAR2 – "erm I'm not sure"
	• PAR2 – "so I suppose I might have done something on the side, selling things that I've made"
	• PAR2 – "I don't think it would have been a focus, I think definitely the degree has helped me with that, and meeting people that have already done it"
	• PAR6 – "I'm not entirely sure, erm, I think I would have liked to start up a business but I don't think I would have mainly because I would have been too shy, or would have been afraid to invest my money
	• PAR8 – "I had the intention to do but I don't know if I'd have actually pursued it I'm not"

THEME 11 – Business intentions after graduation:
The intentions for individuals' businesses once they have graduated

CODES	QUOTATIONS
Potentially sell	• PAR1 – "erm could sell it on to someone"
Continue to run it / business growth	• PAR1 – "because it's so much fun and it's simple, it can like run with like minimal effort but it's like if you put more into it"
	• PAR6 – "yeah so we hope to continue to run it"
	• PAR7 – "Ill definitely continue to grow this one"
	• FG2 – "I think the intentions are there to continue running it, but purely depends on success level"
	• FG5 – "I want to carry on running mine"

	• FG4 – ". I'd like to run it initially" • FG6 – "I want to run a business and scale it up as big as possible"
Set up / launch the business	• PAR2 – "get a part time job, to get me by and to focus on the business and to try and give it a kick start. I've given myself the deadline of a year" • PAR3 – "the plan is to launch during summer.. And then plan to grow it as much as we can" • PAR4 – "the intention is to definitely make an effort to set it up"
Continue to gain knowledge first	• PAR5 – "Id like to carry on researching different business ideas" • PAR5 – "I think knowledge is important before going into any of the business, you need to know the background"
New venture creation	• PAR7 – "for life and to continue to grow businesses really" • PAR8 – "well that's the idea of an entrepreneur you don't stick with an idea you let go and move on" • FG4 – ". I'd like to run it initially and then erm, remove myself from the equation and start another one"
See what the future holds	• FG1 – "see what happens in the next few years"

THEME 12 – Employment: The participants views on whether setting up and running your own business would have a positive or negative effect on employment	
CODES	QUOTATIONS
Positive impact / more employable	• FG1 – "should be, depends on whether you can show your understanding" • FG2 – "I think if you can show them it's successful then they could see that as incredibly valuable because it shows that you've got erm, a broader understanding of the full works of a business" • FG2 – "and you can talk to people and communication is one of the most important things for business erm and yeah it just shows the employer that you're an all rounder really" • PAR1 – "I think it's helped me already to be honest" • PAR1 – ": Yeah like with the like the work at the SU, I don't think it had have maybe got that as easily as I did without having businesses because that was like the main thing I had." • PAR2 – "I think the skills of setting up of running your own business are probably really good to have" • PAR2 – "so I think some roles would probably love it because they know that you're independent" • PAR2 – "yeah theres a lot of experience gained from the business that I think although I would say that I haven't had a full time job so I haven't got experience of that, I have got experience of actually doing the business element" • PAR3 – "yeah because if you've gone off to try and do it yourself, you're one step ahead

	of the people that have just gone to uni,"
	• PAR4 – "yeah it will definitely have a positive impact"
	• PAR5 – "erm I think it would look good and erm it would look impressive"
	• PAR6 – "for me personally I would definitely think it would be. It would be a positive because there is a lot, there is a lot that goes in to your business that like, the determination, focus, trying to think of others but just lost"
	• PAR6 – "and if you can't really do them then you can't really like, if you can't really do them then it's going to be difficult to do it in like a normal job"
	• PAR7 – "I think in terms of employability yeah, I do think, I think some of the skills you have to take on"
	• PAR7 – "I think it would make me more employable"
	• PAR8 – "I think it would it obviously shows you can possible deal with a management role as well as the smaller ones"
	• FG4&6: "yep" [make you more employable]
	• FG5: "I'd say so"
Potential drawbacks (not negative but not wholly positive)	• PAR2 – "but I think one of the issues is that you tend to be a bit of a, you have skills in all areas"
	• PAR4 – "some jobs.. Quite specific for people who are wanting to employ you to run and operate and to grow their own small business"
	• PAR7 – "but ironically from my perspective it's going to make me less employable because I'm not going to want to "

THEME 13 – Degree or business: The participants views on views on which is/was most important, the degree grade or setting up a business during the course	
CODES	QUOTATIONS
PAR1	• First year: "setting up the business" • Final year: "It would certainly be split in some level. Like I said like getting a 2 1 or a first is your door in to a lot of good jobs"
PAR2	• First year: "I think, they were both equally important for me personally" • Final year: "the business is still really important to me… but I'm partly wondering what the point of the degree was, more from the side of if my business is successful and I carry on doing that.. Why did I bother with the degree, because the degree is almost a thing to get you a better job"
PAR3	• First year: "In first year, I'd say definitely setting up a business" • Final year: "at the moment it's definitely getting my grade.. Yeah I think that's more because I know that I'm gonna set up the business anyway, it's going to launch"
PAR4	• First year: "I think at the start it was a balance between a degree and a business" • Final year: "I mean completely the grades, erm, the business is I wouldn't say irrelevant, but I would say very far back in my mind"

PAR5	• First year: "probably as I was paying so much for a degree, the degree that I got the result I got at the end of the degree" • Final year: "Its still the same… I'd say the business side has less of an effect because you're paying like 9 grand a year.. I think a lot of people are like get a degree and get it done and set one up after"
PAR6	• First year: "I think before university it was definitely the business" • Final year: "but now that I'm in university I want to push the mark a lot more so I wanna get a first and that's what I'm pushing for and I also want the business to succeed as well so it hasn't changed"
PAR7	• First year: "actually you know when I first came on the course my priority was the degree, so I wanted to get a first. 70 / 30 in favour of that" • Final year: "60/40 it's decreased now. IT'S still in favour of the degree because I've only got one shot at this degree, because I've got the rest and I will spend the rest of my life setting up businesses.. But the reason or the change is the at quite frankly I've fallen in love with our business we run and I have every intention of growing this and seeing this and matthew and I taking this to 10 million a year"

PAR8	• Start of first year: "getting the grades to begin with" • End of first year: [asked and would you say it's the same coming towards the end of first year it's about the grades and let the business follow?] "yep"
FG1	• "for me personally I'd say it's a balance obviously a big part of the learning is the setting up of the business and I came here to learn obviously not just get a piece of paper. But obviously with the cost and time it takes out of life I want to get really good results otherwise whats the point you may as well just set up a business outside of the degree if you just want to set up a business so you may as well do well in it"
FG2	• [agreed with FG1] "Id say I agree with that"
FG4	• End of first year: "business"

FG5	• End of first year: "It would be a balance for me" "then you get a really good grade and 2 years working on a business that never really went to flow, that's really difficult"
FG6	• First year: "I think the grade" • Final year: "well ultimately we did come to uni to get the grade, so I feel like if you get a successful business but you got a bad grade it does look bad on you… but then again if you did set up a successful business and you are only looking to work for yourself then it's only really there for a back up"

THEME 14 – Feelings:	
Alternative degrees that the participants applied for alongside their New Venture Creation degree	
CODES	QUOTATIONS
Positive	• PAR1 – "Id say it's one of the best things I've ever done… like one of my proudest achievements" • PAR2 – "I think I'm happy about where I am at the moment" • PAR2 – "I've now got my motivation at the right level and I'm passionate about it now" • PAR3 – "Its good, it's all good fun." • PAR6 – "I'm like really happy with like how it started and we've sort of set in strategies sort of to develop"
Learned from it	• PAR1 – "overall it's been amazing I've learnt so much from it"
Overcome problems	• PAR3 – "well we've encountered some problems along the way but that's apart of the fun isn't it. We've overcome then"

Exciting	• PAR4 – "probably excited is the word" • PAR8 – "In general it's very exciting" • FG1 – "Id say it's exciting like the actual prospect of setting up a business doesn't like scare me" • FG5 – "exciting"
The degree would be better part time	• PAR5 – "the course would be better if maybe it was a part time course"
Harder than expected (running a business whilst at university)	• PAR7 – "Its been harder at times than I thought, a lot harder, purely because when you run a business in the real world outside of university you just run that business"
Stressful	• PAR7 – "Its about having a respect and an appreciation for the stress it can put on you, it can, I don't think I've ever given it enough respect I mean last year I got to breaking point"
Scary	• PAR8 – "theres been areas of it being scary, like there scared of wasting resources you don't want to get into financial debt" • FG3 – "Its scary but encouraging" • FG1 – "what scares me is we have to get a degree whilst running the business, and how it's going to match up with getting you know assignments and revision"

THEME 15 – Alternative courses: **Alternative degrees that the participants applied for alongside their New Venture Creation degree**	
CODES	QUOTATIONS
Different venture creation degrees	• PAR2 – "I suppose I didn't have a clue what I wanted to do"

	• FG2 – " so I considered all the entrepreneur courses I could find in the country, so there was one in falmouth, erm huddersfield.. Erm I think coventry as well, and there was more of an academic entrepenrurial course is strathhide in glasgow as well so I considered all of those" • FG3 – "like to have like many universities for studying this, one university especially in germany at gernova in germany and offering me to practice at BMW and other big companies after the degree, considered that because of the practical side, then I realised I could do my own company here so I came here" • FG4 – "I applied for all the venture creation programmes, they were the only ones I considered"
Business management	• PAR2 – "my tutor was a business studies teacher, so pushed me in that direction saying well you can do anything with a business studies qualification" • FG1 – "then I was looking at business management because I just wanted a degree" • FG6 – "I considered business management at various universities and then decided that this one was perfect for me"
Business studies	• PAR2 – "then I stumbled across this degree and it jumped out at me. And I thought actually that's something exciting, something different, something new" • PAR1 – " like the actual degree sounded really good"
No other universities – this or	• PAR1 – "there was like the ucas roadshow

nothing	over at Portsmouth.. I just started picking up loads of prospectuses.. So I was flicking through and that's when I first found out about new venture degrees"
	• FG5 – "just this one"

Appendix N – Initial draft of interview questions to NVC degree graduates

1. What degree are you currently studying?

2. What year are you currently in?

3. Have you set up a business of your own during university?

4. What would you say the biggest barrier has been to setting up a business / what do you think will be the biggest barrier?

5. Have you heard of the term 'New Venture Creation' degree before?

6. How would you personally define the term "New Venture Creation degree"?

7. What do you think the overall objectives/outcomes of the degree would be?

8. If you knew about it before choosing your degree, would you have studied one?

Appendix O – Finalised draft of interview questions to NVC degree graduates

1. What degree are you currently studying?

2. What year are you currently in?

3. Have you heard of the term 'New Venture Creation degree'

4. If yes, what is your personal definition? If no, what would you suggest it involves?

5. When you tell another university student what course you studied, do they understand what you mean? Do they show interest in it or wish they had known about it?

6. What were your reasons applying for your degree?

7. Did your opinions on the course change throughout your studies? Were your expectations met or did they change over time?

8. Was setting up your own business a requirement of your degree?

9. How is each year of the degree split? How is each year different from the next?

10. Did you set up your own business during the course or since graduating?

11. Can you describe the impact that your degree has had on your business start-up / intentions to set up a business? Has the impact been positive or negative?

12. What would you say the biggest barrier has been to setting up a business?

13. Did the studying of your degree helped you to overcome barriers or caused more problems?

14. Do you believe that you are the type of person that would have set up a business regardless of the degree or coming to university?

15. What have you done in relation to your business since graduating? Do you plan to continue running your business?

    a. What progress have you made? How does it make you feel?
    b. What impact do you believe running your own business could have on employment? For example, would they make your more employable?

16. What other degrees did you consider?

17. Would you recommend your degree to someone applying for university?

18. If someone asked you when you first started university, what is most important, the degree grade or the business, what would you have said? What about now, is it the same or has it changed?

Appendix P – Table 6.1 - Reasoning for NVC degree graduate questions

Q No.	Question	Reasoning	Links to aims/objectives or research questions
1	What year did you graduate?	For use in analysis	N/A
2	What degree do you study?	For use in analysis / grouping / to ensure the individual studied a true NVC degree	N/A
3	Have you heard of the term 'New Venture Creation degree'	Although they study a NVC degree they may not be aware of the actual term due to only using the name of their course	To observe awareness of NVC degree amongst students.
4	If yes, what is your personal definition? If no, what would you suggest it involves?	To gain an understanding of how NVC degree graduate personally define a NVC degree themselves.	Aims and objectives 1: "*Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree*"
5	When you tell another university student what course you studied, do they understand what you mean? Do they show interest in it or wish they had	To gain an understanding of the potential definitions non-NVC degree would	Aims and objectives 1: "*Identify how NVC degree students and graduates, and students within*"

	known about it?	give if they have heard of the term before or what they believe the course would entail	*different disciplinaries define the term 'New Venture Creation' degree"* Resarch question 1: *"How will non-NVC degree students define the term, and what will they suggest the degree involves?"*
6	What were your reasons applying for your degree?	To gain an understanding in to the potential drivers for a student to study a NVC degree.	Aims and objectives 2: "Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates*"* Research question 2: What are the drivers and enablers that lead to undergraduates studying NVC degrees?
7	Did your opinions on the course change throughout your studies? Were your expectations met or did they change over time?	Gain an understanding of what they expected from the course and whether it has met their expectations.	Aims and objectives 2: "Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and

		Showing their expectations could help to reveal their reasons for studying the degree	NVC students that are now graduates*"* Research question 2: *"What are the drivers and enablers that lead to undergraduates studying NVC degrees?"*
8	Was setting up your own business a requirement of your degree?	To gain an understanding about the degree as to whether or not the new venture element is a necessity in order to proceed through the course or not. Whether it is a requirement or not could link with the potential effects of a NVC degree on real-life business start up (which also ties in with the next question)	Aims and objectives 3: "Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates" Research question 3: *"Do NVC degrees lead to real-life business start-up or not?"*
9	How is each year of the degree split? How is each year different from the next?	To gain a better understanding of the layout of the course and whether the business start up element is	N/A

		apparent (where applicable)	
10	Did you set up your own business during the course or since graduating?	To find out whether the student of a NVC degree actually set up a business during the course. Also to help understand how the feel about business start up and their attitudes towards it.	Aims and objectives 3: "Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates" Research question 3: "*Do NVC degrees lead to real-life business start-up or not?*" Aim and objective 7: Explore the changes in attitudes over time towards business start-up and it's importance Research question 7: Are business attitudes the same at undergraduate level compared to those attitudes held after graduation?
11	Can you describe the impact that your degree has had on your business start-up / intentions to set up a business?	To gain an understanding into whether NVC degree have any	Aims and objectives 3: "*Explore the potential effects of New Venture Creation*

| | Has the impact been positive or negative? | effect on the starting of a business, and what type of impact it has. This could also help to explore the attidues of individuals towards business start-up due to effect of the NVC degree | degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates"

Research question 3: Do NVC degrees lead to real-life business start-up or not?

Aims and objective 7: "Explore the changes in attitudes over time towards business start-up and it's importance"

Research question 7: Are business attitudes the same at undergraduate level compared to those attitudes held after graduation?

Research question 8: Do undergraduates and graduates both value business start-up the same? |
|---|---|---|---|
| 12 | What would you say the biggest barrier has been to setting up a business? | To gain an understanding of the potential | Aim & Objective 5 – Explore the potential effects of New |

| | | barriers individuals faced when starting a business during their studying of a NVC degree (or after graduation) | Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates

Research question 4: Do NVC degrees help individuals overcome barriers to start-up? |
|---|---|---|---|
| 13 | Did the studying of your degree helped you to overcome barriers or caused more problems? | To gain an understanding of the impact that NVC degree has on potential barriers to start up business and whether the impact is positive or negative | Aim & Objective 5 – Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates

Research question 4: Do NVC degrees help individuals overcome barriers to start-up? |
| 14 | Do you believe that you are the type of person that would have set up a business regardless of the degree or coming to university? | To gain an understanding as to whether students of a NVC degree would have set up a business | Aim & Objective 5 – Explore the potential effects of New Venture Creation degrees on real-life business start-ups |

		regardless of the degree or whether they have only set up the business due to studying the NVC degree	Research question 3: Do NVC degrees lead to real-life business start-up or not?
15	What have you done in relation to your business since graduating? Do you plan to continue running your business? a. What progress have you made? How does it make you feel? b. What impact do you believe running your own business could have on employment? For example, would they make your more employable?	To gain insight in to what NVC graduate has done with their business since graduating, the overall progress they have made and how it makes them feel. Also to gain an understanding into whether or not they believe running their own business will help them in regards to employment in the future – this could potentially link to exploring the changes in attitudes towards business start up.	Aims and objectives 4: "Explore the intentions of NVC students for their business after graduation and to also explore the actions that NVC graduates have taken since leaving the course" Research question 6: What have graduates done in regards to their business since they graduated? Aims and Objectives 5: "Explore the changes in attitudes over time towards business start-up and its importance as outlined by current NVC students and NVC students that are now graduates " Research question 7:

			"Are business attitudes the same at undergraduate level compared to those attitudes held after graduation? Research question 8: Do undergraduates and graduates both value business start-up the same?
16	What other degrees did you consider?	To gain insight into whether the student applied only for NVC degrees, conventional business degrees, or other degrees. This could link to the drivers behind them applying for the degree they currently study	Aims and objectives 2: "Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates*" Research question 2: What are the drivers and enablers for that lead to undergraduates studying NVC degrees?
17	Would you recommend your degree to someone applying for university?	To gain an understanding as to whether the student would recommend their degree – this question may bring out reasons why	Aims and objectives 2: "Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are

		which may link to why they decided to study the degree	now graduates" Research question 2: What are the drivers and enablers for that lead to undergraduates studying NVC degrees?
18	If someone asked you when you first started university, what is most important, the degree grade or the business, what would you have said? What about now, is it the same or has it changed?	To gain insight in to what the student values the most, the grade or their business.	Aims and objectives 5: "Explore the changes in attitudes over time towards business start-up and its importance as outlined by current NVC students and NVC students that are now graduates " Research question 7: Are business attitudes the same at undergraduate level compared to those attitudes held after graduation?

Appendix Q – Table 6.2 - Summary of NVC degree graduate themes

Theme	Codes
0 – Aware of New Venture Creation degree	- Aware of the term - Not aware of the term - Aware of NVC but not as a degree
1 – Definition of New Venture Creation degree	- Your own route - Taking an idea to the next stage - Set up a business - Combining the practical element of business start-up with an academic degree - Innovation
2 - Drivers	- The desire to set up / run a business - Help/ support - Meeting like-minded people - Learning - Set up a business and get a degree at the same time
3 – Opinions changed or not	- Yes - Yes – became less practical / or was less practical than originally thought - Yes – but things improved towards the end - Yes – hard to relate to your own business - Yes - Wishing they chose a different degree
4 – Expectations met or not	- Not met my expectations - Expected it to be more practical - Expected to be better - Expected a better group culture

	• amongst peers
	• Wasn't sure what to originally expect
	• Yes – expectations were met
5 – Start-up required	• No it is not
	• No it is not – but it originally was or they thought it was
	• No – it is not a set requirement but the course has a suggested layout which suggested business start up was the aim / encouragement to start up
6 Start-up status	• Set up a business whilst at university
	• Had already set up a business before the course
	• Set up a business at university with plans to set up another in the future
7 – Impacts & effects of NVC degree on start-up	• The degree has been positive
	• University in general has been helpful [not specifically the course]
	• Negative impact
	• The degree has been helpful
	• Introduction of the course could have been better / led to poor culture amongst the group
	• The course sometimes got in the way of business
8 – Barriers to start-up	• Getting the product or service to the right people
	• Differentiation
	• Finance
	• Not finance

	• Legalities
	• The individual themselves
9 – NVC help regarding the barriers to start-up	• Being a student in general helped
	• Planning
	• Raising finance
	• Increased confidence
	• Learnt to ask for help
	• Not helped
	• Presenting skills / other skills
	• The course has helped in general / developed the individual
	• Creativity
10 – Start-up regardless of NVC degree	• YES
	• Already did before
	• Not sure
	• Possibly
11 – What has been done since graduation?	• Continued to run the business / business growth / expansion
	• Closed a business
	• New venture creation
	• Buying and selling non-related to the business
12 - Employment	• More employable
	• Running a business / making progress is recognised
	• Puts you at an advantage
13 – Degree or business	• N/A
14 – Feelings	• Feel positive about making business successful

	• Not phased by business start up
	• Loss of excitement
	• Stressful / frustrating
	• Exciting
	• Self-critique
	• Proud
15 – Alternative courses	• New Venture Creation degree
	• Economics
	• Business management
	• Events management
	• Business studies
	• Business and law
	• Sports
	• No other degrees

Appendix R – Themes for NVC degree graduate interviews

<table>
<tr><td colspan="2">THEME 0 – Aware of New Venture Creation degrees:
Whether the individuals are aware of the term New Venture Creation degrees regardless of their definition</td></tr>
<tr><td>CODES</td><td>QUOTATIONS</td></tr>
<tr><td>Aware of the term</td><td>GRAD2 - "I have yes"
GRAD5 – "Yes"</td></tr>
<tr><td>Not aware of the term</td><td>GRAD3 – "Nope"
GRAD4 – "No"</td></tr>
<tr><td>Aware of NVC but not as a degree</td><td>GRAD1 – "Not really heard of that term in regards to a degree"</td></tr>
</table>

<table>
<tr><td colspan="2">THEME 1 – Definition of New Venture Creation degree:
A theme which includes differing definitions of the term 'New Venture Creation degree' as discussed by the participants</td></tr>
<tr><td>CODES</td><td>QUOTATIONS</td></tr>
<tr><td>Your own route</td><td>GRAD1 – "Its like, starting from scratch and having your own kind of route that's why it's venture creation"</td></tr>
<tr><td>Taking an idea to the next stage</td><td>GRAD1 – "Its about having an idea, and then taking that from one stage to the next"</td></tr>
<tr><td>Set up a business</td><td>GRAD1 – "the point in the enterprise development course was to set up a business so"
GRAD2 – "I believe it's the way in which a further education degree can help you actually start something that's real"
GRAD3 – "something to do with like, a new business or a new venture"
GRAD4 – "but new venture creation, that's straight to the point you're setting up a</td></tr>
</table>

	business"
	•
Combining the practical element of business start-up with an academic degree	• GRAD2 – "You've actually adapted what you're learning and created a new business as you go along" • GRAD3 – "So I'm presuming that it's how a business is created" • GRAD3 – "It's how a business is created, obviously you're making it and a degree you're at uni, so it's like a little business being made at uni or something" • GRAD5 – "you'd probably be doing more practical stuff it sounds like that, that makes it sound like it's more practical"
Innovation	• GRAD5 – "Innovation, starting up a new product rather than a business"

THEME 2 – Drivers: Different types of drivers that led participants to studying a New Venture Creation degree
CODES   QUOTATIONS

The desire to set up / run a business	• GRAD1 – "Yeah ever since I like chose business studies at school and that I had a keen interest in trying to set up a business" • GRAD2 – [asked the question: So would you say that another reason might have been to set up a further business or was it more to run the business that you already had?] "It was a mix of both" • GRAD3 – "I've always wanted to be my own boss, and wanted to set up a business" • GRAD4 – "having a pop at running my own business" • GRAD4 – "I saw it as an opportunity to run a proper business" • GRAD5 – "Because I wanted to start my own business"
Help/ support	• GRAD2 – "I already had a business… thought I'd look for a course that would be suitable to show me what I didn't know, or what I didn't know I didn't know" • GRAD2 – "So it meant I could find a way of learning things as I went along with the business" • GRAD5 – "And I wanted like, some support I guess"
Meeting like-minded people	• GRAD3 – "you're bouncing ideas off of similar sort of people which I thought was key… So being in a room with loads of other people, likeminded made sense for me to see what I could do" • GRAD4 – "I saw it as an opportunity to run a proper business and mix with people who were interested in doing that"
Learning	• GRAD3 – "learning on the course, it's a safer environment, you know you get to learn" • GRAD5 – "I wanted a degree as well because I

	like learning"
Set up a business and get a degree at the same time	• GRAD4 – "having the security of having something to fall back on as well as having a pop at running my own business" • GRAD3 – "Yeah I just thought it interests me, because I mentioned previously I wanted to be my own boss, so a degree that I can set my own business up, run a business from university, still enjoy the university life meeting people and still be a student"

THEME 3 – Opinions changed or not:	
Whether or not the participants opinion on the course has changed or not	
CODES	QUOTATIONS
Yes	• GRAD1 – "at the end of the first year, I believe that was kind of the decline in the enterprise development for our year" • GRAD2 – "I think by the middle of second year, end of second year I'd realised that, doing the degree, or doing that particular degree wasn't best suited to what I wanted to do at that time" • GRAD3 – "Yeah, they definitely changed" • GRAD4 – "Yeah I think so" • GRAD5 – "Yes"
Yes – became less practical / or was less practical than originally thought	• GRAD1 – "It was a lot more practical in my first year … went into the second year, there wasn't anything really practical it was more academic" • GRAD3 – "looking back at it, it was more the knowledge and theory based stuff rather than the actual physical, new venture creating stuff

	you know"
	• GRAD3 – "You know we've had the term Pracademic before, practical and academic, erm but I think it just slipped back into academic rather than focusing on actual business and stuff"
	• GRAD3 – "looking at it on a percentage wise, I think second year it went 70/30 business wise, but then that definitely flipped in the third year"
	• GRAD3 – "If you can prove you're using your time wisely, developing the business, I think you should be 60/40 with the business in favour"
Yes – but things improved towards the end	• GRAD1 – "as I got to the end of my university and time with the enterprise development, I did see a lot of improvements and I did see it was coming back and there were a lot of exciting plans to take forward"
Yes – hard to relate to your own business	• GRAD4 – "At times it was difficult to relate to your own business and things like that"
Yes - Wishing they chose a different degree	• GRAD5 – "I wish I'd have done something more academic, so I spent more time doing theory than I did the other"

THEME 4 – Expectations met or not: Whether or not the New Venture Creation degree had met the expectations of the participants or not	
CODES	QUOTATIONS
Not met my expectations	• GRAD1 – "It didn't meet my expectations over the full course" • GRAD2 – "they weren't"
Expected it to be more practical	• GRAD1 – "when I first started it was exciting like your first day you were in Leeds, it was a lot more practical in my first year… Went into the second year, there wasn't anything really practical it was more academic • GRAD3 – "I thought there would be a lot more to do with the actual business, like working on it and getting more of a mentor, rather than the theory and stuff behind it" • GRAD3 – "Not in the sense that I thought it would be a lot more hands on, you know, more practical"
Expected to be better	• GRAD1 – "It could have been a lot better, and I think er, a lot of students that have been on the same course as me would agree"
Expected a better group culture amongst peers	• GRAD4 – "I think there was a mix of strong personalities in there, which there's always going to be, but I think our culture sort of went negative rather than positive and staying positive"
Wasn't sure what to originally expect	• GRAD5 – "I didn't really know what to expect to be honest"
Yes – expectations were met	• GRAD5 – "I think my expectations were met, it's just I didn't want it bad enough, if I wanted it

	more like other people on the course, then they probably feel a lot more let down than I do, which is because I wasn't fully into it at the end that's all"

THEME 5 – Start-up requirement:
Whether or not the participants understood whether they were required to set up their own business as part of their New Venture Creation degree

CODES	QUOTATIONS
No it is not	• GRAD1 – "It wasn't a requirement" • GRAD3 – "no, it wasn't a requirement as such" • GRAD5 – "Erm, no"
No it is not – but it originally was or they thought it was	• GRAD2 – "To be honest I couldn't tell you, because at the beginning when we started it, it was…. And by the end of it, it didn't seem to really matter" • GRAD4 – "Well it started out that way, and they said if you don't have a business by the end you'll be dropped onto another course, but that wasn't the case by the end"

No – it is not a set requirement but the course has a suggested layout which suggested business start up was the aim / encouragement to start up	• GRAD1 – "the idea was to have an idea by the first year, start working on it second year, and then at the end of second year you could kind of decide to continue with the enterprise development where you set up a business in third year or you could drop into an alternate degree" • GRAD1 – "I know a hell of a lot in my year that had business plans but didn't really bother" • GRAD3 – ", the way I was told you have to set up a business to the third year, and the idea is developed into something on the verge of opening" • GRAD3 – "I don't think it was a requirement but I did think a lot of people did have the pressure of 'oh they're doing something I better do something'" • GRAD5 – "I think they encourage you but I don't think, I think I could have easily blagged it and not even done anything"

THEME 6 – Start-up status: **The current status in regards to the graduates business (set up or not)**	
CODES	QUOTATIONS
Set up a business whilst at university	• GRAD1 – "Yeah during the course so in, well it actually launched whilst I was graduating but I did set up a business it was an official

	company before graduating"
	• GRAD3 – "Yeah so I set up my business in the first year and went through some changes in the second year, and still currently working on it now"
	• GRAD4 – "During the course yeah, I had my business incorporated in the second year… and launch a business and take our first sale… and build a brand, which we did"
	• GRAD5 – "Yes.. An ethical clothing brand online"
Had already set up a business before the course	• GRAD2 – "I was running two businesses when I came into the course"
Set up a business at university with plans to set up another in the future	• GRAD2 – "In terms of start up we are at the minute looking at launching a new company in London"
	• GRAD4 – "so in the future, yeah definitely I see myself setting up another business"

THEME 7 – Impact & Effects of NVC degree on start-up: The effect that the NVC degree had on the individual and the effect on business start-up / intentions amongst students	
CODES	QUOTATIONS
The degree has been positive	• GRAD1 – "I'd say overall it's been positive"
University in general has been helpful [not specifically the course]	• GRAD1 – "Coming to university in general, it gives you a lot of benefits, it gave us time, it gave us access to network, you know we had the enterprise team for help. It allowed us to go for more funding opportunities" • GRAD1 – "when you're approaching people for research, just by saying you're a university student, it gets you in a lot more doors than we could have done if we weren't students"
Negative impact	• GRAD2 – "Negative, definitely. Erm, I don't feel like I should moan about it, but the three years dragged" • GRAD2 – "I feel like there was no, no real intention to actually support businesses across the three years, I think there was a perceived one but no one actually got the 'right this what you actually need to be doing tax wise, these are the problems you could face tax wise', tax wasn't even a module we covered. So now I'm facing problems where, it would be really handy to know about accounting and accounting practices, and tax and legislation, for my business, rather than reading a balance sheet, or idea generation or things like that" • GRAD2 – "none of the learning we actually did was applied to anything."

The degree has been helpful	• GRAD3 – "I think, I think it kept me a little more grounded as such, like doing the basic cash flow forecasts and stuff like that"
	• GRAD3 – "It sort of kept me grounded in the sense that I thought I'm going to have to do this to make it work, and sort of research who I'm going to be targeting, age groups, what are they into, finding out what type of people instead of going 'I've got a business, fingers crossed it works', it did give me a depth and perception and focus on where I was going to go"
	• GRAD3 – "Doing a fully detailed business plan, erm, stuff like that obviously where if you take it to an institute where you're looking for finance, the people there would know you've done your homework so to speak"
	• GRAD3 – "Yeah it helped to see the growth of my industry I'm in the fitness and sports leisure"
	• GRAD4 – "one thing it has done is bring me down to earth, make me understand what business means"
	• GRAD4 – "It's made me understand what it takes to run a business… I can now relate to business owners so when I do what I do now key account managing, sales, I can relate to that business I can understand what they're having to do on a day-to-day basis… So I can relate to them, it's easier to sell to them"
	• GRAD4 – "I think I see business more professionally than I did before"
	• GRAD4 – "That's helped me to understand that, erm funding and investment and how that works, so yeah definitely I can take lots of positive out of it"

	• GRAD5 – "Erm, I think if I wasn't on that degree I'd have definitely sacked it off. Erm, I think it helped and it encouraged me and the support I needed, and persuaded me to keep going sort of thing" • GRAD4 – "I wouldn't be in the position that I'm in now if I didn't have the course" • GRAD4 – "I couldn't done that without the course because I couldn't have learned the stuff I've learned, I wouldn't have been able to have advised my dad, I had a new approach to it, a fresh new approach to business"
Introduction of the course could have been better / led to poor culture amongst the group	• GRAD4 – "culture needs to be a massive part of the first year… From day one we were competing against each other, we got told to meet in Leeds and we were all selling against each other.. Look at the apprentice, and how viscous and aggressive that can become… And it's every man for himself, it's cut throat… that's what the course leader made outside of our course. He made it cut throat.. And I think that's wrong, I think, erm, maybe maybe the course should be about setting up a business together"
The course sometimes got in the way of business	• GRAD1 – "Especially when it was dissertation, the dissertation did effect a month or two of the business" • GRAD3 – "we all know deadlines and stuff… , but I do think that they can get in the way of stuff" • GRAD3 – "I had a law exam in the first year and I was going to meet the world boxing champion, in Leeds, straight after the exam. But I got a bit pressured because I wanted to finish the exam early to get off, so then if I messed up my grade, fortunately I didn't, that

	would have been one of the negatives of obviously the course holding me back rather than developing the business"

THEME 8 – Barriers to start-up:	
The barriers that students have faced during business start-up or believe they will face in the future	
CODES	QUOTATIONS
Getting the product or service to the right people	• GRAD1 – "Trying to set up a product that is gambling on a university campus, nobody wants to see it, nobody wants to be part of it, nobody wants to put their name to it, erm, we were lucky that we found someone that did. They saw the more innovative way of fundraising… but that would be the biggest barrier" • GRAD4 – "the backing of our university, and from others"
Differentiation	• GRAD2 – "It's a bit different in web, because web companies are popping up left right and centre from everywhere… and it's how you differentiate yourself within that"
Finance	• GRAD3 – "I'd definitely say finance, because obviously mines a product, so the product has to be made, making products costs money" • GRAD5 – "I'm going to go with the money… if I had the money I'd have just been like, I'd just, I'd just throw money about and ill get it back"

	• GRAD5 – "It would have been easier if I had the money"
Not finance	• GRAD2 – ", see everyone would say funding but… I don't think it is… theres certain ideas you will, but for a web business you need thirteen pound or whatever it is" • GRAD1 – "The money wasn't really a barrier"
Legalities	• GRAD4 – "So the legal side of things for us was a barrier"
The individual themselves	• GRAD4 – "another thing would be yourself, you are your own barrier to entry and times because you're doubting yourself a lot and you're questioning yourself and so you've got to get that right" • GRAD5 – "It was me" • GRAD5 – "Because it was just too much for me, it would have been easier if I had the money but because you've got to work your arse off just for practically nothing that's when it was like urgh" • GRAD5 – [when asked: Would you say, when you you say it's you would you say that's you not being bothered or you not being able to handle the work, the business you've got to set up?] "both"

THEME 9 – NVC help regarding the barriers to start-up:
Whether the studying of the NVC degree has helped the individual overcome any of their barriers

CODES	QUOTATIONS
Being a student in general helped	• GRAD1 – "I wouldn't say it helped overcome many barriers, like I said being a student helped us.. That helped us overcome a lot of barriers but that was just a title"
Planning	• GRAD1 – "creating a business plan that was part of the degree" • GRAD1 – "but writing that business plan and structuring it definitely helped us in the beginning, and it got us our first funding" • GRAD1 – "It did help us in setting up a business and going forward" • GRAD3 – "Like I said they help you understand about how to write a business plan"
Raising finance	• GRAD1 – "our degree ended up helping us raise 20,000 pound in funding" • GRAD1 – "We got so much in grant funding and now the business runs itself" • GRAD1 – "but writing that business plan and structuring it definitely helped us in the beginning, and it got us our first funding"
Increased confidence	• GRAD2 – "I think help wise, it probably made us a bit more confident as a business" • GRAD2 – "It does give you that stand point of, if someone says well what do you know, well I do have a degree in developing businesses"
Learnt to ask for help	• GRAD2 – "It probably also opened up the idea that it is okay to ask for help on stuff"
Not helped	• GRAD3 – "I don't think so no" • GRAD3 – "Like I said they help you

	understand about how to write a business plan and stuff but I've not used a business plan for it's purpose if that makes sense"
Presenting skills / other skills	• GRAD3 – "maybe I've learned some good skills for presenting.. Because I think if I wasn't as good I maybe wouldn't have been in the situation I was in"
The course has helped in general / developed the individual	• GRAD4 – "I wouldn't be in the position that I'm in now if I didn't have the course" • GRAD4 – "I was able to support my family business" • GRAD4 – "I couldn't done that without the course because I couldn't have learned the stuff I've learned, I wouldn't have been able to have advised my dad, I had a new approach to it, a fresh new approach to business" • GRAD5 – "Yeah I think some of the stuff we learned really helped me" • GRAD5 – "I think it's just like learning styles and things, because everyone resorts to sort of, going a way about things that they would normally whereas because I've learned it with different tutors different things. How to approach different things, it's allowed me to sort of erm, approach it in a different way which I suppose is benefiting me"
Creativity	• GRAD5 – "even that innovation thing at the start of uni.. Im really not creative but it gave me ideas to help I suppose… yeah because it gave me like little techniques and stuff, because I'm not really like obviously not good at everything as much as I'd like to be…

	But, some bits helped like loads of little techniques and theory stuff that's why I enjoy it"

THEME 10 – Start-up regardless of NVC degree: Whether or not the individual believes they are the type of person that would have set up a business regardless of the NVC degree	
CODES	QUOTATIONS
YES	- GRAD1 – "I'd have done it but maybe it would have been a bit down the line" - GRAD3 – "Yes definitely.. I like the freedom, obviously making decisions, and I just think as cliché as it always sounds when youre working for somebody it's like oh youre earning them the money"
Already did before	- GRAD2 – "I was running two businesses when I came into the course" - GRAD4 – "technically I had and I was always trying to do that"
Not sure	GRAD1 – "If I hadn't come to uni would I have set up a business by now? I honestly don't know because I do think it's about when that spark kind of clicks, when you get your break"
Possibly	- GRAD5 – "No, I'd have probably gone as far as a cake stall" - GRAD5 – "I'd have gone to uni, erm but I wouldn't have set up a business. I'd still be selling stuff online, I still do it now"

THEME 11 – What has been done since graduation?: The actions the individual has taken towards their business since graduating	
CODES	QUOTATIONS
Continued to run the business / business growth / expansion	- GRAD1 – "so we've gone into approaching student-led organisations such as NUS" - GRAD1 – "Well, our business has gone from strength to strength. We currently have a hundred members play consistently on a weekly basis" - GRAD2 – "we've expanded massively over the last year, erm, we do a lot more work in London and abroad" - GRAD3 – "now it's just time to obviously progress it, and get people obviously buying it on a regular basis now from different outlets rather than just the website" - GRAD4 – "at the moment we're at Bradford, we're still making sales, the lottery business, and we've now been approaching other external organisations" - GRAD2 – "I've had a lot of TVs advertising, I've been quite fortunate to get on sky sports, I've had a new website developed, I've had new stock, I've just got to the stage with the business where I import a lot from overseas, erm I've sourced a lot higher quality product, which I'm paying, on my behalf, it's a good price but it's a lot more now because of the volume I have to buy… So I can see progression in that sense"
Closed a business	GRAD2 – "as I mentioned we closed the coffee shop"

	• GRAD5 – "I left it running for about a month and a half and then sort of sacked it off and got a real job" • GRAD5 – "so it all fizzled out and then I was like I better sort it out, and clear it up"
New venture creation	• GRAD2 – "we've actually got investment to start a new company from someone in London, that we'll go on to hopefully grow"
Buying and selling non-related to the business	• GRAD5 – "Yeah I'm litereally just selling stuff to get a bit of cash in"

THEME 12 – Employment: The participants views on the effect of setting up and running your own business on employment	
CODES	QUOTATIONS
More employable	• GRAD1 – "I do because employers look for experience, if you've run your own business you've got experience" • GRAD1 – "and I think if you went to an employer and told them you did that all whilst youre at uni.. They'd be gobsmacked to begin with, and I won't lie I've applied for certain graduate jobs and they say look we like the business, we like what you've done, come back to us if it doesn't work out because we'd like to interview you" • GRAD2 – "Yeah definitely" • GRAD2 – "I think people respect it a bit more, for me especially job offers for the web industry, job offers come in a few times a year to say would you come work for us for this" • GRAD3 – "Yeah definitely" • GRAD4 – "Its had a massive impact on me getting a job"

	• GRAD4 – "being able to obviously building that business acumen, it's attractive to an employer definitely"
	• GRAD4 – "But now I can say I've applied it, I've done this I've done that, and it's attractive to an employer."
	• GRAD5 - Yeah well the reason I got this job, she actually told me you know, they interviewed 80 people… she was literally like the reason you know you seem smart and all this palava, you've experience of running your own business and that's what I'm trying to do and that's why we want you"
Running a business / making progress is recognised	• GRAD1 – "You've put a plan together and launched a business in a market where it's not really socially accepted"
	• GRAD3 – "for the latest job I've just applied for I've been there for 2 months … one of the questions was 'why should we employ you', and well, If I can do all this on my own with no income or anything, what can I do with a team behind me and I strongly believe you've got the right minded people, someone who can give you a chance"
	• GRAD5 – "'you've experience of running your own business and that's what I'm trying to do and that's why we want you'"
Puts you at an advantage	• GRAD1 – "Theres that many people leaving university now with a degree that it's just so competitive. You need something that will stand out, if you go and you've tried something brave and tried to set up a business, I think that puts you ahead of people that have just"

THEME 13 – Degree or business:	
The participants views on on which is/was most important; the degree grade or setting up a business during the course	
CODES	QUOTATIONS
GRAD1	• First year: "Like I mentioned before at the beginning of university I had a personal goal for leaving university with atleast a minimum of a 2:1 and physically running a business" • Final year: "Absolutely [it was the same], erm that's why I said the dissertation kind of took a bit of a hold, but to be honest I was quite comfortable by the end of third year that I was going to get a 2:1 I think I'd have had to get something like you know really fluke my dissertation"
GRAD2	• First year: "For me, it was the setting up of a business, that's kind of why I did the degree, it wasn't the piece of paper I was looking for" • Final year: "For me, it was the setting up of a business, that's kind of why I did the degree, it wasn't the piece of paper I was looking for"
GRAD3	• First year: "I think, because I didn't have a business idea when I started I thought right I'm at uni, I've got to get my work done and I'm only here for three years" • Final year: "you know stuff that really did take over your life and the business had to be put on hold because youre not going to get this chance again, er, it was a matter of passing or failing, you really had to crack on with it"

GRAD4	• First year: "It changed, it started off as I don't care about the degree, I just want to get my bloody business up and running. I'm not bothered about my degree, why would I need that I'll have my own business." • Final year: "But then as reality sets in as you're working, and you think actually yeah it might be a good thing to have this degree in my back pocket, then that's when it changes a little bit... So I think yeah, it changed, but it was equal by the end of it"
GRAD5	• First year: "Getting a degree 100%" • Final year: "No still the same"

THEME 14 – Feelings:
How the graduate feels or felt about business start up and running their own business

CODES	QUOTATIONS
Feel positive about making business successful	• GRAD2 – "I do feel like I have the skills to run a business successfully…. I don't think I've learnt them through education"
Not phased by business start up	• GRAD2 – "at the minute looking at launching a new company in London, and it doesn't phase me that. Which it maybe would have done before I set the other business up"
Loss of excitement	• GRAD2 – "It does lose the excitement, I remember when we first started a limited company, it was like a massive thing we were doing, where now it's like a form you fill in online and you're a limited company" • GRAD5 – "So it was exciting to start with but then like, if you just cant keep up with it, it becomes quite tiring"

Stressful / frustrating	• GRAD5 – "Stressful. I couldn't sleep, it was stressing me out it was ridiculous" • GRAD3 – "It sometimes can be frustrating because I'm trying to run before I can walk"
Exciting	• GRAD3 – "yeah it does excite me obviously when I get great feedback and people are like yeah I like this, I cant wait to buy it, and then it's just converting them. Yeah it just excites me that someone will want to buy my product" • GRAD5 – "I suppose it was exciting"
Self-critique	• GRAD5 – "at the same time like it increases your self criticism, so I was always like, I don't know you want everything to be perfect"
Proud	• GRAD3 – "that just gives me a bit of fulfilment like I'm doing something right" • GRAD4 – "we've got to be proud of launching the first ever university lottery, and that's it, we tried it" • GRAD4 – "A hundred and fifty every week, something like that, so I proved the course leader wrong, so that's enough for me"

THEME 15 – Alternative courses: Alternative degrees that the participants applied for alongside their New Venture Creation degree	
CODES	QUOTATIONS
New Venture Creation degree	• GRAD4 – "entrepreneurship at Buckingham" • GRAD2 – "I suddenly liked the idea of new venture creation degrees, so I then went away and looked at other ones, which I think was business development, where it was I remember applying for Northumbria and somewhere else"

Economics	• GRAD5 – "I wanted to do economics but because there wasn't one at Huddersfield at the time, I ended up going for this one, but now there is I'd go straight for economics"
Business management	• GRAD5 – "economics and business management"
Events management	• GRAD4 – "I think I looked at an events management course in Manchester… because I liked the idea of festivals, and events and things, and erm setting up my own event, festival something like that, so that was on the cards" • GRAD1 – "I had to apply for five so, where did I apply, Nottingham, two in Sheffield, I just went for business management, all of them were business management"
Business studies	• GRAD4 – "and I think my others were like general business courses"
Business and law	• GRAD3 – "doing business and law"

Sports	• GRAD3 – "I was looking at some sports degrees"
No other degrees	• GRAD2 – "Erm to be fair I wasn't" • GRAD1 – "Personally – none. I knew I were going to get into Huddersfield"

Appendix S – Initial draft of interview questions to non-NVC students

1. What degree are you currently studying?

2. What year are you currently in?

3. Have you set up a business of your own during university?

4. What would you say the biggest barrier has been to setting up a business?

5. Have you heard of the term 'New Venture Creation' degree before?

6. How would you personally define the term "New Venture Creation degree"?

7. What do you think the overall objectives/outcomes of the degree would be?

8. If you knew about it before choosing your degree, would you have studied one?

9. What other degrees did you apply for?

Appendix T – Finalised draft of interview questions to non-NVC degree students

1. What degree are you currently studying?

2. What year are you currently in?

3. Have you set up a business of your own during university or would you like to at some point?

4. What would you say the biggest barrier has been or would be to setting up a business?

5. Have you heard of the term 'New Venture Creation' degree before?

6. From the term, what do you think a New Venture Creation degree would include? What would be the overall objective / outcome?

7. If you knew about it before choosing your degree, would you have studied one?

8. What other degrees did you apply for?

Appendix U – Table 8.1: Non-NVC degree research questions with reasoning

Q No.	Question	Reasoning	Links to aims/objectives or research questions
1	What degree are you currently studying?	To ensure the individual doesn't study a NVC degree	Has a relation to the entire study
2	What year are you currently in?	For use in analysis to observe potential differences between years / the % split	N/A
3	Have you set up a business of your own during university or would you like to at some point?	To find out whether the undergraduate of a non-NVC degree has set up a business or not during their studies. Allows for comparison against NVC degrees to see whether non-NVC degree undergraduates also set up their own businesses or would like to	Aims and objectives 3: "*Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates*" Research question 3: "*Do NVC degrees lead to real-life business start-up or not?*"
4	What would you say the biggest barrier has been or would be to setting up a business?	To gain an understanding of the potential barriers individuals face (or perceived barriers) when starting a business for non-NVC degree students (if any). Will allow for the comparison against the potential	Aim & Objective 5 – Explore the potential effects of New Venture Creation degrees on real-life business start-ups as outlined by current NVC students and NVC students that are now graduates

		barriers that NVC degree students face and whether there are any similarities.	Research question 4: Do NVC degrees help individuals overcome barriers to start-up?
5	Have you heard of the term 'New Venture Creation' degree before?	To gain an understanding of whether non-NVC degree students have heard of the term before. Introduces the next question.	To observe awareness of NVC degree amongst students.
6	From the term, what do you think a New Venture Creation degree would include? What would be the overall objective / outcome?	Helps to gain an understanding of how non-NVC degree students define the term	Aims and objectives 1: "*Identify how NVC degree students and graduates, and students within different disciplinaries define the term 'New Venture Creation' degree*" Research question 1: How will non-NVC degree students define the term, and what will they suggest the degree involves?
8	If you knew about it before choosing your degree, would you have studied one? Why?	To give insight in to the interest that may have been shown towards a NVC degree if they were aware of it existing. Also the reasons they may have studied it.	Aims and objectives 2: "*Explore the drivers and enablers for undergraduates to study NVC degrees as outlined by current NVC students and NVC students that are now graduates*"

			Research question 2: What are the drivers and enablers that lead to undergraduates studying NVC degrees?
9	What other degrees did you apply for?	N/A	N/A

Appendix V – Table of 8.2 - Summary of Non-NVC degree student themes

Theme	Codes
1 – Degrees	N/A
2 – Business start-up	• Already set up a business • Haven't set up a business but would like to • Haven't thought about • Freelancer
3 – Barriers to business start-up	• Self-motivation • Understanding the basics of business / how to run one • Funding / finance • Promoting / getting the name out there
4 – Aware of New Venture Creation degrees	• Not heard of it
5 – Definition / overall aim of New Venture Creation degree	• Business start-up (and a degree) • Business start-up combined with innovation
6 – NVC degree interest	• Interested • Wouldn't be interested but it could be good as a module option for non-NVC degrees • No but would be interested in that degree if that was the career choice • No – no interest • Maybe

Appendix W - Analysis of non-NVC degree students

THEME 1 – Degrees:	
What degree the non-NVC degree student currently studies	
CODES	QUOTATIONS
NNVCD1	• NNVCD1 – "Graphics design"
NON2	• Podiatry
NON3	• Occupational therapy
NON4	• Graphics design
NON5	• Podiatry
NON6	• Podiatry
NON7	• Children's nursing
NON8	• Law
NON9	• Law

NON10	• Business management and finance

THEME 2 – Business start up: Whether or not the non-NVC degree student has set up a business / their business interests or intentions	
CODES	QUOTATIONS
Already set up a business whilst at university	• NNVCD1 – "I have yes, it's doing film production"
Haven't set up a business – but would like to	• NNVCD2 – "I haven't but I would like to after uni when I have more time… I'd like to do one obviously related to my own degree, own practice something like that, and then something else that I haven't decided on yet" • NNVCD5 – "Not to set up anything at university but I would like to, that would be interesting… I'd be interested in doing something related to my degree and something not" • NNVCD6 – "Not done any at university, but hopefully in the near future I will set up my own business, and I've looked at setting up businesses before I went to university but never implemented any during" • NNVCD7 – "I haven't no, and maybe I would like to one day" • NNVCD8 – "I haven't but my ultimate dream would be to set up my own business"

	• NNVCD9 – ": I've not the entire time at university, but I would love to at some point its, because I've been around people like my dad whos got his own business and family members that have their own businesses, I've been brought up around that area and I've got friends that have their own businesses and things" • NNVCD10 – "I would like to at some point, I've not had the chance yet"
Haven't thought about it	• NNVCD3 – "I haven't really thought about it"
Freelancer	• NNVCD4 – "No, I haven't. But does going freelance count on my course?.. [yes].. I guess so then"

THEME 3 – Barriers to business start-up: Barriers the individuals have faced themselves, or what they believe would be the biggest barriers for a new start-up	
CODES	QUOTATIONS
Self-motivation	• NNVCD1 – "So motivation, self-motivation can be quite hard at sometimes"
Understanding the basics of business / how to run one	• NNVCD2 – "Information about how to start it" • NNVCD5 – "working out profits and actually working out how to make money and get the business to last if you know what I mean? The laws of things maybe, copyright, stuff like that just the actual

	business side of it"
	• NNVCD6 – "The start up side, so just the official initial starting of the business"
	• NNVCD9 – "Probably the knowledge of doing it, the knowledge of building the business from scratch"
Funding / finance	• NNVCD2 – "erm, and funding"
	• NNVCD4 – "And like money... To set something up where people would actually take you serious
	• NNVCD5 – "Finance is definitely a problem"
	• NNVCD6 – "think for young people finance is a problem, that's why they've got grants and schemes and stuff"
	• NNVCD7 – "Having the funds to set it up"
	• NNVCD8 – "Lack of money, that's it, pretty much money yeah. Funding the business that's the main thing"
	• NNVCD9 – "I think you've probably got to have some sort of capital to make money… you're still going to need some initial capital, whether it's a loan or some sort of investment to get you going originally"
	• NNVCD10 – "I think it would be the start-up, it's all about the start up costs"
Promoting / getting the name out there	• NNVCD3 – "It would be getting your name out there because most of the stuff is done on the NHS"
	• NNVCD4 – "I think the initial getting out there, people knowing who you are and what you do"

THEME 4 – Aware of New Venture Creation degrees: Whether the individuals are aware of the term New Venture Creation degrees	
CODES	QUOTATIONS
Not heard of it	• NNVCD1 – "I've never heard of that" • NNVCD2 – "I've never" • NNVCD3 – "No" • NNVCD4 – "Nope" • NNVCD5 – "Nope" • NNVCD6 – "Nah" • NNVCD7 – "No" • NNVCD8 – "No I haven't" • NNVCD9 – "I have not heard of that term before" • NNVCD10 – "Nope"

THEME 5 – Definition / overall aim of New Venture Creation degree: A theme which includes differing definitions of the term 'New Venture Creation degree' as discussed by the participants	
CODES	QUOTATIONS
Business start-up (and a degree)	• NNVCD1 – "I'd imagine it's something to do with creating a new business and a start-up…Start-up business as a degree" • NNVCD2 – ". I'm going to guess it's business and it's kind of focusing on, erm, putting out business set up and information and things like that" • NNVCD3 – "It would be a new idea, a business thing… You'd have a business and a degree • NNVCD4 – "You'd hope that you'd have your business ready to get going, and a

	degree too, that would be the best outcome"
	• NNVCD5 – "Setting up new businesses I guess"
	• NNVCD6 – "A new idea, a new venture so I'm guessing business venture, creation so you're creating what idea you have"
	• NNVCD7 – "That you create a business with the degree?"
	• NNVCD8 – "Erm, to have your own business basically"
	• NNVCD9 – "New venture creation, it sounds like erm a degree based around, opening a new business so starting a new… so basically a new venture in business"
	• NNVCD10 – "Well a new venture creation to me sounds like you would set up your own business, yeah, like your own creation and try and make it work"
Business start-up combined with innovation	• NNVCD4 – "A start up, the word creation takes it like a little bit away from business and mix it with like innovation, like it'll be both sides. You're starting up but you think about how to do it"

THEME 6 – NVC degree interest:
A theme which explores whether the participants would have been interested in applying for the degree if they have known about it before applying for university
CODES	QUOTATIONS

Interested	• NNVCD1 – "I'd have been tempted but because I was offered this on enterprise, I already had the support in place so I could carry on with creative work. I am interested in business but because it's creative business, I'd need a bit of a creative burst to do, and the majority of it being creative rather than being full on business" • NNVCD2 – "I would have been, yeah genuinely." • NNVCD3 – "Yeah I probably would have, if it could have been something of a success yeah"
Wouldn't be interested but it could be good as a module option for non-NVC degrees	• NNVCD4 – "I was always set on that path, but I guess if we had like optional modules like I probably wouldn't but I know a lot of others on my course, they brand a lot like they do clothing and stuff like that, so to have that as like, an option"
No but would be interested in that degree if that was the career choice	• NNVCD5 – "I was set on what I was doing, I wouldn't do it no. I think if I wanted to set up a business and was set on that as a career I would probably do that degree though"
No – no interest	• NNVCD6 – "I had no interest in that way, if I was going to start my own business I wouldn't do a degree in business" • NNVCD7 – "No" • NNVCD10 – "No"
Maybe	• NNVCD8 – "Erm, I'd have to look into it in more detail like what the course would actually entail" • NNVCD9 – "I think I might have been interested"

Appendix X - Transcripts

Appendix X1 – NVC degree student interviews transcripts

Appendix X1A – PAR1

RES: I'd just like to confirm that you're happy with recording the interview today

PAR: I am

RES: And you're happy that you've read the pre interview information form

PAR: I am

RES: That's great so we'll start todays interview

RES: Erm, so the first question. What year are you currently in?

PAR: I'm currently in third year, which is the final year

RES: And have you heard of the term new venture creation degree before

PAR: I have, I have

RES: And, now that you have, what is your personal definition of a new venture creation degree

PAR: Erm, I'd say it's an academic degree which you combine with the practical element of creating a new business, or business venture, and term yeah I'd just expect there to be practical but also academic parts to it

RES: So for the remainder of this interview, when I use the term new venture creation degree that's referring to a university degree where the aim is to start of the business of your own. So... Would you agree that sort of sums it up that it's an academic degree where you aim to start a business

PAR: Yes spot on that's a good definition

RES: So when you tell another university student what course you study do they understand what you mean?

PAR: *laughs*, sometimes. I say enterprise development but if it's my Nan I say its business it's easier

RES: So do you have to explain what it is?

PAR: Yeah so if I say enterprise development, I explain before they ask that it mean it's a business degree where you start a business

RES: So do they show interest or wish they'd known about it themselves

PAR: I dunno, usually people say they're interested, I wouldn't say a particularly large number of people say oh I wish I'd done that. But I think when they say it, mm

maybe sometimes they're interested but other times it's being polite. Cause whenever I ask someone what course they study I say ooo that's interesting even if it sounds like complete rubbish boredom

RES: I completely understand yeah, erm, so what were your reasons for applying for your degree?

PAR: Do you want the full story of how I got here or?

RES: Fully story is fine

PAR: Oh where do I begin? Back in the day. Erm, well when I was doing GCSEs I didn't want to do a-levels I wanted to start a business of my own. Erm, but then got towards the end of gases and thought actually I'm not in the position to start a business right away. So lets just do a levels then I've got 2 more years to just plan. I got half way through a-levels, it was like year 12, and I'd still not thought of going to uni. But there was like the UCAS roadshow over at Portsmouth, and like everyone was going it looked like a bit of a decent trip. They recommended that even if you weren't convinced you'd go just in case it swayed you

RES: Yeah

PAR: Swayed you to go. So I went there with the attitude that I could still do it, so I made the most of it whilst possible. And whilst being on campus I really enjoyed the atmosphere and stuff. So yeah I just started picking up loads of prospectuses and free pens and stuff, I came back with like 30-40 prospectuses all together like, huge stack. So I spent the next couple of days at home reading through them. And there was one I picked up that looked nice, had a really nice cover, turned out to be Buckingham which I believe you'll be speaking to at some point. It had a nice picture of a swan so I was like ill pick that one up. So I was flicking through and that's when I first found out about new venture degrees. Erm so otherwise I think I'd have looked at business management or something anyway

RES: Yeah

PAR: Business with enterprise or something

RES: So you always had an interest in a degree like

PAR: I always knew if I wanted to go to uni that's what it would be for

RES: Yeah

PAR: So I saw the Buckingham one and it looked really interesting, so I went for term they didn't do like big open days, but they did like term, prior interview kinda have a chat and have a tour guide kind of day. So I went there with my mum. It was really good, I really enjoyed it. It was all perfect up until the point where they said we're private and you've gotta pay 6 grand up front and I was like what, no can do sir. So after that he said that's kind of understandable, but if you're interested, I can't

remember if he said like the necessary work alongside but he just recommended that I'd look at Coventry and Huddersfield and they had similar stuff going on. So I had a look at Coventry and Huddersfield online and couldn't actually find one on Coventry website and came across enterprise development and Huddersfield and though oh sounds interesting. So I came for an open day with my mum. And we'd already been to open days like 5-6 other places, and it had always been the kind of feel where there's something good but ultimately something that was like nah don't wanna go there. But when it came to Huddersfield it was like the course was spot on, the overall atmosphere of Huddersfield was really nice

PAR: It just kind of felt right where I was here and thought yeah ill go there

RES: So would you say the underlying reason then was you wanting to set up a business, but then also wanting a degree? At the sometime? Or?

PAR: Erm, it was wanting to set up a business, not necessarily wanting a degree but more, like, a) not wanting to miss out on the social side of university like

RES: Yeah

PAR: Being independent and all that sort of stuff, cause otherwise I'd have been stuck on the Isle of Wight, I'd probably still be there now milling around working at a hotel, hating my life. Erm, and then be like the actual degree sounded really good and like for what it was rather than the degree itself. So there's like, I wanted to learn the stuff but when I came in in first year if you'd told me I'd have learnt lots of stuff but I'd have failed the degree I wouldn't have been to fussed

RES: Because of the experience

PAR: Yeah because of the experience and the knowledge I'd have picked up from term like doing the degree itself

RES: Yeah yeah

PAR: And yeah like kinda having the safety net I suppose of still being able to live for free essentially because of student finance just because being able to have a go at business, and if it didn't work out then never mind

RES: Yeah that's a really nice summary there

RES: So have your opinions on the course changed since you began your studies

PAR: Well

RES: And just to add to that as one big question, has it met your expectations or changed over time?

PAR: Erm, yeah I'd say its, it's certainly changed from now from day one. Erm, because like I expected it to be more practical

RES: Yeah

PAR: And to have more practical assessment and thing I think was the main thing. Erm, because I didn't really notice it until well, we didn't have as much practical stuff as I'd have liked in first year anyway. But it's when it came to assessment, and, erm, was it first year.. No, in fact first year was more or less okay. Still would have liked more practical stuff, but it was in second year I never really got back into the swing of second year at all. But it was when it came to the enterprise development module assessment in second year where it was like a defence of your business plan

RES: Yeah

PAR: Like an apprentice interview, but it was like when I got my result back and I got an 81 82 I was really pleased with it

RES: Yeah

PAR: And then I saw what other people got, 2 people got like 8 and 87. And I was really cheesed up because I had actually set up a business

RES: Where they hadn't or?

PAR: Where they just put together a business plan in a couple of weeks. It was like what, fair enough if the business plan is good and they defended it well that's fair but

RES: The fact you've set up something physical

PAR: The fact that I'd set up a trading business and turned over a few grand and stuff, and they just like written a document, it's a bit like. Well, is this enterprise development or is it

RES: Yeah

PAR: Lets have a theoretical business degree

RES: Especially if your idea of the degree was to be practical in that sense

PAR: Yeah because I thought well I expected it to be more practical, because it was called like Pracademic, which in my mind means kind of close to 50/50 practical academic maybe 60/40 in favour of academic, but in reality I'd say in terms of assessment it's probably more like 90% academic with the exception of being like, term, the management training day in second year. Erm that was like a team building exercise and that was very practical and then we wrote a report based on that.

RES: So would you have expected that in most modules and throughout the course? Something that's more hands on?

PAR: Even if we'd like, I think what would have been really good if we had more like had a mark for our business, and not necessarily for how much money it had made and stuff. But if like there was a big checklist for like 50 points that you had to do throughout starting a business, so like you need to register as a company, you need to write a business plan, you need to open some social media accounts, you need to

do some advertising, you need to do your marketing, you need to get an accountant, all that sort of stuff, make your first sale.

RES: Yeah

PAR: So like if there was like a list of 50 points and then each one was worth like different value based on how important or how difficult it was to do

RES: And rank it then

PAR: And yeah, then you tot up all those points then at the end that was like a modules grade. That would have been like really good, and then that would reflect who's actually set up a business

RES: Yeah definitely

PAR: Because of all the people on my course in my year now, as far as I know, I'm the only one who's done like set up a limited company that has actually traded. Like some of them have sold a few things and stuff

RES: But there's nothing like set in stone

PAR: Yeah there's nothing like official stuff

RES: And how many people are in your year at the moment?

PAR: Erm well we started with 11 in first year, in second year we went down to 9, now we're at 7.

RES: Now you're at 7. So one in 7 where really the idea of the course is to set up a business you'd probably more expect the whole 7 to have a degree by the end of third year

PAR: So yeah like I mean most of them are working on stuff, but it's still very much in the planning stage where when I was sold the degree, it was choose an idea in first year write a business plan second year then launch it in third year

RES: Yeah

PAR: Erm but no one has certainly traded

RES: Yeah

PAR: The others they've like, they're at varying stages but it's all at early stages. Where I've kind of like done all of the main stuff in like end of first, start of second year, and then launched and then traded

RES: Yeah

PAR: And then almost wound that one up and started another one since

RES: So, would you say that if, based on what you've said, if there was a module that was graded on you setting up a business and running it and hitting all these boxes, do you think more people in your year would have set up a business, in order to pass the module or

PAR: Yeah they'd be forced to, they wouldn't have a choice, it would either be that or not necessarily fail but they're grade would be seriously effected it they didn't and the fact it was sold as a paramedic degree where you

RES: So that might make more sense

PAR: Yeah so if nothing else it would have at least motivated to make them try even if they would have not necessarily succeeded

RES: Yeah

PAR: But that's not really that important at this stage

RES: So overall, if you'd have just had to say yes or no, has it met your expectations?

PAR: It's certainly not met my expectations but I wouldn't say it was a waste of time by any means, like I've still learnt a hell of a lot and I'm still very pleased that I've done it.

RES: Yeah

PAR: It's just a shame that it wasn't quite what I expected

RES: Yeah, no completely understand

RES: So, can you clarify whether or not setting up a business is a requirement of your degree?

PAR: Erm, I'd say if you didn't you wouldn't be significantly affected.

RES: Right okay

PAR: I think if you do, it apparently will help in this reflection that we've done for year 3

RES: Yeah

PAR: Erm

RES: But you can't fail the degree from not actually setting up a business

PAR: No if you don't set up a business you don't fail

RES: Yep

PAR: Which I think, you shouldn't fail but I think you should be capped at something

RES: So originally did you think it was a requirement from sort of starting the course?

PAR: Yeah well we were told it in first and second year, that it was like a hundred percent set requirement

RES: Yeah

PAR: It was only like a third of the way through third year, when our course leader realised that there's only one person doing something, only a couple of others in some plans

RES: Yeah

PAR: That she clarified that actually you could pass without and it was just like you just have less to talk about in a big piece of work in third year

RES: Yep yep

PAR: But then, I don't know like based on the grades for second year I don't know if it'll affect us at all anyway

RES: Yeah so from what you've said, would you suggest that it should be a requirement then?

PAR: Yeah definitely

RES: Erm, so you've already mentioned this about setting up a business o ill just ask. Have you set up your own business during the course, or do you intend to do so before graduating. So you say you've set up a business, could you explain a bit more about that and the progress you've made?

PAR: Do you want to like know what it is and stuff?

RES: Yeah you could give an explanation

PAR: Yeah, so I came in at the start of the first year with an idea anyway, which was originally it was like a like a national swapping website for textbooks

RES: Yep

PAR: So, it would have been primarily used by university students and like swapping textbooks with each other. Like across uni, like, multi-uni, so someone in Exeter could swap with Manchester and they just post them sort of thing

RES: Yeah

PAR: Then I refined it down quite a lot so it would deb just based in like people at one university could only trade with people at their uni, and rather than it be swapping it would just be a standard trading site where it would be buy and sell for cash

RES: Yeah

PAR: Erm, so yeah I started planning it in like October, I started writing a business plan term then I went through a thing called the Kirklees youth enterprise centre

RES: Yep

PAR: So I got a five thousand pound grant, which paid for all of my tart up costs, and without it I would have been nowhere. So yeah, that was really good. And that was like an external scheme that I wouldn't have found hadn't I not been in Huddersfield because it was a local thing

PAR: So I did that, and had the website developed, registered the logo as a trademark and stuff. Got an iPad, just to use up the last few pennies of the grant. Which I then did actually sell on as well. Erm, er, so yeah we started trading in august erm, and rather than the original plan was to charge subscription to students

you use the service, then in the end after talking with the students union at Huddersfield, term decided to actually do like a licensing model where er Huddersfield SU paid me money to have the website at the uni. And then in return they would, the idea was that they kind of run it. Erm, then I also had licensees at Southampton and Exeter who like, they ran it as students, so they paid less upfront but then they were er monetising it through charging students to use it down there. So because they were charged less to use it in the first place, they were repaying me like 50% of what they earned up until the point of paying off like the whole amount sort of thing.

RES: Yeah

PAR: So that ran for a year throughout what was my second year on the degree.

RES: Yeah

PAR: Erm, ultimately it wasn't used enough to then be relicensed, but off the back of that erm I then pitched to Huddersfield SU to do a book sale instead. Cause one of the things that we realised from the website why it didn't work because there was no time pressure for people to use it

RES: Yeah

PAR: Whereas having a book sale where you could bring and drop your book off for a month and then there was like one day where everything was sold, that worked a lot better. It was really successful like, yeah, it was really good. And it was a great experience to work in like a fairly big organisation

RES: Yeah

PAR: But then still have like something of your own. More or less free reign to do what I wanted

RES: Yeah yeah

PAR: And then to have the budget and stuff. That was a really good experience and off of the back of that I've worked for them ever since

RES: That's great

PAR: And do you want to hear about the second one?

RES: I was about to say, how do you feel about that experience and setting up that business and running it, and obviously from that business you went round different curves and it sort of ended different to how you originally planned. But as you say off the back of that something new came, how do you feel about the overall experience.

PAR: Yeah, overall it's been I'd say it's been one of the. I wouldn't say I've really done anything as big as that so I'd say it's one of the best things I've ever done. Like one of my proudest achievements, yeah. I'd say pin pointing it to the best moment when I got the grant

RES: Yeah

PAR: Knowing that having written this business plan and pitched to these people that they were actually like yeah here's five grand

RES: Yeah

PAR: That was pretty cool. But overall it's been amazing I've learnt so much from it, and like you say it ended completely differently to how I expected it to go in the first place but I think that was one of the main things that I took from it. Was that just because you plan to do something doesn't matter if you end up doing that at the end

RES: Yeah

PAR: Which yeah it just really fun and based on that, do you want me to talk about the second one?

RES: Yeah that's fine

PAR: So based on my experiences from the first one from that business and what I'd learnt from the first 2 and a half years of the degree, I decided with a fellow student to launch a business in 24 hours, which is something that I dunno I'd have probably given it a go in first year but it would have absolutely fallen apart

RES: Yeah yeah

PAR: But having done it before, I knew exactly like what the most important things were to do, off the back of doing the first one and yeah I think to have, for us to have managed to do that was a brilliant achievement and can't complain

RES: Yeah so how do you feel about this second business then? Do you feel more at ease sort of going out in to the world now you've already got these skills from the firs business do you feel more at ease there?

PAR: Yeah like a hundred percent it's like I dunno it just seems a lot easier because like seeing in fact from seeing someone else who is based in the 3M centre who is setting up a clothing business which is, not like especially similar to ours like there's much more to it, but it is essentially still selling t shirts online. Like seeing how much planning she's putting into it is quite scary to think that much is going in to it, it's like loads and loads of time and effort and stuff, all building up to what essentially could be no more successful than what ours was

RES: Where we spent 24 hours

PAR: Yeah we spent 24 hours so if it turns out and doesn't make any money, so what like we managed to set up a trading business in 24 hours

RES: It's a lot different in that respect

PAR: You've got to be pretty special to do that

RES: Definitely I completely agree

PAR: I think I enjoyed this one a lot more as well. Partly because it's a lot more simpler, because that was something we did from the start, we knew what we wanted it to run like, so we knew to set it up like that from the start

RES: The original intentions were like that

PAR: I think we did that because we've done stuff before and we knew what we had to do to put that in place.

RES: Yeah

PAR: And as a result it's so much more fun and I'm really enjoying it, because there's a lot less pressure and it's just because it's simple it's easy to do well

RES: Easy to do yeah

PAR: And there's so much scope to make it better. Because we set it up so simply

RES: So just to link in to that question, can you describe the impact that your degree has had on your business start-ups, or from setting up a first business, the intention to set up a second business and from this has the impact been positive or negative. So has the course, sort of held you back at all, or has it pushed your forward from either what you've learnt from the modules or just the general experience you've got from the degree as a whole

PAR: Erm, I think the degree has certainly helped. Like there's been stuff I've learnt that has definitely gone in to it, like say for example, stuff like the customer experience I may not have thought about it as much had I not had a module that was on that. Erm, like operations management in second year, like that was one of my favourite modules, it was actually the worst grade I've ever got overall.

RES: Yeah

PAR: No sorry the second worst, term, but er I really enjoyed it and that in particular opened me up to potential graduate jobs in the future. Like if I was to get a graduate job that would be an area that I would go for. So it's developed me in that sense. In terms of setting up the business, like yeah there's been certainly stuff we've learnt that have gone in to it, but I don't think ultimately it has influenced me to like start up business

RES: Would you say that you already had that motivation before you started that degree; you mentioned you wanted to set up a business but uni was a safety net. Would you say that the course hasn't really affected the intention because it was already there?

PAR: The intention has always, that's why I almost didn't do a-levels because that's what I wanted to do. But what I would say is that the environment and the people I've met through uni is the biggest thing by an absolute mile

RES: Yeah

PAR: Like the grant I would have had no idea about that if I hadn't been in Huddersfield or at uni

RES: Yeah

PAR: It was on the course where I first learned about it. I've met lots of people like both successful like middle aged old people who have like been there and done the whole thing. But also met people in my position like yourself, like one of the course students who have been really motivational in seeing the immediate goal. Like what you can do

RES: Yeah definitely

PAR: Like with him, he was the first person, rather I saw him on TV before I came to uni, which is pretty cool

RES: Quite weird yeah

PAR: And then he was there on the open say I was like what, celebrity

RES: Yeah

PAR: And then since then I've become really good friends with him and I've found him to be like one of the most motivational and most on it people business wise that I've ever met

RES: Yeah

PAR: Erm, yeah, I wouldn't say anything about

RES: Yeah

PAR: But yeah I think it's the people I've met and the opportunities I've had as a result of being in Huddersfield and networking with the people here has been the main thing that's been a massive help

RES: So what would you say is the biggest barrier to setting up a business, or what you've potentially experienced yourself?

PAR: Erm, I think ultimately the thing that I dunno, I'd say my motivation.

RES: Yeah

PAR: Cause if you haven't got the drive to do it then you'll probably just not even get there in the first place. Like I think that's one of the main reasons why the other people haven't done it on the course

RES: Due to lack of motivation?

PAR: Yeah like the thought of oh I'm coming on this degree I'm gonna get rich, cause they think they're gonna end up with a business by the end of it. But without trying to put them down, I don't think they realise you actually have to put work in to get back.

RES: I completely understand yeah

PAR: Since I was 13 I've always had jobs and stuff and I've always wanted to make money. Like I know my work ethics pretty good when I want it to be

RES: Yeah yeah

PAR: Like I know if I want to apply myself to something I will do

RES: So just with that being said, has the studying of your degree helped you to overcome these barriers, erm, for example has it helped you to become more motivated or has it potentially caused more problems? Erm in regards to the barriers

PAR: I think one thing I've certainly noticed very recently is that with the like, assignments that we have to do; I'm now a lot more on it with those. Like in first year I'd start something maybe 2 weeks before it was due in, even later, and then just whiz through it and not really think about it

RES: Yeah

PAR: In second year more or less the same story

PAR: Then in third year, it was once I'd kind of accepted that the course wasn't quite what I thought, and I thought I came in to third year even more enthusiasm with more enthusiasm than I went in to first year, thinking with the intentions of taking a gap year afterwards. So I was like I won't take a gap year if I fail the degree

RES: So it gave you that motivation to do it

PAR: And once I realised that actually I might want to leave my options open to getting decent jobs instead of going straight in to my own business, then I need at least a 2 1 but if I could get a first that would be brilliant as well

RES: Yeah

PAR: So as a result working on assignments this year I've been smashing it as some would say. So yeah just starting earlier and just nailing down doing work. Like with the dissertation myself and a course friend, we've been in the 3M pretty much everyday since the turn of the new year in January, knowing that we wanted to put a lot of effort in to it and get the best grades that we can, and then not also be stressed at the end of it

RES: Yeah

PAR: Knowing that we've got like 3 days left to do like 10,000 words. And interestingly I think one thing that has motivated me to do that was being here this time last year, when it was you the three other course peers, you were all stressing over the last couple of weeks getting extensions and stuff

RES: So you wanted to learn from that

PAR: And yeah I certainly learned from seeing you guys do that, and I like seeing your feelings once you'd handed it in has been like a big motivation ever since. Like I can't wait to get to that stage

RES: Yeah definitely

PAR: Yeah like knowing I'm not gonna really enjoy the summer the time off if I know I've ended up with a 2 2 from Huddersfield, shit my life over

RES: So you mentioned, like with the assignments you're on the ball in third year, erm, would you say that they sort of caused any problems at all with the studying of the degree. You've got assignments to hand in, would you say they caused problems with the first and second year when you were in the peak of running the business or starting it. Did you ever get deadlines where you though I'd rather be setting up my business, or you had a meeting to attend next week but you were like my assignments dragging me back, did you ever feel that or did you find a good balance?

PAR: Erm, I think there was certainly times where I wanted to be doing business but I couldn't

RES: Yeah

PAR: Because I had assignments. Erm, but I still got everything done. I don't know if maybe if I didn't have a business that I'd have ended up with a better grade overall because I'd have had time to do it. But then again because it was actually having a business hasn't effected the overall grade, maybe I'd have ended up with a higher grade had I not gone through the business start up

RES: Yeah

PAR: Which I think is a big issue

RES: Yeah

PAR: Erm, but I think that I managed my time well enough erm, but yeah certainly with third year. Like I've had a much better perspective of what needs to be done and when, and what like I think going through the process of first and second year where at times it was very rushed and manic and everything was going on at once, that's how I've managed to do what I have in third year. Because going back 2 months, like you've seen me I had an insane amount of stuff going on. I had a dissertation to do, e commerce assignment, website to build and an 8000 word enterprise development reflection piece to do, and another piece of coursework which was a retake from last year, so that's 3000 words, term, I was setting up a brand new business, I was marathon training, I was learning a new language, I was running in the SU elections going for president. That would have knocked out 2 weeks of my life just doing the elections

RES: Yeah

PAR: But party because I'd put in work before hand, erm and the dissertation in particular

RES: And it made that possible

PAR: That made it possible, and yeah just coming in here and being with you and another friend pretty much everyday

RES: Yeah

PAR: Er like the team spirit I think, certainly motivated me a lot

RES: Helped you

PAR: Cause we knew we were in the same boat together

RES: Yeah

PAR: Even if I was doing more, but you know just doing a masters and working in business so. So it was really good to have that team spirit going on

RES: Oh yeah definitely yeah

PAR: I kind of really just enjoyed the challenge side of it, thinking if I could do all of this at once, I could get a grad job what's that? It's just a walk in the park. So yeah it's been, I'd say it's been like a bit of a challenge to myself and once I've done it's a massive achievement. And I've really enjoyed it in a weird kind of way

RES: That's good

PAR: I've really enjoyed the assignments, even if it's not because the assignments were fun, it's because there's so much going on

RES: Yeah

PAR: It's just really exciting

RES: So, do you believe you're the type of person that would have set up a business regardless of the degree or coming to uni. So you were sort of saying you always wanted to, so do you think you'd have set up a business regardless? If you decided last minute you didn't want to go to uni for example?

PAR: I'd have definitely set something up anyway, but like for example not having the grant funding I'd have been miles behind

RES: Yeah

PAR: What I am, then like the support and advice of the enterprise team and stuff here has been amazing, erm, I'd have certainly still done stuff though because like before I came here I was doing stuff on eBay I was selling stuff at home, I was selling thousands and thousands of records, I was selling iPods and accessories

RES: So you were already sort of doing it beforehand anyway

PAR: Yeah it wasn't anything like official, like nothing businessy or any of that but it was like learning the business and like eBay basics and stuff like that erm like yeah I'd have certainly gone on to do something but I think it would have been slowed down and not. I just don't think it would have been as sped up or been as successful.

RES: Yeah so one of the final questions, what are your intentions for your business once you graduate? Will you continue to run them or will you go on to work, or

PAR: Erm, well the first one is certainly wound down for now but there's potential to do stuff with it, because I've still like got the website that I can use in the same way, tweak it slightly to use it in a different way, erm could sell it on to someone,

RES: But you've still got all the basics and the backend there

PAR: I've still got all the stuff there so it's a matter of refiring it up. Or if I was to do something with the first business it would probably be more looking at the book sale events. That was more successful and I enjoyed it more. It was more hands on and seeing people whereas with the website I was very much a face behind a screen and I didn't even do the website by myself either. So it was just relying on people, like I would pay to

RES: Get someone to do the work for you?

PAR: But like with the second one, because it's so much fun and it's simple, it can like run with like minimal effort but it's like if you put more into it

RES: You'll get more out?

PAR: I think there's real scope to make it like really. Erm, pretty interesting in successful and stuff. Like with the two of us in it, I certainly enjoy it a lot more because you've always got someone there to talk ideas through and like, if something needs done and you're really struggling because you've got something else on

RES: You can just pass it on to the other

PAR: Yeah pass it on tot he other and vice versa and stuff

RES: And just branching off from that, what impact do you believe running your own business could have on future employment?

PAR: I think it's helped me already to be honest

RES: Already yeah?

PAR: Yeah like with the like the work at the SU, I don't think it had have maybe got that as easily as I did without having businesses because that was like the main thing I had. Like if someone asked what I do, then I'd say I'm a student and also run 2 businesses. I don't just say I'm a student. Which straight away puts me in a position that I'm at an advantage

RES: So you'd probably say it would make you more employable

PAR: I think so yeah, and that's why trying to get a first in the degree or a 2 1 at least, will help as well because even though having a business is something great that you can say you've done, ultimately a lot of big companies will just wipe you off if you haven't got a 2 1 they'll be like no I'm not interested. Then once they accept you on to your part and they see you've got a business that's what sets you apart from he others

RES: Yeah and what other degrees did you consider? You mentioned another new venture creation degree Buckingham and potentially Coventry, and did you look at any normal business degrees or was it just new venture?

PAR: Well as far as I know these 3 are the only ones that exist that are specifically like this, like I did look at business enterprise and business entrepreneurship and that kind of stuff, erm but reading through them like there was like no specific erm requirement to start a business

RES: Yeah

PAR: Where as here I thought there was.

RES: Yeah

PAR: It turned out to not be. But er but yeah it was always like the practical side I always wanted to go for

RES: So just to end there, what, if someone was asking you about the degree and asked whether they should study er this degree or an equivalent, would you recommend it?

PAR: Erm, obviously it's hard to recommend this one because it's erm, it's had its day. But erm, if like

RES: Lets say this course was still running for example

PAR: If it was still running as it is, I would recommend people did it but I'd make sure they knew what to expect

RES: Yeah

PAR: Erm, and not expect to be graded on their business and all that stuff that I thought. And also like the Theo Paphitis as well.

RES: Yeah

PAR: Like oh yeah Theo just comes in and helps you out with your business. That's a complete load of lies. We saw him once like 2 months in to first year, and that was it. And he gave like a big speech and we had a few minutes to have a private chat if we wanted to but that was it. But ultimately I would say, go for it but know what you're getting in to. But if it was, if this degree was tweaked, liked I've mentioned with the idea of actually starting a business counting, I'd recommend it to anyone wanting to start a business for sure

RES: And erm, sort of when you came in first year, what would you have said was most important - the grade or setting up a viable business?

PAR: Setting up the business

RES: And in third year? Now you've sort of gone through the different years and seen what the course offers and your experience, what's sort of the most important element for you now?

PAR: Erm, in terms of the degree itself or just like in general personal development?

RES: If someone had to say what do you sort of want, what would you put a bigger value on or what's most important to you right now. Running a business or getting a grade that can take RES: You in to future jobs or?

PAR: Err, I dunno.

RES: Or would it be split?

PAR: It would certainly be split

RES: 50/50?

PAR: It would certainly be split in some level. Like I said like getting a 2 1 or a first is your door in to a lot of good jobs

RES: But at the same time that experience of a business that still opens doors itself

PAR: It does open doors, but I think it would be a different sort of job you'd go for. Like you might have to be more like proactive and approach small businesses, and say I've done this can I work for you. Where as with big graduate jobs there's like thousands of people applying, and you need your degree. I think like one thing that has definitely changed this past year is my future like plans,

RES: Yeah

PAR: Like before uni I'd have said I'd have been, in fact when I quit my job in the hotel when I was 18 I said I'd never be employed again. Like at the time it's like a brave thing to do and I'm quite happy to go for that, but having seen the reality now

RES: It's a lot different?

PAR: Yeah like at first I did even put off getting a part time job because it's like going back on what I said, it's like a failure

RES: Yeah yeah

PAR: But one thing I've learnt is that failure is not the end of the world and it helps you develop and stuff. And erm, I was about to make one final point. Erm, yeah so my ambitions have changed, my plans to take a bit of time out straight after graduation erm and then erm get a graduate job for a few years. Learn stuff from then like in a big company, and then move on to start my own thing again.

RES: Sounds great, just before we end, could you just briefly explain how your degree is split each year, because is it a three year course?

PAR: Yeah - in terms of the final grade?

RES: No, so how does each year differ to the next?

PAR: Oh okay, erm, well I suppose you have like first year was kind of like a basic understanding of a few things. Like we did marketing analysis, accounting for managers, like business environment of law, our creativity and innovation which erm should just be scrapped as a module altogether from everybody. And then enterprise

development module itself, erm and yeah in theory it was coming up with a business idea, which is what in fact not even like the other people on the course did that either. Like, I don't think any of them had a set idea at the end of first year. Which in itself shows that the course business structure side of things wasn't there at all.

RES: Yeah

PAR: Second year was similar to first year I suppose in that it was a kind of like, wide mixture of stuff. Fairly, not basic but you know. It wasn't exactly going into advanced levels by any means. Like we had a bit more marketing stuff which I suppose was developing that more bit. With customer experience but one of the issues with it last year was, like, most of the modules we had were with like business management or marketing students. And they like did marketing all the time, or they did management all the time, and like the lecturers would like often refer to other modules that they did.

RES: Right - which weren't relevant to you

PAR: Which we had no idea what they were talking about

RES: Yeah

PAR: Like at times it was hard because with marketing analysis for example, like marketing communications in second year, that module like that was the that was the worst grade that I've ever got, but I think it was unfair on us because we were being graded in the same way all of the other students. But obviously they do marketing all of the time, and we only do it like for a couple of hours a week. So it meant that our grades would fall like I got 49, and I thought woah, what's going on here. I go out and set up businesses fine and loads of other stuff but supposedly I can't write an assignment on marketing. Which is like fair enough because they do deserve better grades but it's unfair on us because we've getting brought down for not knowing the sides that they do

RES: Yeah

PAR: And like third year has been more like, it's been a lot more independent because we've had dissertation, which we had like classes for before Christmas but to be honest they weren't all that. So I think that erm, in fact ill give you an example. It's a good one. When we were doing about SPSS, erm like we were taught how to, well not suppose taught how to use it and stuff, but like we had already said to the teacher for that class the week before, like she already knew we were unhappy with the course and that it wasn't as practical as we thought.

RES: Yeah

PAR: So when we came to doing the SPSS stuff, I said like this would be the perfect opportunity to rectify that. Why don't we all get our laptops, or some of us have got

them here now, or we could all go to a computer suite, and you could show us SPSS whilst we could actually touch it and stuff

RES: Yeah yeah

PAR: So like how else can you actually learn it. So she went out and off and booked a computer suite for us, and said for the second half of the lesson we'd go over there after we'd talk about the first thing, and then it got to the time and she was like nah we won't do that

RES: Right

PAR: And we thought, why not. We gave you the perfect opportunity to erm to like do something that would make us happy, and make us actually learn something and you've just gone and said no

RES: Yeah

PAR: Like what is your thought process behind that. Like eventually like two weeks later, we did actually do that in the end. But it was just like one laptop at the front on the screen, and we would like take it in turns

RES: Rather than doing it yourselves

PAR: Like if she'd done the first session when we all had a laptop, we could have all learned it in an hour. But as it was, all of us had come out of it not knowing what to do. All because she couldn't lead a simple practical thing

RES: Yeah

PAR: It's just like what you'd do in middle school like there'd be a teacher at the front who'd go through what you had to do and you'd do it

RES: Yeah

PAR: And this was like something impossible because she's like an academic and a bit of an idiot

RES: Right, well thank you very much for your time toda

Appendix X1B – PAR2

RES: Id just like to confirm that you're happy with the interview being recorded today

PAR: Yes I'm happy

RES: And you're also happy that you've signed the consent form today having read through the information booklet and ethics form

PAR: Yep

RES: Okay that's good. So we'll get going with the interview. The first question of today is, what year are you currently in?

PAR: Final year - third

RES: Third year okay, and what degree is it that you study

PAR: Er BA Hons Enterprise Development.

RES: Right

PAR: If you'd like the official name

RES: Fantastic, thank you. Third year

RES: So have you heard of the term new venture creation degree?

PAR: Erm, vaguely but I don't particularly... I can sort of guess what it is but I've never been told exactly what that means

RES: So with that being said, what, from that what would you suggest it involves, or if you could give a definition what would you say it includes

PAR: Erm, well obviously you get a degree from it because it's a degree, but it's to do with setting up a business or being part of that process

RES: So you've got the academic side of the degree, and you're still setting up a business as part of it

PAR: Yeah but the academic side has got to tie in obviously with what you're doing

RES: Yeah

RES: So, for the remainder of this interview, just when I use the term 'new venture creation degree', just so you know I'm referring to a university degree where the aim is to also start a business of your own, which is pretty much what you've said.

RES: Erm, so just wondering when you tell another student what course you study, do they understand what you mean?

PAR: Erm, no. Quite often I just don't bother saying what the title is and I just say business

RES: So that's the alternative you're using instead

PAR: Depending on my mood it's either just business, or business but you have to start up a business as part of it

RES: So that's a lot easier

PAR: But I never actually say the proper title

RES: So do they like, when you've spoke to people about it, do they show interest in the course? Once you've given a little explanation

PAR: Yeah, a lot of people don't know that exists, so most people are quite excited by it. And encouraged, and erm, I don't know I think we use specifically said students didn't you.

RES: Yeah

PAR: But a lot of adults I speak to find it a lot more interesting I think and something they'd like to do. I think students, find it a bit scary probably

RES: Yeah yeah, so have you ever had anyone say that they wish they'd known about it, like they might want to set up their own business so they've just found the course, when you've explained it, they've found it interesting. Have you ever had anyone say 'oh I wish I'd have known about that?'

PAR: Are you talking about students or anyone?

RES: Erm, we'll go with students first then anyone after

PAR: Erm, student wise, I think people are interested in it but no ones every particularly said oh I'd quite like to do that. But then the people outside of university that I've spoken to that have set up their own businesses are like oh I wish I'd known about that when I was at that point in my life

RES: Yeah, so have they gone on to study a different degree or have they not bothered with uni at all

PAR: Er good question, I think a bit of a mix. Some have some haven't

RES: Yeah

RES: Erm, so what were your reasons for applying for the degree that you're studying now?

PAR: Erm, I suppose I didn't have a clue what I wanted to do *laughs*, which is a good start

RES: That's okay

PAR: I never knew what I wanted to do when I got to GCSE I didn't know, and my tutor was a business studies teacher, erm so pushed me in that direction saying well you can do anything with a business studies qualification. So did that at a-level as well. Erm, then I was looking at apprenticeships, degree, job, all of that sort of stuff when I finished a levels.

RES: Yeah

PAR: Thinking of doing maths degree at some point, now I'm wondering why I ever even thought of that

RES: Yeah

and then I stumbled across this degree but in Buckingham uni, and it jumped out at me. And I thought actually that's something exciting, something different, something new

RES: Yeah

PAR: I didn't have a business idea at the time, I'd never particularly thought about having a business

RES: Yeah

PAR: But once I'd found that degree I started thinking about it and got more and more excited about it I suppose

RES: Yeah

PAR: Does that answer your question I've forgot what your question was

RES: The reason for applying for your degree. So would you say, what was the biggest underlying reason then, was it from the influence from your teacher or did you sort of always want to set up a business yourself or?

PAR: I'D never been interested in it, but from doing reflection and stuff I realised actually a lot of people around me when I was younger had their own business. So my mum does freelance gardening, I worked for people who'd set up their own business

RES: Yeah

PAR: And I liked the freedom and it just seemed exciting and there's so many. I think with that, you sort of, you can branch out into anything.

RES: Yeah

PAR: Like you can do a business in absolutely anything you like. And even if you didn't end up setting up your own business or wasn't successful, it can then be applied to a lot of different jobs

RES: Lots of different things yeah

PAR: So it's quite varied I think that's what stood out.

RES: Yeah

RES: So have your opinions on the course changed since you began your studies? And just to tie in with that, you can answer it all as one or superset, but would you say it's met your expectations, or have your expectations changed throughout the degree?

PAR: Erm, compared to some of the others, I don't think I had much in the way of expectations because I wasn't sure of what I was getting myself in to, to be honest

RES: Yeah

PAR: I didn't know what was going to be involved. Er, I think there was something's that maybe were portrayed in the wrong way by the university. Erm, such as Theo obviously.

RES: Yeah

PAR: But I think I've taken more from it. I think I've seen the benefits of it more than other people have.

RES: Yeah so it's just about how you're seeing it

PAR: I think it's the effort that people put in

RES: Yeah

PAR: I've put a lot of effort in to, I've got involved whether it being course rep, and I can see the teachers point of views

RES: Yeah yeah

PAR: But I think there's not as much practical stuff as I would have expected

RES: Right

PAR: Because one of the things I was looking at was apprenticeships and jobs after a level, because I wanted to go out and do something more practical. Seeing this degree had a practical element to it, erm, which I think is what I was expecting. But a lot of the practical element is expected for us to do of our own accord I suppose

RES: Yeah

PAR: Which wasn't made as clear as it could have done

RES: So would you say that when you first sort of came to the uni and studying the degree, you sort of expected a more practical element but over time that's sort of changed and you've become accustomed that, actually this practical element is big as you originally thought

PAR: Yeah definitely I think I realised that if I wanted to do the practical element I had to do it myself, it would help the degree in some ways with understanding stuff. Because if I'm doing that process then I can apply the theory that I'm learning

RES: Yeah that makes sense yeah

PAR: So I think that benefits. But I think first year was definitely because of our new tutor, erm was a bit crazy, and a bit up in the air. And that seemed a bit odd, and it was hard to understand what was going on

RES: Yeah

PAR: But from second and third year, and sort of getting more of an understanding of what's expected and how it all applies to everything

RES: Yeah that's good. So can you clarify whether or not setting up a business is a requirement of your degree? Or from at least what you've been told or read before?

PAR: I think it was supposed to be a requirement and that's what I was expecting when I came to university

RES: Yeah

PAR: But, now that I'm at the end of the degree it doesn't seem to have been as much of a requirement as I thought it would. I mean, it helps

RES: Yeah

PAR: And it benefits you with your help, but you don't really have to have one in order to pass.

RES: Yeah

PAR: But I think it does give you a better grade if you do have one

RES: What are your views there on sort of the importance of it as part of the degree, so would you have preferred it to have been mandatory to set one up or have an effect on your end grade so to speak? If you had one or not. Or do you have a different view on that

PAR: I think it needed to be made clear at the start

RES: Yeah

PAR: Which was it was. Whether you had one or not. Erm, I'm not sure it would have influenced me in any way whether I would have taken the degree or anything like that, erm, I just think it should have been made clear so that. I think if it hadn't have been a requirement I still would have started the process because everything that you're learning applies and it seems obvious to do it at the same time so you can apply it as you're going along

RES: Yeah that makes sense

PAR: But I don't think. I think yeah, I think it needed to be made clear and that's where it was let down,

RES: Yeah, and do you think if it was a requirement, that would be more motivating for individuals?

PAR: Yeah, I think I would be a lot further along now if there was set stages that I had to get through as I went along

RES: Rather than it being a bit more open?

PAR: Yeah, because it's up in the air I'm probably not as far on as I'd have liked to have been

RES: Yeah, erm, and just roughly how is each year split. So you mentioned it's a three year course, is there a set structure to the degree on what's meant to be in done in each year or is it sort of by the end it's nice to have a business but there isn't a set pattern to follow

PAR: Erm, from what I understood when I started; first year was coming up with an idea. Second year was writing the business plan and then third year was actually setting it up.

RES: Yeah

PAR: I think the enterprise development module specifically followed that plan.

RES: Yeah

PAR: Erm, with the information that was given, it just wasn't necessarily a requirement to have. You had to have written a business plan last year

RES: Yeah

PAR: I think it's the final year where it's sort of come apart a little bit

RES: A little less structured maybe

PAR: Yeah

RES: Erm, so have you set up your own business during the course or do you intend to do so before graduating

PAR: Suppose it depends as to what you class up as set up, but I'm in the process of setting up erm I've got lots of ideas, and I've got a guy building my website at the moment

RES: Yeah

PAR: So it's just a case of workload

RES: Yeah

PAR: So once this dissertation is finished and I've got more time, then lm at the stage that I can hopefully just give it a kick start and get it going

RES: Yeah get it going

PAR: So I'm sort of just at the stage of before starting properly

RES: So throughout erm sort of the whole degree, what progress have you made on business. Have you tried multiple ideas, or is it just the one idea?

PAR: Erm I've tried variations of an idea I suppose, it's been a lot of development personally as well as on the business side

RES: Yeah

PAR: First year, I had an idea, which I went to KYEC with

RES: Yeah

PAR: And then found out that it wasn't financially viable. Which was

RES: When you say found out, do you mean something you found out personally or were you sort of told that and directed in that way

PAR: When writing the business plan, then when I came to the financial section I realised that erm, the costs outweighed the money I'd get because I'd have to pay people for making stuff, pay for people going to craft fairs. So it all became too

expensive basically. Erm, and that was quite disheartening because I'd spent the whole summer daydreaming about having this business and sort of aspiring to that, but I pretty soon came back from that, erm and thought about the core reasons of me wanting to do that.

RES: Yeah

PAR: And that then led in to my current business idea, erm, and then I think second year writing the business plan and discussing that with everyone. I think that really helped to develop exactly what it was and how it would work

RES: So sort of from this experience of working on setting up a business, er and where you are now, how do you sort of feel about that overall?

PAR: Erm, I think I'm happy about where I am at the moment

RES: Yeah

PAR: I think it's taken a lot of development and lack of motivation on my side probably

RES: Yeah

PAR: To actually get anything done

RES: Yeah

PAR: But I'm at the point where I've now got my motivation at the right level and I'm passionate about it now because I've got it to a point that I can picture what it's going to be

RES: Yeah

PAR: So

RES: So you've got that visual image that you can work towards

PAR: And I think that's having the group of people around you or setting up businesses I think that helps

RES: Erm, so can you describe the impact that your degree has had on your business start up, or as you say you're currently working on a business, the impact on the intentions to set up a business. Now, this could positive or negative, er impacts but how do you sort of feel about that

PAR: Erm, I think the topics that we've taken have had varying impacts because I think what you've been taught, is quite specific a lot of the time to larger businesses and multi corporations because people taking general business degrees want to go into that area and want to get jobs in that area

RES: Yeah

PAR: Which is probably erm a negative side to it, but I think I've pulled information out which will be useful as I go along, I'm not sure how it will help, erm I'm not necessarily planning on having a multimillion pound business

RES: Yeah yeah

PAR: But the same ideas can be used within that as you go along

RES: Yeah, erm, and sort of to link with that, what would you say is the biggest barrier to setting up a business, or if you're in the process right now, what do you expect to potentially be one of the biggest?

PAR: Erm, I think if you look at things that way there's not a lot of major barriers, but I think the biggest one personally for me is going to be talking to the right people and building the best network

RES: Yeah

PAR: Sort of the whole getting it out there erm I'm a lot bigger on the side of word of mouth

RES: Yeah

PAR: And doing things cheaply

RES: Yeah yeah

PAR: I suppose using social media and that sort of thing, so I think that's, I think being able to get it going is going to be a big step because I'm just going to need to make sure I've got enough people on both sides

RES: Yeah

PAR: Because I need people who can put the information on the website, and then I need people who will look at the website. And then it's a bit of a chicken and egg thing

RES: IT'S just trying to get both yeah

PAR: And it getting enough at the same time

RES: Yeah so, just with er sort of that in mind there, has the studying of your degree helped overcome either this barrier or another barrier, or has it potentially caused more problems for you? Whilst you've been trying to set up a business, have the workloads got in the way, have you ever just wanted to say right today I just want to set up the business but I've got to do assignment instead would you say it balances well there

PAR: Yeah I've definitely go to the point of right I just want to set up the business, but that tends to be when I've got a lot of work to do. Because it's probably procrastination technique. I think the workload is definitely a big issue at the moment

RES: Yeah

PAR: I don't quite understand why we have so much work to do and it's supposed to be a Pracademic degree

RES: Yeah

PAR: Which is the phrase that is quite often used

RES: But it doesn't seem like that?

PAR: No, but I think there has been good things like talking about social media has helped me to understand how I can reach more people

RES: Yeah yeah

PAR: And erm going through the business plan has helped put it in paper rather than just being a random idea in my head that might not work

RES: Yeah

RES: Erm, so do you believe that you're the type of person that would have set up a business regardless of the degree, or even coming to university in general?

PAR: Er m I'm not sure

RES: Or would you say unis pushed you more in that direction just from being here and studying the course?

PAR: I think finding the course was a big thing for me

RES: Yeah

PAR: And that encouraged me to wanting to set up a business

RES: Yeah

PAR: I'm not sure if I would have thought of that before that point

RES: Yeah

PAR: Erm, whether that, whether I would have done it I'm not sure really erm, I've always been, I've always enjoyed doing crafty things,

RES: Yeah

PAR: So I suppose I might have done something on the side, selling things that I've made

RES: But maybe not primarily

PAR: I don't think it would have been a focus, I think definitely the degree has helped me with that, and meeting people that have already done it,

RES: Yeah yeah

PAR: And I think one of my main things is about the social enterprise side, because when I came to uni, although I knew I wanted to set up a business, I was quite focused on wanting the lifestyle of setting up a business

RES: Yeah

PAR: Rather than the financial side which everybody else was looking at?

RES: THAT'S really interesting

PAR: So I think coming to university has opened up the different ways of doing it, and the different opportunities there are

RES: Yeah

PAR: I wouldn't have probably known about the social enterprise structure or any of that sort of thing

RES: Without

PAR: Without coming to university

RES: Oh that's great, and what are your intentions for your business once you graduate? Will you continue to run your business, or will you look more at getting a job or maybe a bit of both?

PAR: Yeah, this has been a big point for me recently,

RES: Yeah

PAR: Trying to think about it, and you've come to me just at the right time because I've made up my mind

RES: Oh that's fantastic we can hear all about it

PAR: Erm, so, I was thinking of getting a job, erm because I know that the business won't make me enough money to live off

RES: Yeah

PAR: But what I, but then trying to think of what job I wanted was very difficult,

RES: Difficult yeah

PAR: Because I knew really all I wanted to do was my business

RES: So that was taking over

PAR: So, I've decided to move in with my parents

RES: Right

PAR: Get a part time job, to get me by

RES: And focus on this

PAR: And to focus on the business and to try and give it a kick start. I've given myself the deadline of a year

RES: Yeah

PAR: And if it's making good progress in a year then ill carry on, then if not I can look at getting a proper job

RES: Yeah

PAR: Or a different business

RES: Oh that's fab I'm glad you made your mind up, it's just the hardest step I think after you've left uni to decide what you want to do

PAR: Yeah, and cause my parents have moved it's quite difficult because I won't know anyone down there

RES: Yeah so you've got to start from scratch really

PAR: Yeah so it should be interesting because ill have to build up the network down there, when I have started building up people here as well.

RES: So it's just tackling that head on really

PAR: Yeah it's the whole location thing I think

RES: Erm, so what impact do you believe running your own business could have on employment, so lets say in a years time, the business is working well but you might fancy another part time job, or you might think oh I can run the business in an evening but I can still work full time. How do you think it was effect getting a job?

PAR: Erm, business is quite a big commitment isn't it so I think it would always depend on the financial side but also I struggle not, if I don't have any structure I struggle keeping myself going

RES: Yeah yeah

PAR: I just end up laying in bed all day and doing nothing

RES: Guilty

PAR: So, if the business was big and making loads of money and needed my full attention then I'd probably be fine because I'd have something motivating me, but at the start without any proper focus, having a part time job is something that I think ill need to

RES: To just supplement you for a while

PAR: Keep me, yeah even the financial side isn't that big because I know my parents could support me; it's the whole giving me something to get up out of bed

RES: Yeah completely understand

PAR: To keep me going.

RES: And would you say that if you had like run the business for a year, would that make you more employable if you applied for a job if having it on your cv looks good?

PAR: Yeah this is something I've been thinking about I'm not erm I'm not particularly sure, I think the skills of setting up of running your own business are probably really good to have

RES: Yeah

PAR: But I think one of the issues is that you tend to be a bit of a, you have skills in all areas

RES: Rather than being a master of one that specific to that job

PAR: Yeah, that's it, so I think some roles would probably love it because they know that you're independent, you can do things on your own, you can go off and get things done. I don't know if all people would like that or not

RES: Yeah, because obviously you might have done some accounting modules but that doesn't make you ready to be an accountant so to speak

PAR: Yeah

RES: So you've spread out

PAR: Yeah there's a lot of experience gained from the business that I think although I would say that I haven't had a full time job so I haven't got experience of that, I have got experience of actually doing the business element

RES: Yeah

PAR: So at least there's experience there that seems to be a vital thing at the moment

RES: And what other degrees did you consider? So you mentioned a similar degree at a different university, but did you have a look at a normal business degree like a traditional business studies course

PAR: Yeah I looked at a general business studies one; I think I might have looked at marketing side one,

RES: Yeah

PAR: I've always liked a creative stuff so I think I looked at things like that were business related and that sort of, but I was never sure of an exact thing that I wanted to do

RES: Yeah, and would you recommend this degree to someone if they asked you about it? Or if they were starting at university?

PAR: I think it would depend on the person, erm, I think you've got to have a good motivation and a good drive

RES: Yeah

PAR: Erm, which I might not have actually had at the start, but if it was the right person then I would recommend it, but if it was this degree particularly I'd make sure that they were aware of what exactly would be expected of them

RES: Yeah yeah

PAR: Erm, then I think the communication side is something that is quite important

RES: Is quite important

PAR: Yeah yeah, I think it's exciting, I think being able to do something that's all yours and something that you're interested in is really exciting and I think a lot of people would really like to do that sort of thing

RES: Yeah

RES: Erm, and when you come in first year, what would you have said was most important, the grade or setting up the business? So like leaving university with a good grade or having your own business set up and running?

PAR: I think, they were both equally important for me personally, erm, the business was a big thing because that's why I chose the degree, and I'm quite a big day dreamer so thinking about the future and thinking about me having my own business was really exciting

RES: Yeah

PAR: But also I didn't do as well in my a levels as I wanted to do, especially in business

RES: Yeah

PAR: So I was keen on making sure I did as well as I possibly could do for the degree and get the best grade

RES: And are you feeling the same now coming towards the end of the third year, or is one sort of outweighing the other a little more?

PAR: Erm, the business is still really important to me

RES: Yeah

PAR: Erm, but I'm partly wondering what the point of the degree was, more from the side of if my business is successful and I carry on doing that

RES: What's the point

PAR: Why did I bother with the degree, because the degree is almost a thing to get you a better job?

RES: Yeah

PAR: Then I think about the development side personally, and the ways that I've changed and the things that I've learnt

RES: Yeah

PAR: That are quite important, but that doesn't necessarily reflect the grade I suppose. I think the process has been more important the grade

RES: Than the actual grade

RES: And did you always want to set up a business, before uni or is that something you sort of came on the course thinking I might come up with an idea and ill run with it, but it was never sort of something that was always set in or?

PAR: Erm I hadn't even thought about it until I started the degree, well until I came across the degree, erm and then I started thinking about it,

RES: So that's where it worked from there and branched out

PAR: Yeah, I think my view of starting a business was different before I came across it, because now I see my mum has her own business but she never admits it is her own business because she does gardening and it's self employed

RES: IT'S really a business itself

PAR: Yeah but she won't expect that

RES: Maybe one day

PAR: But I think it's the clarification of things and just expanding your knowledge

RES: Yeah and it's one persons definition against another sometimes

PAR: Yeah exactly

RES: Right that's great thank you very much

PAR: No problem.

Appendix X1C – PAR3

RES: I'D just like to confirm grant that you're happy with the interview being recorded

PAR: Very happy

RES: Very happy

PAR: I'm excited at the fact

RES: And you're also happy that you've read through the information and consent form and you're happy to proceed with todays interview

PAR: I am

RES: Absolutely fantastic, so the first question today, why year are you currently in?

PAR: I'm currently in my third year of the bachelors in enterprise development

RES: So that's the final year is it?

PAR: IT'S the final year

RES: And so have you heard of the term new venture creation degree?

PAR: I have, I'm on one

RES: Right, so what is your personal definition of the degree?

PAR: Personal definition, erm, it's a degree based around setting up your own business so, it's they teach you various things erm modules that you might use in setting up your own business

RES: Right so what would you say the outcome is from that degree based on your definition

PAR: The end goal is to have a running business, to have a career, that's what we got told

RES: Right that's fine, so for the remainder of this interview, just when I use the term new venture creation degree like you said it's referring to a university degree where the aim is to start a business of your own

RES: So when you tell another university student about the course that you study, do they understand what you mean?

PAR: Erm most of the time they have no idea. As soon as I say I'm doing a degree called enterprise development

RES: Do you have to sit and explain?

PAR: Yeah I say it's a degree based around setting up my own business,

RES: So have you ever used an alternative way, you've not actually used the real name.

PAR: Yeah, if its just stuff, sometimes I just say I'm in business because it's easier, sometimes

RES: And do they show any interest in it, or do you ever find anyone saying oh I wish I'd have known about that degree

PAR: Not yet, I've not experienced that yet. Some people are interested but not many.

RES: Yeah, would you say that's its genuine interest or would you say it's more just being polite

PAR: I'D say it's more just that or because it's different I'd say. Because most people do business management or something and they aim to go and work for another company

RES: And what about have you told anyone that isn't a student, like adults that are currently working or people that you know from school that have gone on to get a full time job?

PAR: No not really, only family people like that

RES: Yeah

PAR: Loads of friends back home I've told them all about it

RES: And is their view the same are they just

PAR: They're just not interested in it it's not their thing

RES: So what were your persona reasons for applying for the degree?

PAR: Er, this specific uni or just in general?

RES: Well you could go into both, in general and then this one?

PAR: So for this uni, I applied for it because it was rated the best entrepreneurship uni or something in 2013

RES: So it was the university itself that pulled you in

PAR: Yeah that was the original reason why I applied for it. But I've always wanted to set up my own business, and so I decided why not go to uni and do it

RES: So is that the reason for applying for the course then because you wanted to set up a business

PAR: Yeah that was basically it, then before that I wanted to go to uni I started to look into my options, I saw there were quite a few degrees that were like business management plus enterprise

RES: Yeah

PAR: And there were a few that were specific, then I found this and came to the open day and yeah seemed

RES: So what was the biggest reason was it more towards getting a degree or setting up the business whilst here on the course, or for the uni or?

PAR: I'D say it was more setting up a business because when I came to the open day they gave all these examples of students that are running businesses

RES: And it sounded good?

PAR: All of that and I thought I can see myself doing that.

RES: So what about the other sort of courses you'd look at, what was the reason you might have put them as a second option or?

PAR: Well I looked at one, well my first option was the enterprise development at this uni, then my second option was entrepreneurship at this uni as well

RES: Yeah

PAR: And then after that it was business management or something at De Montfort, but this one just stood out

RES: Stood out yeah

PAR: Like the other ones didn't really compare, because there was something and enterprise

RES: Focused directly

PAR: Yeah

RES: So really the main reason was you wanted to set up a business and you thought this degree would help you

PAR: Pretty much

RES: So would you say your opinions on the course have changed since you began your studies

PAR: I'D say that they've definitely changed from when I first came for the open day

RES: So what was the original opinion?

PAR: They basically sold it to us, as like, you'll be working with Theo Paphitis, you'd be a millionaire by the end of it, that sort of thing. They didn't say those words exactly but it was that sort of thing like you will leave with a business

RES: Yeah

PAR: Erm, and then throughout our first and second year I had various ideas but none of them really worked, plus the er especially in first year we had a module leader that was a bit, a lot of the modules and stuff were a bit interesting to say the least, the support wasn't as good, A new tutor came in and it was, I'd say now in third year of my opinion has changed a lot compared to first year, which had then changed but er

RES: And er, if you sort of looked at your expectations of the degree from starting, would you say it's met your expectations?

PAR: Not exactly I mean I'm going to be leaving with the business, the idea will be launching shortly after me graduating so I guess in that sense I will be leaving with a business, I will be leaving with a degree so I can go into a job, I can do whatever I like, so I'd say

RES: So you're happy with, sort of you came to the degree wanting to set up a business; you'll leave hopefully with one

PAR: Yeah

RES: What about the degree in terms of the course content, would you say that's met your expectations?

PAR: There were some modules which were bit, I felt like they just put us in that class because it was more convenient for them, rather than having a module that was specific for us, because there was a few of us it doesn't make sense for them to make loads of modules for us

RES: Just for you

PAR: I'D say in general I picked up quite a lot, well mainly through the enterprise development module I'd say that's where I picked up

RES: That was the most valuable you'd say

PAR: Yeah

RES: So with that being said would you say expectations were changed over time? So you sort of came in first year with a business being mandatory, then over the years would you say your exceptions have changed as the years have gone by? Or did you still expect the same?

PAR: Well when I was in first and second year it was kind of like, I might leave with a business, worst case scenario I've got a degree, I'm still trying to run a business so I can still get a job. But now I'm in third year I'd say yeah my expectations have been met

RES: Yeah so that's good so can you clarify whether or not setting up a business is a requirement of your degree

PAR: I don't think it's a written requirement anymore, I knew it used to be a few years ago but

RES: So when you signed up for the degree is that what you were told that you would be required to set up a business

PAR: Yeah

RES: So would you say that's changed now?

PAR: I'D say as kind of you're along the way, by the time ill leave, well I've got a registered company now but by the time I leave it won't be launched or anything.

RES: But it'll be well on the way to do it?

PAR: Yeah I think as long as you're making progress towards it

RES: THAT'S the main thing

PAR: We have a lot of modules on reflection and how you've developed as an entrepreneur, how your business has developed so obviously it would be quite hard to do those modules without something in place

RES: Yeah that's true, so how is your course split, so how is each year different to the next? Is there a set structure or is it?

PAR: I think first year is more about the development or getting an idea, developing it, second year is more implementing the idea and getting it started, and in third year you're meant to have something running

RES: So you're meant to have it running for the final year

PAR: Yeah

RES: So would you say that students are on different levels throughout the course?

PAR: Oh yeah definitely, when I came in first year there were people with businesses already, there were people who were well on their way. And then there was me without an idea

RES: How did that make you feel in terms of someone else, you were almost feeling like they were a step ahead

PAR: It makes you kind of feel behind but it gives you something to work towards. But anyone can set up a business it depends on whether they're going to carry it on, whether it's going to work, whether it's going to be something

RES: Yeah that's true, erm, so this question we've already covered but have you already set up a business or do you intend to do so before you graduate. So that's something that's in progress now?

PAR: THAT'S something that's happened quite recently, I think it was in February my partnership was formed

RES: Oh so it's still

PAR: So it's still very recent

RES: So just on that question, what progress have you made up to date then, what sort of stage are you at then, have you registered the company have you got..

PAR: We've registered the company, we've got erm samples from our supplier, we're basically applying for loans at the moment so we can buy a load of stock, erm, then we're ready to sell. Our website is well on the way, we're just waiting to, well to get our samples our final product then just to take pictures and upload them and we'll be done

RES: So erm how do you feel about the sort of position that you're in now and the experience that you're going through

PAR: IT'S good; it's all good fun.

RES: THAT'S positive

PAR: Well we've encountered some problems along the way but that's apart of the fun isn't it. We've overcome then

RES: THAT'S true isn't it?

PAR: THAT'S more just balancing uni and the academic side with running a business, that's the main problem I'm having right now. Because at the moment it's all deadlines, deadlines, deadlines

RES: So you're focusing more on the uni work

PAR: Yeah the business has sort of been put to the side, aiming of launching it in June July

RES: Once the university work is out of the way

PAR: Yeah

RES: So can you describe the impact that the degree has had on your business start up or the intentions to set up a business

PAR: Well I didn't really realise until forming this partnership that is had such an impact on me, because how the partnership was formed was that one of my friend had this idea and he bought a couple of samples from china or somewhere

RES: Yeah

PAR: But he had no idea how to start a business, but knowing I was on the degree I'm on, he started asking some questions. Like it just worked, like me and him working together just works. We've made a lot of progress; I managed to know a lot of things. I didn't realise that I knew until

RES: Until you sat down and starting talking

PAR: Until he started asking questions, that's how the partnership was formed

RES: So you'd say that basically the impact from the degree has been positive overall then

PAR: Yeah like I know how to start a business where as before I sort of had an idea, but putting it into practice was

RES: Would you say that's come from the course content, or sort of the experience of university and the people you've met more?

PAR: I'D say more course content, like the 3M duke of York entrepreneur centre, the support I'd say is definitely more the support than the people I've met as such

RES: So would you say the course has still supported you and maybe some of the core modules there

PAR: Yeah,

RES: Yeah

PAR: And we've had quite a few guest speakers come on the course, which has helped

RES: So that's sort of helped you to get going, erm, so what would you say the biggest barrier has been to setting up, or what do you expect it to be in the future? Er, just to get, so you've mentioned getting loans so could that be something that could be a potential

PAR: So yeah we needed a loan to launch it so if not we'll have to wait until we're both working, so for me that won't be long, but my business partner still has a year of uni. Or we could loan off of like parents, family, all that but I prefer to just try and do it all myself. To get a loan from the bank whatever

RES: So you'd say that's going to be pretty much the biggest barrier

PAR: Yeah, but we should be alright getting one of those. There's quite a few different grants we've got to apply for

RES: Should be covered there yeah

PAR: Yeah

RES: So obviously that's more of a monetary barrier, as studying the degree helped you overcome any other barriers, or potentially even caused more problems than helped solve.

PAR: We've not really encountered anything too badly

RES: What about the.. Oh go on

PAR: Originally we were registered as a limited company, but then we came and spoke to people and they said we should register as a limited partnership, but now we're applying for loans it might make more sense being a limited company

RES: Yeah

PAR: So we thought we might have messed up by doing it and now it's actually kind of worked out alright

RES: So would you say that obviously being gone the course, that's helped you, even meet people or use the Duke of York Young Entrepreneur Centre

PAR: Yeah definitely

RES: THAT'S almost had a positive effect on the business there

PAR: Like from coming to here I've, like we had a problem with our intellectual problem, that's something I forgot about

RES: Yeah

PAR: But then we came to the duke of York young entrepreneur centre, and they referred us to IP lawyer who works upstairs and now everyone's good

RES: They've helped you out, that's good, erm, so would you say that like the studying of the degree, you've obviously got deadlines and assignments, would you say that's caused any problems for setting up the business?

PAR: Erm

RES: Because you mentioned you've had to put things back

PAR: Yeah, like for the last 2-3 weeks, we haven't really done anything on the business because we've had so many deadlines

RES: Focusing on the uni work

PAR: IT'S meant to be a Pracademic course but there's a lot of academic writing

RES: Yeah so at the minute you're focusing on the academic side of it, you'll hopefully go on to set up the business after

PAR: Yeah get that piece of paper and then

RES: Then you're ready to rock

PAR: Yeah pretty much

RES: So do you personally believe you're the type of person that would have set up a business regardless of either this degree, or coming to uni

PAR: Yeah I think I would have at some point; I'd have probably gone into another job. Like property is something I've always wanted to get in to

RES: Yeah

PAR: Like property development, like I still will get into that at some point. IT'S just a matter of

RES: Earning the money first

PAR: Yeah basically

RES: So you're saying you'd have worked for someone and run something on the side?

PAR: Yeah that would have been the plan

RES: Yeah

PAR: It still will be the plan after this, because I doubt that when we launch the business that we'll make millions within, or like enough to live off within weeks. I'm going to have to apply for another job then

RES: YEAH, erm, so just linking to that, what are the intentions for your business er once you graduate?

PAR: The plan is to launch during summer, ill be applying for jobs throughout the summer in the area like Leeds, Huddersfield area, and then plan to grow it as much as we can, focus on our core values and why we're setting up the business, and then hopefully

RES: And then run from there and see how that goes?

PAR: Yeah hopefully leading on to something

RES: Yeah, what impact do you believe running your own business could have on employment, do you think it could make you more employable?

PAR: Yeah because if you've gone off to try and do it yourself, you're one step ahead of the people that have just gone to uni, they've learnt something and then gone into a job whereas if you've got hands-on experience, to me in my eyes you're more valuable than someone that has gone and got a piece of paper and

RES: And they're still fresh out of the box

PAR: Yeah, they've had no first hand experience have they

RES: How do you think that would compare to you going to uni for three years, how do you think that would compare to someone that has already had three years experience in the industry? Or do you think it would be more job dependent

PAR: Yeah definitely more job dependent, like if you want to become a scientist, like research drugs you might need to have come to uni

RES: Yeah

PAR: But I think in some jobs, I've heard of people that are now earning like, the sort of wage ill be earning once I graduate

RES: Yeah

PAR: And it's just because they've worked their way up the ladder

RES: Yeah

PAR: I guess its sort of preference whether you want to stay in uni, rack up loads of debt

RES: Or whether you just want to

PAR: Or just go straight in erm yeah, I guess it all just depends

RES: So this question we've already pretty much gone over, but what other degrees did you consider, so you mentioned this one, a similar one at this university

PAR: Yeah and then I applied for I think it was two entrepreneurship ones, that were just titled something like business and entrepreneurship, then there was business management and enterprise

RES: So they were all very similar

PAR: Yeah they were all based around business

RES: Yeah

PAR: And

RES: Did you look at any other new venture creation degrees or was it more

PAR: I didn't really know about any until I came to this uni, it was quite a flook that I find out about this degree because it was my brother and he came to uni the same year as me, and he came to look at sort of pharmaceutical chemistry or something at this uni, and I was like oh yeah ill come along. Because at the time I wasn't one hundred percent sure I wanted to come to uni

RES: Yeah

PAR: I was like yeah I'll look, but I'm not one hundred percent sure.

RES: Was this at the last year of being at college then

PAR: Yeah, and then I came and heard about the degree and stuff

RES: And that was it?

PAR: Yeah that was the one for me

RES: So had you not heard about it anywhere else, it was literally just turning up to the open day?

PAR: Yeah I hadn't heard about it until I came to the open day, and then someone explained it to me

RES: Just by luck

PAR: That kind of ticks all the boxes. It was very, at the time I wasn't that fussed about going to uni, it was just, I kind of had it in my head that I would work for someone else, then I'd just go gout, the idea was to open a gym at the time and I'd just save up as much as I can, live like a really tight lifestyle

RES: And then just go and

PAR: And eventually go and open a business myself, and then I found this degree and thought this is the one I want

RES: The one you wanted to do

PAR: Yeah I loved the uni so it all

RES: So pretty much after going all that, would you recommend the course to someone applying for university

PAR: Well, the course is closing

RES: Oh that's

PAR: Yeah I'd recommend similar courses if that's what you want to do, I know there are other courses out there like Buckinghamshire, and there was one other I can't think I think it was Coventry that do a similar degree. If that's something you want to do, set up a business,

RES: Yeah

PAR: You do learn a lot

RES: So if this was continuing, would you recommend this exact degree?

PAR: I would now, in the second and third year it definitely got a lot better

RES: If someone asked you in first year it might be a bit different

PAR: If it was first year I'd have said no, I was thinking about changing course in first year because it was pretty bad, but second and third year was alright

RES: With that being said, what would you say you'd drawn the more value from, from the course?

PAR: Erm

RES: Is it the content, or is it the services that are available as part of being on the degree or?

PAR: I'D probably say it was more the links, the services that you've got access to. A lot of the tutors on our degree are, especially in the second and third year, they're very very useful

RES: Yeah that's always handy yeah

PAR: I'D say yeah,

RES: Erm, and one of the last questions, in first year, if someone was to ask you what would have been most important, the grade or you setting up a viable business

PAR: In first year, I'd say definitely setting up a business

RES: And is that the same now, would you say that's the most important or?

PAR: At the moment it's definitely getting my grade

RES: So you're swaying more towards that

PAR: Yeah I think that's more because I know that I'm gonna set up the business anyway, it's going to launch

RES: But this is handy to have and to fall back on

PAR: Yeah, so it's

RES: Erm,

PAR: Yeah at the moment it's definitely get a grade

RES: Erm, and one of the, well the last question, you'd already touched on it, but did you always want to set up a business I think

PAR: I'D say since I was about 14, 15 I always loved the idea of setting up my own business and being my own boss. My dad used to run his own plumbing company so I've always grown up around that

RES: Yeah, would you say?

PAR: My uncle he owns his own building company

RES: So, would you say that's the biggest reason for wanting to set up your own business because you are sort of, you'd grown up around it?

PAR: Maybe, I'd never really thought about it much, I'd always just thought about business differently, like oh I could buy that and sell it for more,

RES: Yeah I know what you mean

PAR: Yeah so, I don't know if that's how I've been growing up or watching entrepreneur TV shows or things like that, or things like that, I'd definitely say like growing up around it has probably been

RES: Has had an influence

PAR: My main influence I'd say

RES: Right that's great thanks you very much

PAR: You're welcome

RES: I'd just like to confirm you're happy with the interview being recorded today

PAR: Yep no problem

RES: And you're also happy that you've read and signed the information and consent ethics form today

PAR: Yep I'm happy

RES: And you've initialed it

PAR: I have indeed

RES: So right, what year are you currently in?

PAR: Er third year at the moment,

RES: So is that the final year of your course

PAR: Yep that's right

RES: Yep, and what degree is it that you study?

PAR: I'm doing the enterprise development degree at Huddersfield University

RES: THAT'S great, so have you heard of the term new venture creation degree

PAR: Yep

RES: And what's your personal definition, like how would you explain new venture creation degree

PAR: IT'S a degree, which requires you erm to set up your own business as part of that degree so it's half to do with business, half to do with learning around new venture creation

RES: Yep that's great, so for the remainder of this interview, when I use the term new venture creation degree, just so you know I'm referring to as you say a university degree where the aim is to start a business of your own, does that sound about right to you?

PAR: Yeah I would agree with that

RES: So when you tell another university student what course you study, do they understand what you mean?

PAR: Erm, when I say enterprise development

RES: Yep

PAR: Some people get a bit confused and ask what's that?

RES: Yep

PAR: To which I reply business development, which is a bit more

RES: Do you find that a bit easier, that they understand that a bit more easier

PAR: Yeah I think that business development is a lot clearer than enterprise development

RES: Yeah so have you ever got the point where you've said, right ill stop using enterprise development and started saying you study business for example

PAR: Yeah I have got to that point just due to the amount of people that have asked me

RES: Yeah you have got to that point, and when you say that you've told other students what you study, do they show an interest in it? Or have you ever had anyone say oh I wish I'd have known about that

PAR: Well it depends on the person I'm asking really whether they're involved in something similar

RES: Yeah

PAR: But usually I think business development is quite explanatory, and they have a picture in their mind of already of what it is

RES: So when you tell someone, oh my degree helps you to start up a business or the aim is to start up a business, have you ever had anyone say 'oh I wish I'd have known about this when I was applying of uni, I'd have applied for that, or do you always find that it's just a level of interest but no ones really took it on that much

PAR: Yeah no ones asked me about you know, wishing they'd have discovered it before they started university because I think quite a specific degree, if you were interested in that and looking for that

RES: You'd have probably gone out and found it?

PAR: Yeah that's right

RES: Yeah completely get that. So what were your reasons for applying for your degree then?

PAR: It was during six form, I wasn't exactly sure what I wanted to do but I knew I had an interest in business

RES: Yeah

PAR: And I didn't want to do a completely academic degree, because I wasn't totally interested in academia, I wanted to utilise my practical skills more

RES: Yeah

PAR: So this was more, the only course which could utilise practical skills within learning

RES: Alongside the academic side?

PAR: Well, that's what it said anyway

RES: Yeah. So would you say that's the biggest reason? So you wanted to explore a business idea

PAR: Yeah

RES: But you knew you could do it alongside the academic side?

PAR: Yeah it was mainly because it advertised itself as being Pracademic, or being able to do something practical with your skills and knowledge rather than just writing assignments by itself

RES: So that's what pulled you in the most,

PAR: Yeah

RES: So you had this business idea. Would you say that the business was equally as important or would you say it was more to do with you wanting to start a business and having the help from the course?

PAR: It was a balance of both because I really liked the nature of degree was sort of, it gave you skills but in a sense of a degree to help be self-employed. I wanted to make that next step and having the directions I could have gone were doing an apprenticeship, or work experience or a degree, so I want to make that next level of achievement or industry recognised qualification in some way. Whether that's experience or academic certificate

RES: Yeah, and you saw this and it was a mix of practical, or so you thought, practical and academia and that suited you well

PAR: Additionally as well as that next level qualification in the industry, yeah, you're left with some sort of ideas to do with business running a business yourself. So it gave you that bit extra

RES: Sounds great, so erm, have your opinions on the course changed since you began studying?

PAR: Er, yes, I would say it changed most dramatically from my perceptions of the course and the way it was advertised to actually initially being on it, and then less drastically it's changed from year into finishing the degree

RES: So when would you say it changed the most, in first year once you arrived and sort of got a taste for the course

PAR: Well, erm you know, reading the leaflet advertising the degree and what I thought it was and how it came across during interview process trying to get into university, to the first week, two weeks

RES: You started to realise it was a little different

PAR: It was drastically different

RES: Drastically different okay wow

RES: So with that being said, would you say it's met your expectations or not?

PAR: Severely not met my expectations not

RES: Oh right, wow, erm and just your expectations would that, would it be right in saying they've changed over time. Obviously when you first arrived it's more practical, but then over the time you've sort of seen that it's changed, would you say

that your expectations have had to change? So you've expected maybe less practical side, began to expect more academic from the degree?

PAR: Erm, yes, I would say that as my opinion changed from starting the degree, erm, I expected something which I found to be completely different than my expectations, got completely recalibrated, and through that travelling from first year to third year, it adjusted so slightly and you sort of going towards the end of the degree you expect less, it's just about getting that degree certificate, everything else just sort of disappears, the other expectations become sort of I wouldn't say irrelevant, if you focus on too much it becomes a hindrance towards getting the degree.

RES: Yeah yeah, I've got you with that, so can you clarify just on your degree whether or not setting up a business is a requirement or not

PAR: Erm, on paper initially it was a requirement

RES: Yeah

PAR: Although no one really expected you to in the sense that no one asked you how it was going, no one had any interest during the degree, or any modules you did

RES: So is that sort of from the get go in first year, that you sort of erm you know, at first when you applied you thought, actually yeah you have to set up a business, but as the first year went on it became apparent maybe it wasn't as mandatory as you'd expected maybe

PAR: Yeah it was merely just something to provide substance for academic study, having a business, it wasn't something that was absolutely fundamental and the expectations of having a business were adjusted because on my course, no ones really set up a solid business

RES: Yeah

PAR: Or sort of the business which has taken over, if you know what I mean, taken over a lot of their lifestyle. So the requirements to set up your own business have been adjusted by the head of year, from sort of showing you're registered company, that you've created your own brand, and that you've got a tax return form etc.

RES: Yeah

PAR: To sort of, maybe you've purchased a domain name, or maybe you've registered as a company

RES: But you're not maybe trading

PAR: But you're not trading yeah

RES: So how would you say, what's your view on that then? Would you have preferred to have seen it as a definitive requirement? Or do you think that this more relaxed approach could be better to sort of fit everyone in to that?

PAR: I think having a very firm approach to starting up your own business doesn't really make sense. I mean I've had opportunities during the year, for funding and for expertise and things which I attended for an experience but weren't ready for

RES: Yeah

PAR: And to press people into opportunities they're not ready for can be sort of disastrous

RES: So you think that could have a more of a negative affect than a positive

PAR: Yeah it has to be relaxed because the nature of people setting up businesses is completely at their own pace, and you know not every business is the same so, it should be judged on where you're going and what you've achieved so far, rather than the set focus of having a registered business name or tax return

RES: Yeah because it might be the fact that someone is doing it for the sake of passing the degree than what they actually wanting to do

PAR: Like I said just creating substance for academic study

RES: Yeah so how is each of your years split, like sort of the different between first second and third year? Is there a set layout or do they all sort of blend in together?

PAR: I think the design of them were meant to compliment your thought processes. So in the first year you were sort of given basic skills for understanding and creating sort of a more holistic approach to business. Like accounting

RES: Yeah

PAR: Law, and like the second year I can't really remember now it's a while ago. But it was sort of to compliment your thought processes through but whether that happened in real life I don't know. There was quite a lot of irrelevant modules that wasn't very tailored towards setting up your own business. They weren't very well thought out at all

RES: Yeah and what about final year then, is that following on the same pattern

PAR: I'D say it had nothing to do with business at all

RES: Really?

PAR: Because it's totally focused on, I mean, I've had a 5,000 word assignment, an 8,000 word assignment and a 15,000 word dissertation I mean when you're completing all that

RES: Yeah

PAR: To find any space to

RES: To run a business or set one up

PAR: I mean, if you had a meaningful business it would at least take up 50% of your time, you'd be running around like a headless chicken sort of thing, so it isn't really,

you know, the course wasn't made to set up and run your own business in a relaxed way, achieving things at your own pace. It was achieved for a degree.

RES: Yeah yeah, so would you say the business side is something you've got to sort of fit in around the outside of university life, so you're doing assignments all day, is it when you get home and expect to relax, is that when you're meant to run the business or? Because at the minute it looks like there isn't much time to devote to it really?

PAR: I'D say it really depends on how much you can manage things, like if you're really proactive with your work, like I said having a meaningful business there is a lot of work in it

RES: Yeah

PAR: So you could balance that but it would mean you working very hard for most of your time, which at some points especially when you're stressed during the last part of university, the last year, it wouldn't be very feasible yeah

RES: So just on that note, have you set up your own business during the course or is it something you intend to do before graduating?

PAR: I've put things in place to set up my own business. I've purposely had to stop the progress of my business, erm, having had things in place, er and will intend to go through with that in the future. But I've had to stop them things due to the amount of work I've had to do in relation to the degree. So I do intend to set up my own business in the future and I've got a few more ideas, but

RES: Yeah that's great

PAR: But it's something I'm going to have to do after university once I've done the work

RES: Once you've got the work out of the way with. So what progress have you made to date then, so have you got a solid plan in place, or are you near launch?

PAR: Erm I've got a plan in place, I've got a bit of design to do with the website and then that will be created, and then a marketing plan and things will be put in place. I'm working with a professional design agency, things are coming in to place there's just a little more work, well quite a lot more work but I could do that sort of in 2 or 3 weeks, get back to them

RES: Yeah

PAR: And then hopefully, I mean you can never say for definite but hopefully that'll go through

RES: Yeah, that's great, and how do you feel about the whole sort of process of setting up a business and sort of the work you've done and er, the work that's to come? How does it make you feel?

PAR: In relation to my personal belief or the course?

RES: Just in general how you sort of feel about doing it, and knowing you're on the way to setting up a business, that you'll run in the future how does that make you feel?

PAR: Probably excited is the word

RES: Is the word you'd use

PAR: Yeah, I mean that was the reason. It was that use of your practical skills along with academic learning the excitement of what you could achieve which is why I took the degree in the first place, and I'm quite satisfied that I've managed to not be too disheartened by the three years,

RES: Yeah

PAR: Erm, I've still got to keep that excited, it's just been on the back burner sort of thing

RES: Yeah and is this an idea that came about from before the degree, or in first year?

PAR: The end of first year, beginning of second year it came about because the focus was very much to force you to set up or come up with an idea

RES: Yeah

PAR: Because you would very much struggle to complete your modules and complete a lot of the work without that idea

RES: Yeah

PAR: So I was very intensively thinking about ideas and one came up and I sort of liked it more and more, and I did some well quite a lot of research and it's stuck

RES: And that's the one you're going with?

PAR: At the moment anyway, I've got others

RES: So would you it has had a big impact on the modules now or is that what your original thoughts were and it hasn't been so much the case having this idea,

PAR: The business having an impact on the modules?

RES: Yeah so you said you'd struggle to complete some of the modules without having an idea, has that become true?

PAR: No, the business hasn't impacted on the modules at all. But the modules have impacted largely on the business, like I've said I've had to put it on the back burner until I finish my dissertation

RES: Yeah so they've had that negative effect there they've sort of held you back

PAR: Yeah so taking the degree to help me set up a business has actually had quite a large, negative effect on that process

RES: Yeah, so that sort of ties in with the next question. Can you describe the impact that the degree has had on your business or the intentions, so would you say it's all been negative where you've been pushed back, or has there been any sort of positive er impacts erm sort of that have come from the degree and helped the business in a sense?

PAR: Erm, I'm trying to think of an analogy. IT'S like going to the park, wanting to go on the merry-go-round, and then there isn't one so then you have to play football instead. You still have a good time but it's not what you expected.

RES: IT'S a lot different to what you expected

PAR: I mean, yeah, yeah not really how to describe it.

RES: Yeah so would you say there, has been sort of a positive impact from the tutors maybe, or sort of what you've learnt in the classroom, have you been able to apply that to your business. Or have you found that it's still sort of irrelevant to a degree

PAR: Well I've found the tutors from an academic perspective, I know Huddersfield is renowned for the student contact is quite good, and satisfaction there is quite good, and personally I've found that so I think the tutors purely from academic perspective have been good.

RES: Yeah

PAR: But I mean, but that could be well it is just because they go through marking the work to see the preference and stuff

RES: Yeah

PAR: So I don't know and secondly, what was the second bit

RES: Well you've said that the tutors were alright with the academic side, would you say they've had an affect on the business or would you say it's been pretty much all you

PAR: Well the tutors have, apart from one I know of, have no business experience, well I say no business experience. I don't think they've ever set up their own business

RES: Yeah

PAR: From a business side none of them except one, who does sort of have his own business, have been no help because they're just purely academic. But then coming to the the 3M, which is external to the university, erm, that's helped a lot I mean none of them have owned and operated their own business, well a few might have

RES: Yeah

PAR: But they don't sort of advertises that they have, but they do have the specific areas of expertise so I wouldn't say that the tutors have been any help to the business, but I would say they have academically sort

RES: The sort of, more external support like the enterprise team, you've found them to be helpful

PAR: Yeah they been the most useful people to helping my business, and to getting some actual specific knowledge

RES: Yeah

PAR: But the information the degree has offered itself in terms of the modules and lessons and seminars and things, they weren't very well thought out.

RES: Yeah

PAR: They weren't very relevant, and a lot of the knowledge you will learn it was very general. For example the accounting, the law was very general, the marketing was very tenuous connections to a small businesses. A lot of the modules weren't relevant as I say to a small business, erm, and like I said the information was general, if you wanted to have it relating to your business in any relevant way, you'd have to go and further research these.

RES: So basically the course has been more aimed towards wanting to work for a big corporation rather than a small business

PAR: Yeah I would say that, and to be honest I don't think that the course offered much more than business studies in itself. There was one module called marketing for small business, which was specifically very useful for small business and overcoming the limited resources small businesses have which wouldn't typically have in larger businesses

RES: Yeah

PAR: But apart from that module, I think most of the other ones have been completely business studies

RES: Yeah

PAR: So they're not, but I know, I'm aware the power of the degree itself that due to the lack of popularity and things, they can't have many if any modules that are specific to the degree

RES: Yeah

PAR: They have to just tag a long to already existing courses due to maybe financial or regulation or things like that

RES: Yeah. So what would you say has been the biggest barrier to setting up, or as you say you're still working towards it, what do you expect to be the biggest barrier to be getting going with the business

PAR: In the future or what's been a barrier with the university degree?

RES: Well at the moment, and then afterwards

313

PAR: At the moment it is the course, I mean, I am being a bit negative but I have learnt a lot from the course but as I say that's through the adjusted erm adjusted expectations as we went on. My expectations have adjusted from being very practical and getting real life experience managing money things like that, to academic expectations you know learning specific frameworks and things

RES: Yeah

PAR: But erm the biggest barrier is the course hasn't been thought through in terms of how we need to set up a business. Been contributing, the modules itself is purely an academic course with the opportunity to set up your own business external to that in your own time and maybe ask a few questions within the modules and then you have the 3M centre which is probably the best or most relevant part to setting up your own business. And in the future, the barrier would be, I'm not quite sure, I think ill be quite free to set up my own business in the future. Maybe financial

RES: Yeah

PAR: But I would have opportunity for finance through investment

RES: So if it was anything it would be the finances you think you've got sort of the business experience or expertise to get going, but it's just a matter of getting the degree out of the way to free your time and then you can get going with it

PAR: In a sense yeah, I don't think I've got the experience and expertise I haven't sort of gained that, but I have got the idea and determination to take it forward but I would say the experience would be gained after I finish university

RES: And that would come with it yeah. But just with that, has the studying of the degree helped you to overcome any barriers or caused more problems, so to me it's sounding more like it might have caused more problems there, but has there been any barriers that it's helped you overcome through the studying of the course

PAR: Well in sixth form, the slight worry of taking an academic degree was whether I was able to do something like that, because I'm a little bit dyslexic

RES: Yeah

PAR: I was disheartened by essays, writing and questioned my capabilities a little but, from an academic perspective but being able to complete this degree to a reasonably high standard has made me feel quite proud and er, and overcome the sort of nerves that made me feel like I cant do essays, or maybe even a desk job, who knows.

RES: So how about in terms of sort of the impact it's had on the business, would you say there's been any barriers in place for sort of you wanting to run a business that it's helped with?

PAR: Erm, yeah I think in terms of coming on the course as a complete novice, erm, you were in a sense focused towards setting up your own business if that was in your own time or sort of as part of the degree, you had to gain knowledge which was useful in order to take steps

RES: Yeah

PAR: So it was merely you followed your own interest and you were sort of half forced to create something for the course, so I did gain a lot of relevant knowledge through my interests, and through coming to the 3M and through the modules. Even though they weren't that specific they were general and I did gain quite a lot of knowledge, it was just more the holistic knowledge that's helped me develop my approach to business and will continue to develop my approach to business in the future.

RES: THAT'S good, so do you believe that you're the type of person that would have set up a business regardless of this degree or evening coming to university in general

PAR: Er yeah

RES: So you think you'd have done that pretty much anyway without

PAR: Yeah absolutely that's always what I wanted to do, this was just to supplement that want.

RES: Yeah, yeah

PAR: As you know more than anything

RES: And what are your intentions for the business once you graduate, will you continue to run the business or well you've obviously got to once you've finished the degree, get going with it, is that the intention?

PAR: The intention is to definitely make an effort to set it up, and if that fails then the intention is to definitely carry on doing that until I reach some sort of success.

RES: Yeah

PAR: Whether that is, how I do that I mean, I'm not sure yet whether that means doing it alongside a job, doing a low skilled job and trying to do that for a couple years

RES: And doing that part time

PAR: THAT'S something I've got to work out yet

RES: And what impact do you believe running your own business could have on employment for example, do you think it could make you more employable saying you've run a business of your own

PAR: Yeah I think it's totally dependent on the nature of the business, the nature of the skills you've learnt, but erm, I know that if you run and operate a small business, erm, and don't reach a high level of success that's credible somewhat, some jobs

RES: Yeah

PAR: Quite specific for people who are wanting to employ you to run and operate and to grow their own small business

RES: Yeah that makes sense

PAR: I've seen a few positions like that but they're quite specific and like, you know, reliant at being in the right place at the right time

RES: Yeah, so really it could have a positive impact buts its just job dependent

PAR: Yeah it will definitely have a positive impact but whether it's going into a specific, if you want to be a business consultant it's irrelevant, strangely, I've found it's irrelevant whether you've had any sort of business experience or not

RES: Oh really?

PAR: Yeah so, that's I think the business education towards employment after your degree is, erm, very disconnected because the jobs I've been looking at, high level business jobs, don't you know, they've taken more people from music degrees. You could do harry potter studies,

RES: IT'S just to say you've got a degree?

PAR: If I came with a second, a high second in this degree and tried to get a job against someone who did harry potter with a first degree, I mean it's purely on that degree.

RES: IT'S just to say you've got the grade and you've studied

PAR: IT'S that hierarchy yeah, which I think is consistent towards all degrees, but it should be something generally included into education a bit more.

RES: Erm, and what other degrees did you consider when applying for your degree? Was it very similar ones, so you mentioned this one was the only which was sort of aimed towards setting up a business, did you apply for any similar business degrees or traditional ones?

PAR: I didn't consider any other ones whatsoever, and applied for business studies at three other universities because I had to fill out the application because UCAS wanted to do it. If it wasn't for this degree I think, well, I've no idea what I wouldn't done. But having said that I'm glad I'm going to get a degree and have achieved you know something to a good academic standard and overcome those fears, but having not done that I wouldn't have gone down an academic route.

RES: So if you'd have not been accepted in to this university for example, would you have gone on to study a normal business or degree or would you have gone on to look at work and those sort of apprenticeship routes that you mentioned

PAR: Very hard to say, it depends on the opportunities at the time but I would have definitely carried on with the determination to set my own business up, so I would have looked for an opportunity which would have helped with that in the best way it could

RES: And just one of the last questions, in first year what would you say was sort of the most important element - the degree grade, or setting up a business?

In the first year I was told, which is very bad thing to tell students in the first year that it was more about settling in, as long as you got 40% it didn't count towards the rest of the degree

RES: Yeah

PAR: But it did in some ways you had to make sure you got a good grade so that wasn't totally true but I think the focus was a balance of both it was still forming perceptions at the time.

RES: Yeah so at the time would you say that when you're looking towards third year you'd like to have a business and obviously a decent grade, would you say that was evenly split, or were you more focused on having a good business and the degree just followed?

PAR: Well I think it was the opposite, I think at the start it was a balance between a degree and a business, but as it went on the focus was less on the business and more on just to pass the first year

RES: Yeah I've got you

PAR: I'm not sure if that's influenced somewhat by enjoying the experience of being in first year, or it was it was probably a balance of that and it came from the realisation that the academic was more, it was core to the degree and the business was external. You didn't have, we had enterprise development, which you got handed questionnaires about how much you knew about business

RES: Yeah

PAR: But it didn't sit down within this group of professionals and have a look at your idea and look at how to develop it

RES: So it was still very academic driven

PAR: Yes, but not as much as second and third year. The business was a little more

RES: And now you're in the final year, what would you say is the most important is it the business or is it getting the grade and graduating?

PAR: I mean completely the grades, erm, the business is I wouldn't say irrelevant, but I would say very far back in my mind. I mean having a business isn't going to help at all towards doing my dissertation

RES: Yeah

PAR: It doesn't play any part whatsoever. It played a part in one assignment which you had to prove in some way like I said the perceptions changed, it went from you need to register as a trader, erm, you need to have a tax return form, you need to have proof, you need to show your employers etc.

RES: Yeah

PAR: And two, give us a plan of what you intend to do in the future. So, the relevance towards passing the degree than having a business is probably

RES: Quite minimal now

PAR: Yes very minimal now

RES: And how do you feel about that? Do you wish there was more weighting towards sort of having a business, or do you think that it is right that there is a very strong focus on the academic side, and maybe you shouldn't really force people to setting up a business when they're not ready?

PAR: Yeah, well I don't think the business should be erm, core to actually passing the degree

RES: Yeah

PAR: At all, because like I said previously, businesses happen at their own rate. I think it's more about the focus and time, and resources and how specific things are

RES: Yeah

PAR: So half, I mean I totally agree, maybe it could be 40% percent on the business and 60% percent on the degree, but there should be allocated time and there should be a framework or something created to show the progression with the business

RES: Yeah

PAR: And you could be measured with this framework, I mean I can't sit here and design a new curriculum, but I think there should be more focus on the business. Not in terms of passing the degree, but in terms of that's why people take the course

RES: Yeah

PAR: And like I said you're not measured on your ability to make millions of pounds, but on your progress and your plans for the future and how well, and the knack you've got for it. There should be different things that come in to that. But like I said you shouldn't have to prove you've set up a business I think that's quite primitive

RES: Yeah because as you've said everyone's at a different stage

PAR: Yeah

RES: And you know through the course you could change what you want to do

PAR: It just screams to me that no one has thought about the degree. I mean if you have to prove you've set up a business to complete the course, I mean how logical that is in my mind is about naught out of ten. Er, and erm yeah, it just shows that the degree wasn't very well thought out whatsoever which is quite frustrating.

RES: Yeah, but you've made it to the end

PAR: Made it to the end and like I said, the business is almost irrelevant towards passing the degree and trying to make a best, you know, situation out a bad situation

RES: Yeah, right that's great thank you very much for that

PAR: No problem

RES: Right what year are you currently in?

PAR: Third year

RES: So what course is it that you study?

PAR: Enterprise development course at the university of Huddersfield

RES: THAT'S fantastic, and is it a three year degree?

PAR: Yes it is

RES: No sandwich or anything?

PAR: No it's straight three year

RES: And erm, have you heard of the term new venture creation degree before?

PAR: No

RES: No okay, what would you suggest it involves if someone was to say 'new venture creation degree'

PAR: Basically the same as the enterprise development course but a different title.

RES: Right

PAR: Never thought of it really

RES: So if you had to break it down, what would you say it is, an academic degree?

PAR: I'd say it's more hands on,

RES: Right

PAR: Sorry repeat the term again

RES: Right so new venture, creation, degree

PAR: so it's about building new business ideas, and making your idea, making your ideas into businesses

RES: Yeah yeah, whilst you're getting a degree at the same time?

PAR: Yep

RES: Yeah that's fine

RES: Sort of just when we go through the rest of these questions, as you've said it's pretty much the definition I've got that it's a university degree where the aim is to start a business of your own, is that alright there?

PAR: Yeah that sounds about right

RES: So when you tell another student about the course you're studying, do they understand what you mean?

PAR: I usually tell them it's erm a business degree, but where you've got to create your own business

RES: So you say that instead of

PAR: Because if I say enterprise development

RES: Nobody understands it?

PAR: Nobody understands what I'm talking about

RES: Yeah

PAR: Well I sometimes say erm like, erm business and entrepreneurship

RES: And then they sort of get that

PAR: Instead of my course yeah

RES: And do they show interest in it, or have you ever had anyone say oh I wish I'd have known about that I'd have studied it?

PAR: People are, no ones ever said they wish they'd knew about it so they wish they could have studied it, or people say

RES: Yeah

PAR: Like it sounds an interesting degree, it sounds really good, and erm it'll get me far, I can set up my own business

RES: Oh that's quite good then, and what were your reasons for applying for the degree?

PAR: Well, I first came to uni because I wanted to study; I came to the open day sorry because I wanted to study sociology

RES: Yeah

PAR: And on the day, I didn't like how sociology seemed at uni, so I looked in the business department and saw the enterprise development course.

RES: Yeah

PAR: I've never studied business at school or at college

RES: Really?

PAR: So it was a new thing completely to me, but I've always liked setting up little businesses and I always wanted a degree so I though tit would be perfect for me

RES: It would be the ideal

PAR: All through, when I was about 11 I used to breed African land snails, and albino ones and sell them on eBay and stuff

RES: Oh so you've always had that sort of in you to do but you'd never thought about doing it until you obviously saw it on the day

PAR: Yeah

RES: Erm, what would, would you say your opinions on the course have changed since you've began your studies?

PAR: Erm, yeah it's always been a bit up and down. At first I thought it was going to be really good

RES: Yeah

PAR: And then, in like the first week we were doing all different sorts of tasks and it was hands on. Then after that it was just basically seemed like they'd just put us in random modules and it wasn't at all what they said it was gonna be like, it's just more doing modules rather than. I don't think you get as much help setting up, getting in the business side of things, erm, because that's what I struggled with for the first couple of years. Actually thinking of a business idea I wanted to do and it would work

RES: Yeah, so it was focusing more on obviously the academic side of it than the business side

PAR: Yeah

RES: Yeah, so would you say it's met your expectations, or have your expectations changed over time. So obviously you came originally expecting to obviously have all this help and stuff. Would you say that's changed?

PAR: I think you get out what you put in

RES: Yeah

PAR: If you're going to try hard in your own business, you get a lot of help and support from lecturers and teachers and like the enterprise team.

RES: Yeah

PAR: But if you just kind of want to go through the course, erm, like half-heartedly and just expect a degree out of it, you can get the degree but you won't come out with a proper business

RES: Yeah

PAR: IT'S kind of like what I did

RES: Yeah, erm, can you clarify whether or not setting up a business is a requirement of your degree?

PAR: It is a requirement

RES: It is a requirement?

PAR: Yeah

RES: Right, erm, and could you just give me a brief breakdown of how each year is split? PAR: Erm, like, roughly is there a set this is what you're meant to do in years 1 2 and 3.

PAR: Year 1 basically, getting to know the course, getting to know uni and the basics of the course. None of the results go towards your final grades

RES: Right

PAR: Year 2 is 30 percent of your final grade. You have five different modules and year three you have four modules which is 70 percent of final grade

RES: Right and do you have sort of, a strong link to sort of setting up a business in each year or is it more just on

PAR: Each year we've had enterprise development module, which is based on setting up your own business. Apart from that the other modules are just like accounting and law, and marketing, so they're good to know about business because it widens your knowledge about setting up your own business but no specific enough to the course I don't think

RES: Yeah yeah, and erm have you set up your own business during the course or are you intending to do that before graduating?

PAR: The uni thinks I have but I haven't

RES: Right that's fine

RES: What erm what progress would you say you've made up to now or is it just sort of to have an idea you're putting out there and made it look like it's something?

PAR: I've had lots of ideas, like, I used to work on a farm and I had the idea that setting up my own business I could work as a freelance farmer

RES: Yeah

PAR: Go around different farms helping them out, just kind of what a gardener does but for farms. So that was a good idea, but going through uni I couldn't afford to quit my jobs to try start up my own business

RES: Yeah because you needed that money to keep you going

PAR: Yeah because I was working in a restaurant and an estate agents whilst going through uni, so I couldn't, even though I had to set up a business to go through the course, it was more convenient for me to pretend to set up a business, keep making money erm cause I couldn't survive without my part time job

RES: Yeah, how do you sort of feel about setting up a business, or this idea you had, what's the sort of general feel about like, working for yourself?

PAR: I think I'd love to work for myself, that's why I came on the course originally, but I think erm the course would be better if maybe it was a part time course

RES: Yeah

PAR: Where you actually had time to set up your own business, or, I'd prefer to do the course when I've had a lot more years experience and definitely know what business I want to set up

RES: Yeah so you can attack straight away

PAR: Yeah exactly, most people don't even have business ideas when they first come on the course, and they spend most of the three years coming up with an idea

RES: Coming up with the idea

PAR: Then they've left the uni when they've got a good idea, then the supports gone

RES: Yeah, yeah, so it would be good to come on with the idea. Yeah, can you describe the impact the degree has had on either your business start up or the intentions to set up a business? And within that, has it been positive or negative?

PAR: Can you repeat the question?

RES: So, can you describe the impact that doing this enterprise development degree, the impact that it is had on your intentions to set up a business?

PAR: I still want to set up my own business, but I want to make sure I know exactly what business I want to set up before I go investing money in to it

RES: Yeah

PAR: So I plan on just getting more knowledge of the world, if I can put it like that

RES: Yeah yeah

PAR: Before I decide to set up a business

RES: No no that makes sense, would you say there's been any sort of negative side. Like you mentioned you're too busy doing the course to set up the business. Would you say that could have potentially held you back? Like you've come up with this idea put obviously you're so busy studying that you've got deadlines, have deadlines got in the way where you've said I've got to put more of a focus on getting this assignment done than I can focus on business

PAR: You can set up your business but you're not marked on how, you're marked in like the first and second year on your business idea

RES: Yeah

PAR: But at the end of uni you don't have to have a complete business set up, nothings like marked on that, you've just got to have like an idea in place that you're going to do at some point, rather than coursework and exams, it's specific deadlines, specific work,

RES: Yeah

PAR: You've got to concentrate more on them than the business

RES: Yeah, just on that note then, do you think that the business should be graded at the end? Like some elements of setting up a business might not be based on success or failure, but maybe like starting a business could earn you points or coming up with an idea, do you think there should be a grading system

PAR: I agree with that, I think if there was less coursework and exams for the other modules

RES: Yeah

PAR: Then maybe they should have the deadlines for the modules for your business. They'd have to be graded completely different because if someone was trying to set

up like a ginormous organisation compared to someone like making and selling bracelets,

RES: Yeah

PAR: IT'S going to be, they're going to be at different steps

RES: Yeah that's true

PAR: But if you could find like grading there, rather than just trading

RES: Yeah

PAR: I think it would be better

RES: Would you say that the idea of sort of having deadlines to set up a business and it being graded would be a motivating factor? Do you think people would think right I've got until the end of the three years to set up a business, if I don't I'd fail, do you think that could help people to set up a business?

PAR: I think it would be a motivating factor, but I think you can't rush setting up a business because a lot of it is not the person setting up a business

RES: Yeah

PAR: If they went for a patent, it can take months for them to come back

RES: Yeah that's true

PAR: So that could stop you from succeeding in the deadlines

RES: And do you think it could add some sort of undue pressure if you're saying you've got to have it done by this date, do you think it could make the business less natural?

PAR: Yeah, I think pressure is good because anyone running a business is going to be doing a load of things, so it's getting used to the pressure. Having setting it up, you shouldn't be rushed or you're not going to have your ideas in place

RES: THAT'S true

PAR: And you're more likely to fail

RES: Yeah no completely get that, erm, what would you say the biggest barrier to setting up your business has been, or what sort of when you come to it down the line, what do you expect to be the biggest barrier to be?

PAR: It depends on what sort of business; quite a lot of it is money and funding

RES: The finance yeah

PAR: Because it's quite hard to get finance, and if you can you've got to do a lot to prove you're going to use the money properly, erm, and I think the main thing is you've just got to focus on research before you do anything you've just got to make sure you know about the market and do the research

RES: Make sure you've got it before you dive in, erm, would you say that the doing of this degree has helped overcome any barriers you might have faced or could it potentially have caused more problems?

PAR: Well I've overcome, because I started this degree and I'd never studied business before, all my business knowledge has come from this degree

RES: Yeah

PAR: So its, because the business knowledge is good even if you're not going to work in business just for general

RES: Just in general yeah

PAR: Yeah exactly, I think it's good in a way, I've learnt a lot from the course which I didn't realise I was going to learn

RES: Yeah, so when you sit back and reflect you can sit back and see theres a lot value and you can drag from it

RES: Yeah, erm, do you believe that you're the type of person that would have erm set up a business, or you would set up a business regardless of degree or even coming to uni?

PAR: Yeah

RES: Because you mentioned obviously doing the things when you were younger

PAR: Yeah even a bit of the way through uni, I used to buy vintage clothing; kilo sale was 15 pound a kilogram

RES: Yeah

PAR: And then erm, which would then be about 6 shirts ish

RES: Yeah

PAR: And I used to sell each shirt at like £16 - £18 online

RES: Oh that's decent, was that on eBay

PAR: Yeah, so erm, that's not including any of the cuts that eBay takes or anything, but still I like to do little things like that, see little business opportunity, I usually try and just see what happens

RES: Yeah

PAR: Hmm

RES: Erm, what are your intentions for the business once you graduate? Erm,

PAR: I'D like to carry on researching different business ideas; I'm not going to run into anything

RES: Yeah

PAR: If I erm, because I'd like to set up a business in the property market, and I have an idea that is just like buying houses, kind of like student accommodation

RES: Yeah

PAR: Erm, where you rent out each room but for like professionals, I know lots of people do that already

RES: Yeah

PAR: But in like city centres if someones like a graduate who's got a job in a city centre

RES: IT'S like living with other graduates and people that are like-minded

PAR: But to do that, that's why I got a job in an estates agent to try get the knowledge erm

RES: THAT'S quite smart

PAR: Before I dive in to any of my own businesses, I think knowledge is important before going into any of the business; you need to know the background

RES: Erm, just last few questions, erm, do you, what impact do you think running your own business will have on employment. For example you apply for a job, you put on your CV you've set up your own business, do you think it would look good or?

PAR: Erm I think it would look good and erm it would look impressive, however, I've had an erm job interview and I've mentioned this course about setting up your own business and they've said well we don't want someone who's going to put new ideas forward, we just want someone who can follow what we say to do, I think sometimes it can be a bad thing

RES: Yeah that's interesting because I'd have thought they'd want people to come with new ideas and stuff, that's an interesting point

PAR: It was an interview for a sales job and it was like, oh if you're reaching your targets you can earn 40k, but you can get up to 80k

RES: Do they just want you to follow what they want?

PAR: Basically they just want you to sit on the phone and ring up people all day, just ring ring, you've just got to follow everything they say. And if I've got ideas they don't want people coming with ideas, they don't want people to tell anyone

RES: They just want you working yeah, so what other degrees did you consider you mentioned psychology was there any others or was it just that one

PAR: Sociology?

RES: Sociology sorry yeah

PAR: Erm, just that one really cause I was going to do sociology so then like I looked at the business one where I came up with enterprise development course, the only thing I applied for

RES: So you didn't like look at any other business courses related, it was just you saw it on the day and that was it

PAR: Yeah because I wasn't sure if I wanted to come to uni, so I was like ill apply for that, might as well look into it more, and if I don't get it ill do something else, and then I got it so I just went along with it

RES: Oh fantastic, and would you recommend the course to other people, well, you can't now, but would you have recommended the course? Or is it sort of

PAR: If someone is interested in setting up their own business and wants an easier course I'd recommend it

RES: Yeah

PAR: But if someone wanted to like, be a proper student, learning things,

RES: And go out into a specific field

PAR: Yeah, then I wouldn't recommend it. It depends on the person

RES: THAT'S an interesting point so when you came on the course, what would you say was most important, setting up a business or the grade that you achieved in the end?

PAR: Probably as I was paying so much for a degree, the degree that I got the result I got at the end of the degree

RES: And would you say that's the same now you're coming towards the third year, or is it more the business side or 50/50

PAR: IT'S still the same

RES: IT'S still the same yeah

PAR: I'D say the business side has less of an effect because you're paying like 9 grand a year

RES: So you wanna make sure

PAR: Yeah

PAR: Because you're paying nine grand a year and you can sit up a business whenever

RES: Yeah

PAR: I think a lot of people are like get a degree and get it done and set one up after

RES: Yeah

RES: Right that's great thank you

Appendix X1F – PAR6

RES: So what year are you currently in?

PAR: Currently in second year

RES: And what's the degree called?

PAR: IT'S Bachelors of Science in Business enterprise

RES: Right okay

RES: So have you heard of the term new venture creation degree before?

PAR: Yeah, I've heard it from Nigel

RES: And how would you personally define new venture creation degree?

PAR: Erm, I would define it was a degree that, well from my personal experience I would say it would be a degree that allows you to start a business and learn how to start a business in the course

RES: Right so you've got the academic side but you've still got the actual setting up of a business

PAR: Yeah

RES: Yeah, so just for the remainder of this interview when I use the term new venture creation degree as you've said it's referring to a university degree where the aim is to start a business of your aim. But when you tell another university student what course you study, do they understand what you mean or do you find theres a bit of confusion about it about what actually is it?

PAR: There is a bit of confusion, but I usually just say I'm, the majority of the case I say it's a weird degree, you learn how to erm run a business and you run a business

RES: At the same time

RES: Yeah, do they pretty much grasp that straight away?

PAR: Pretty much, there is a few times where I have to like explain, like we're doing accounting, then put it in a business plan

RES: Yeah and it all matches up that way

PAR: Yeah we go into details, but for the majority of the case they do sort of get it, or they don't get it but don't usually question it

RES: Yeah yeah or it takes a bit of explaining. It got to the point where I just said I study business

PAR: Yeah

RES: And would you say that people show interest or have you ever had someone say I wish I'd have known about that before I applied for my degree I'd have potentially gone for that, have you ever had that before?

PAR: Not really, the only person who said that he would have applied to this degree if he'd have found out about it was actually my dad who runs his own business

RES: Oh really?

PAR: Yeah

RES: THAT'S interesting then

PAR: But, no one else has ever really said it

RES: Yeah yeah, and what were your reasons for applying for the degree?

PAR: Well, for me personally, I love the courses out there, like the likes of business management

RES: Yeah

PAR: For me, it seemed to just set you up for a middle management role, and that's not really what I want, erm, and like my mum and dad ran their own business and I liked the way they could do what they want they could take whatever holidays they want

RES: Exactly it's that freedom

PAR: Yeah and plus I found I wouldn't personally wanna work in a big business because

RES: Yeah

PAR: I would find that the work that I did would go unnoticed, while if I'm in a small business or if I'm in my own business, all the work that I do would be noticed

RES: Yeah exactly yeah, erm

PAR: And, and, although it sort of a wee bit of a roundabout way, I didn't really know what to do, that's why I came on the course

RES: I was in the exact same boat

RES: So would you say the underlying reason was you wanted to run a business and the course helped, and did you have an idea before you came on the course or was it more come on the course, hopefully pick up an idea or learn as I go along

PAR: I had a few ideas but to be quite honest they were a bit iffy at best,

RES: Yeah

PAR: I did find my business partner on the course, pretty much on the first day we started talking and we got our business idea within 4 days

RES: Sometimes you just click with someone

PAR: Yeah yeah

RES: Yeah I completely understand

PAR: So erm, the business that I have currently now on the course erm isn't like, wasn't my own idea it was his idea, but we altered it both

RES: So you got your perspective on it

PAR: Yeah

RES: Yeah cool, so would you say your opinions on the course have changed since you began studying, so you've had this full year or sort of has it met your expectations or have your expectations changed?

PAR: I would definitely say I like come on the course, I didn't really know what to expect

RES: Yeah

PAR: But when I came on the course, I did find that it was a lot like different to what I expected a normal university to be and a normal course to be

RES: Right yeah

PAR: So I didn't think like, for sake of argument, I would be as close to the lecturers or as close to Nigel than I am, or even beyond that, I didn't think the course would change my personality or change me that much, which it actually has, dramatically

RES: Would you say that's been one of the biggest effects the fact that it's changed you as a person

PAR: Yeah yeah

RES: Yeah, I came on my course thinking you just learn and then you leave but it changes you as an individual I think that's what has had the biggest impact on me like how much I've changed

PAR: Yeah theres like, theres for the amount of like presentations and the amount of talking in front of people

RES: You've just got to change

PAR: And like, for me a year ago I was a shy quiet guy who prefers to stay in the corner, and, even the other day like on Tuesday there was these people from like I don't know, like maybe 20 or 30 business people and talked about my idea for like 20 minutes.

RES: Yeah yeah

PAR: So, for me it's like a big step, and something I would have never expected to do if I wasn't on this course.

RES: With me I was the same at college if you asked me to stand up in front of 20 people that I knew, not a chance, but then going through uni you have to do it and you do develop. So would you say that when you applied for the course and you looked at the guidelines of what it included, would you say that it's met what you expected overall?

PAR: Yeah pretty much

RES: Right that's good. And can you clarify whether or not setting up a business is a requirement of the degree?

PAR: It is, you have to make a business plan and pitch by the end of May.

RES: Right

PAR: And if you don't then you can't continue with the course

RES: You can't continue, right, cool. Erm, so how is sort of the second year split against the first year

PAR: What do you sort of mean by that question

RES: Like when you've come to the uni, do you have a set structure of what the first term involves, second term, first year, second year, do they sort of differentiate?

PAR: They do, I can't remember what each one was. I remember like the first few terms was starting a business.

RES: Yeah

PAR: Erm, I think the second one might have been business operations, no, the second term was business launch, the term that I'm in is business operations possibly. And then I know the last term is starting to launch the business after uni

RES: But they all linked in with running a business

PAR: Yeah

RES: Right, and erm have you set up a business during the course at the moment or do you intend to do so before graduating?

PAR: I have set up a business in the course, erm, and I also hopefully intend to start many after the course as well.

RES: THAT'S great, so what progress have you made to date then or is it all top secret

PAR: Oh no no no no, well first, ill sort of explain my business it's called students for start ups, but what we've basically got is a platform that allows small businesses and start up businesses, to outsource their tasks to university level students

RES: Right

PAR: So our first phase is graphic design but our overall aim is to save small businesses money at probably the most important time of their life, but to also give students useful relevant work experience. Right now, to be completely honest, progress is quite slow

RES: Right

PAR: We've done one paid job and we're slowly getting out there but I think the thing is, the main thing I find with small businesses is you go to class, you go to lecture, you get an assignment to do and you do have a deadline and then you're like I have to do that and put the business aside

RES: Yeah

PAR: So it's usually the business that gets put aside before anything else, and that's probably why we haven't progressed the way we want to

RES: I think it's understandable though.

PAR: Yeah

RES: How do you feel about the sort of whole journey of setting up a business up to now are you? Excited with how where it's going

PAR: I yeah, I'm like really happy with like how it started and we've sort of set in strategies sort of to develop

RES: Yeah

PAR: Where it wants to go so, I'm really happy

RES: Yeah that's good, erm, can you describe the impact that the degree has had on sort of your business start up and the intentions to set up a business, and with that being said has it been positive or could it have even been negative?

PAR: Well I erm in regards to the business, I think a lot of it has been positive

RES: Yeah

PAR: Because what I find is we get a business idea or we get a direction we want to go, we talk to Nigel and Nigel says, well have you considered this or that

RES: Yeah

PAR: Or he gets like a speaker in, or he gets like another businessperson who says what about this or what about that

RES: Yeah

PAR: And it sort of enables you to make a better business decision, or even beyond that where you would use like an academic

RES: Yeah

PAR: And you use that to make a better business decision, or you just ignore the academic

RES: Yeah

PAR: And just go for your own way, and in regards to the intentions to start a business, I would definitely say it is definitely increased a lot more

RES: Yeah

PAR: Now that I'm on the course because it's like, like you know the business is running and I know that I can do it, and I have the help around here that once I leave university I'm sure once I leave university I can come back

RES: IT'S the support in place

PAR: Yeah

RES: Would you say that because you have to set up a business, that's pushed you even further or would you say theres sort of some undue stress maybe, like, knowing that you've got to set up a business within a set time frame?

PAR: Well, I definitely think there was stress involved, but, I think in the end like, if you didn't have a tough deadline then if you didn't have a deadline then, what's the point in doing it?

RES: Exactly

PAR: IT'S almost like you're going to put it off, and if you have a tough deadline, which in some cases the deadline pitch could be described as that

RES: Yeah

PAR: It makes it, it makes the reward of doing it even better, so although it was really really stressful, it was like a tight like deadline, I find submitting the business plan and doing the pitch, I was more proud of myself

RES: IT'S just the reward, I completely get that.

PAR: Yeah

RES: What would you say the biggest barrier to setting up has been?

Is this in the course or outside of the course?

RES: Erm, during the course?

RES: Erm, if theres been any

PAR: I, well, I can't really think of any but maybe like,

RES: Or what would you expect, for example, to set up another business in the future what do you think might be a potential barrier?

PAR: Well, from learning from the course, I would say that it's been the customers

RES: Right

PAR: In that, if you're generating like a business idea, you need to make sure that you've got customers for it

RES: Yeah

PAR: And that it's what they want, and that's what we've sort of found with the business I have now which I just remembered, is that when we originally like, started we wanted to make a website with all these bells and whistles and we wanted the final product but we didn't know RES: What, like,

PAR: The customer wanted

RES: Yeah

PAR: We tried our first job and it sort of went terribly wrong.

RES: Yeah

PAR: Well, why did it go wrong? And it's mainly because we didn't know what we were doing

RES: Yeah I've got you with that, erm, and would you say that there hasn't been like one huge barrier? Would you say that the studying of the degree has helped you overcome like a potential barrier for example, like your customer, or would you say it could have been the cause for more problems than it's helped?

PAR: I would definitely say that's it's overcame a barrier, or, it's helped me like breaking a barrier because one of my main worries about starting a business is how will I like, like for example, at the end of the degree I want to start another business but I'm not sure if I have the capital in itself to do so

RES: Yeah

PAR: But, by being on the course I know how to make a business plan, I know how to do a pitch

RES: You can go out and get capital

PAR: Yeah

RES: THAT'S fantastic yeah, coming to the last few questions, do you believe you're the type of person that would have set up a business regardless of the degree or regardless of coming to uni

PAR: I'm not entirely sure, erm, I think I would have liked to start up a business but I don't think I would have mainly because I would have been too shy, or would have been afraid to invest my money

RES: Yeah

PAR: But because of the course, it's certainly pushed me into starting up a business

RES: Yeah that's great, erm, what are your intentions for your business once you graduate, will you continue to run it, you've already mentioned setting up another

PAR: Yeah so we hope to continue to run it, if it continues to work well now, we're sort of testing the process so as soon as we leave uni, or before we want to automate it so we can like run in the background

RES: Yeah that's great, and what sort of impact do you believe running your own business could have on employment in the future if you had to put it on your cv that you've got a degree, you've run your own business, do you think it'd be a positive?

PAR: Erm, for me personally I would definitely think it would be. It would be a positive because there is a lot, there is a lot that goes in to your business that like, the determination, focus, trying to think of others but just lost

RES: Everything all in one isn't it

PAR: Yeah, and if you can't really do them then you can't really like, if you can't really do them then it's going to be difficult to do it in like a normal job

RES: Exactly

PAR: Yeah

RES: And what other degrees did you consider when you applied for university?

PAR: I considered, well the way that I applied for my degrees is I applied directly to Buckingham

RES: Yeah

PAR: And then I had my five UCAS choices and I, there was one, theres business management in queens I think it was economics in queens,

RES: Yeah

PAR: I think there was another one in queens but I can't remember, there was also, no no no wait, there was one in Coventry which was the same, and there was another one which was entrepreneurial-ship and management in Oxford Brookes I think or Anglia Ruskin I can't remember which

RES: Yeah

PAR: But unfortunately for that one they cancelled the course at the last minute

RES: Oh really

PAR: So they just turned it into another business management

RES: So you had a look at what was there and came for this, erm, would you recommend this course?

PAR: A hundred percent yes

RES: Yeah?

PAR: But I would recommend it but I would recommend it to people I knew could do it, because I feel like if you're a business management person this degree really isn't for you

RES: Yeah completely agree

PAR: I think before I would recommend it, I'd say to them, do you want tons tart up a business and if they said yes I'd say here's the course

RES: But if not then possibly the other way

PAR: Yeah

RES: And the final question is, what would you say was the most important when you came to uni, the setting up of the business or the degree grade? Or would you say it's split?

PAR: Erm, I think before university it was definitely the business, but now that I'm in university I want to push the mark a lot more so I wanna get a first and that's what I'm pushing for and I also want the business to succeed as well so it hasn't changed

RES: Yeah it's just finding the balance

Appendix X1G – PAR7

RES: Erm so the first question is what year are you currently in?

PAR: Second year y

RES: Second year yeah

RES: So what the degree called

PAR: Business enterprise

RES: Business enterprise yeah and have you heard of the term new venture creation degree before?

PAR: Not before coming here

RES: But you have since being here

PAR: I have yes

RES: And how would you personally define the term new venture creation degree?

PAR: I'D describe it as, whilst studying alongside your classic academic business side of your degree, that you have to create a real-world enterprise

RES: Yep

PAR: IT'S not just a classroom-based project; it's a real world enterprise

RES: Yep I completely agree, so just for the remainder of this interview when I use the term new venture creation degree I'm just referring to a university degree where the aim is to start a business of your own

PAR: Sure

RES: Which you've pretty much said

PAR: Yeah yeah

RES: When you tell another university student what course you study, erm, do they understand what you mean straight away or does it take explaining to get to what it is

PAR: Always, always

RES: Every time it's the exact same with me, what do you have to do er do you say it's business and you set up a business or?

PAR: Yeah the most logical way is to split it into two, always tackling two. Theres two, I call them streams. It usually helps people. Theres an academic stream then a real life business stream

RES: So you always get that, and do they show interest in it or have you ever had someone say oh I wish I'd have known about that I'd have studied that or do you get people saying oh it's interesting but that's pretty much it

PAR: Actually the most interest I have is from older erm businessmen

RES: Yeah I've had that

PAR: That have a career

RES: They say nothing like that existed when I was at uni

PAR: Yeah, but had it they'd have done it

RES: Yeah

PAR: And that they think it's a great idea to get this real world experience

RES: THAT'S the exact same as what I've found, and what were your reasons for applying for the degree?

PAR: Erm well two reasons really, before this I lived in America setting up another business up out in America

RES: Right

PAR: And erm, I'm 26 now so I'm a little bit older really so for me personally I wanted to get my degree done in two years rather than three years

RES: Yeah

PAR: Erm, and because of running a business I wanted to, you know, carry on running a business and kind of got that bug I've been bitten, so I didn't want to put it all on hold for 2 or 3 years just for academic study

RES: Yeah

PAR: So I thought why not get a degree whilst building another business to add to my portfolio

RES: It makes sense exactly to do both at the same time

PAR: Exactly

RES: So you'd say basically the biggest reason was you wanted to set up a business, but wanted to do it at the same time as a degree, and what better than tying it in together

PAR: Exactly yeah yeah kills two birds with one stone

RES: I thought the exact same yeah

PAR: Did you yeah?

RES: So would you say your opinions on the course have changed since you began studying, so when you read the syllabus and thought right this is what I'm doing in each term, has it changed throughout or would you say your expectations have been met or changed at all?

PAR: Academically I'd say my expectations have been met, I don't think that the experience academically hasn't steered too far away

RES: Right

PAR: From what was anticipated, but the experience of how running a business alongside, that has been changed a lot

RES: THAT'S changed

PAR: Yeah that's changed a lot, purely because it's been such a different experience to running real world businesses, ill have to correct that because it is a real world business but it's in the university bubble

RES: Yeah

PAR: And so, because it's so tied in to the grading scheme and things like that, it does change the dynamics.

RES: IT'S sort of weaved in

PAR: Yeah so that side of it has changed in my opinion, the business side and the running

RES: Yeah, so when you came here and you know you had to do it, did you have a sort of pre set erm expectation that's changed or did you always think, oh it might be a challenge compared to you know, setting up a business that's non-academic related? Or is it sort of just come with that that you've though it would work?

PAR: I think it's just come with time

RES: Yeah that would make sense because you wouldn't know what to expect would you

PAR: THAT'S the thing yeah, that's the hardest thing yeah the expectations weren't quite there

RES: Yeah

PAR: It was hard to have an expectation; it's hard to build an expectation about the unknown

RES: Exactly yeah I completely get that, and can you just clarify whether or not setting up a business is a set requirement of the degree? Do you have to set up a business?

PAR: You have to set up a business yes

RES: Because the degree I studied I originally thought right you have to set up a business RES: But it became more apparent through the years that actually, if you've just got the want to set up a business or you can write a business plan that's fine, but this is very interesting that you've got to

PAR: You have to yeah, in fact, you know if there is a rule that by the end of I can't remember what term it is in the first year, if you haven't successfully got a business and pitched for money or you're not part of a business and you've failed to pitch for money,

RES: Yeah

PAR: You're future on the course might not be viable, so it's quite strict

RES: So you might not be able to continue

PAR: Yeah yeah

RES: THAT'S interesting, and would you say that's good because you sort of work towards really setting up a business or could it add some undue pressure on an individual because they might think oh I've got to rush now but they're not doing it naturally, they're not taking as long as they'd want

PAR: Both sides of it, so firstly I've seen with people it's got the worst of them. People have dropped out and they've given up their university degree, the pressures been too much

RES: Too much yeah

PAR: For me personally, I've needed it sometimes. So for example, growing up setting up businesses with my brother, t shirt companies or you know, drum tuition companies things like that

RES: Yeah

PAR: When things have got hard it can be easy to give up and move on to the next best idea

RES: Exactly because theres no set deadline to say you've got to have it done

PAR: But this has forced me to push through some of those things because I can't just drop out

RES: Exactly yeah

PAR: IT'S been a good insight to say this is what it's like on the other side of breaking down that wall

RES: Yeah yeah

PAR: And I wouldn't have broken down that wall if it wasn't for

RES: And now you're there you're thinking if I can set up a business whilst at uni

PAR: I can take that lesson and say I've hit that wall before and just keep pushing

RES: Exactly that's fantastic, and roughly how is each year split. Is it sort of first year coming up with the idea and launching the business and second year running it or is there a set split

PAR: Yeah I would suggest that the first half of the year is coming up with the idea

RES: Right

PAR: And by the mid first year you pitch for you money

RES: Right

PAR: And then the second half of that you pitch for your money, I mean technically after that you're running the business

RES: Yeah

PAR: But I'd say for my experience the second half of the first year is putting the foundations and preparations in place to get it going, and second year running it

RES: And then you've got that second year to just run it

PAR: Yeah to grow it

RES: Fab, erm, so have you set up your own business during the course or do you intend to do so afterwards or maybe both?

PAR: I set up a business during this course yep, with my friend and I erm still have a business that I run outside of university and so my intention is to continue to run both my American business and this business we've set up outside and, for life and to continue to grow businesses really

RES: And to see how it goes

PAR: A portfolio of businesses would be amazing yeah

RES: So, that ties in to the next question, what progress have you made? You've pretty much already answered that you've already got a business running and you're setting this one up

PAR: Yep

RES: Would you say that this one is launched, is it out there at the moment and you're just growing it at the moment

PAR: I'D say we're in the launch stage at the moment I'd say within the last 2 months we're launching, so officially we've launched

RES: Yeah

PAR: But now it's growing, marketing at the moment, a big marketing push to grow, the awareness of it

RES: To push it out

PAR: Yeah yeah

RES: How do you feel about it? Are you sort of taking it into your stride or has it just become natural with you doing it before the course, how does it make you feel?

PAR: IT'S been harder at times than I thought, a lot harder, purely because when you run a business in the real world outside of university you just run that business

RES: Yeah

PAR: And traditionally if you do a degree you just do a degree but this time it's really balancing those too, and that's been my biggest thing and the time management and the balancing of two very important things

RES: Yeah, but it is finding the right balance because you can't let one slip and you can't let the other one take over I guess

PAR: Yeah and I think that's what it's about, it's about having a respect and an appreciation for the stress it can put on you, it can, I don't think I've ever given it enough respect I mean last year I got to breaking point

RES: When it hits you, that's when you start to understand

PAR: You have to get that work life balance

RES: We've all been there

PAR: Yeah yeah

RES: So can you describe the impact the degree has had there on your business start up or your intentions to start up a business and would you say it's been positive or negative overall

PAR: Overall, positive. In an absolute. Always been fluctuations yeah I mean it's highlighted some of the worst bits about business, about how hard it is and

RES: Yeah

PAR: Sometimes how ruthless it is?

RES: It definitely yeah

PAR: Sometimes the reactions you get from people and they tear you apart

RES: Yeah

PAR: But every cloud has a silver lining, and you learn from that

RES: Exactly yeah theres always some positive that comes out of it

PAR: And you become more resilient, and positives and negatives but overall, a net positive.

RES: A positive yeah that's perfect and what would you say the biggest barrier has been to setting up a business or in the future what do you think it will be

PAR: At university here or?

RES: At university yeah or you could mention before as well

PAR: The biggest barrier? Funding. I'd say funding really yeah I was lucky when I went to America to be funded by one of my business partners who funded my whilst I was out in America, what a godsend that was because

RES: Oh I can imagine

PAR: Yeah

RES: You just need it sometimes

PAR: Yeah and whilst being at university, like it's not directly, I fund it through student loans I don't have to go out and juggle a 9-5 job whilst running this

RES: THAT'S true

PAR: So it's financing, it's financing your time on it

RES: Yeah

PAR: The more time you get the more time you can spend on it and grow it

RES: Exactly yeah, that all adds up yeah, and has the studying of the degree helped you to overcome any barriers or maybe caused more problems even

PAR: IT'S definitely helped me to overcome barriers in terms of accounting if anything

RES: Yes

PAR: I'm not sure if that's kind of the answer you're looking for

RES: No no that's fine

PAR: But yeah a really good example from accounting, I mean with marketing some marketing techniques work some don't, you just have to trial and every some of them

RES: Yeah

PAR: But with accounting it either is or it isn't, and, I think for me that's helped me become less, I approach it with less trepidation

RES: Yes yes

PAR: I think a lot people get intimidated by submitting your balance sheets your income statements

RES: Oh yeah exactly

PAR: Your cashflows, but for me because I've learnt that now, I've taken that on

RES: Yeah so you might be able to say that could have been a potential barrier before, you were bit unsure but now you've learnt about it it's helped you

PAR: Yeah I think as well, not just the knowledge barrier but the cost of using an accountant

RES: Yeah

PAR: When you're trying to run your business you've start up

RES: Especially a small business you've set up

PAR: Yeah yeah

RES: You've got to save the pennies haven't you?

PAR: Exactly yeah I don't need to spend as much now because I can do it by myself

RES: Erm, and would you say theres been any problems like when deadlines have been looming that you've tried to balance everything would you say that's caused any problems? For example you can't progress with your business because you've got that assignment due Friday

PAR: One hundred percent

RES: So

PAR: Hugely I mean exam periods are a really good example during exam periods the curve of productivity on business drops

RES: It does

PAR: Because you can't revise and sit exams whilst networking and marketing

RES: Exactly yeah

PAR: There is a balancing act

RES: One of the things I found was I remember, if you go to a networking event you're not in the right mind because all you're thinking is, that revision needs doing for the law exam next week or whatever

PAR: Yeah exactly,

RES: You can't focus

PAR: Absolutely yeah

RES: Just coming to last few questions

PAR: Okay

RES: Do you believe that you're the type of person that would have set up a business regardless of coming to uni, but you've already done that so that's proof in the pudding so to speak

PAR: Yeah it's proof in the pudding

RES: So you've always been that sort of guy that wants to set up a business

PAR: I think for me without being too philosophical about it, when I left school I became an apprentice electrician. I hated it personally, I think for me it gave me a real insight that made me think life doesn't have to be this way, I can control my own destiny, I can control my own wage one day my own working hours, and so that was 16 17 18 that for me was my

RES: And then you thought right I'm going to sort this out now

PAR: I'm not going to do this ever again yeah

RES: Yeah

RES: I always felt the same

PAR: Did you?

RES: Do I always want to work for someone or should I be the one that decides what happens

PAR: Absolutely yeah

RES: And what are your intentions for your business once you graduate, will you continue running this one or another, you mentioned a portfolio

PAR: I think so yeah I mean post university I want to continue to grow my America one, ill definitely continue to grow this one, one of the pacts that my friend and I made is if we start this business we have ever intention to take it after university

RES: THAT'S fantastic

PAR: Otherwise you don't put the effort in; you just see it as an expiring kind of business

RES: Yeah because if you don't say that, then you're setting a date in the future where you're saying right lets throw the towel in. THAT'S great, and what impact do you believe running your own business could have on future employment, do you believe it would be a positive impact? Saying you've run your own business, make you more employable?

PAR: I think in terms of employability yeah, I do think, I think some of the skills you have to take on

RES: And pick up on the way

PAR: I think it would make me more employable, but ironically from my perspective it's going to make me less employable because I'm not going to want to

RES: You won't want to apply for the job in the first place

PAR: Yeah, so in terms of employability it will hugely help

RES: Yeah

PAR: But kind of driven me to business instead of employment

RES: Employment yeah and what other degrees did you consider or was it only this one you was interested in?

PAR: This time round it was only this one

RES: Right

PAR: I mean in the past, erm I wanted to be an architect

RES: Right really?

PAR: So, yeah yeah

RES: Completely different

PAR: Yeah completely

RES: And so would you recommend this course to someone who is applying at university

PAR: I would to the right person

RES: To the right person yeah

PAR: I think the right person that's the key thing; I think that it's potentially great for everyone

RES: Yeah

PAR: But you need to be a certain type of person, and

RES: And what would you define that type roughly

PAR: Firstly is self-motivated, that is the biggest thing self motivated I think some people have come on to the course and they're not here anymore because they have delusions of you know

RES: It being done for them or

PAR: Yeah, so you could go on I know but self motivated, self-driven

RES: THAT'S the key

PAR: THAT'S the key yeah

RES: And er final question, erm, when you came on the course what was the most important, grade or setting up the business? Or would you say it was quite split?

PAR: Actually you know when I first came on the course my priority was the degree, so I wanted to get a first. 70 / 30 in favour of that

RES: And would you say it's the same now

PAR: 60/40 it's decreased now

RES: So would you say it's still

PAR: IT'S still in favour of the degree because I've only got one shot at this degree, because I've got the rest and I will spend the rest of my life setting up businesses

RES: Completely understand

PAR: But the reason or the change is the at quite frankly I've fallen in love with our business we run and I have every intention of growing this and seeing us taking this to 10 million a year

RES: Yeah yeah

PAR: It sounds a little bit dream like but why not

RES: No you've got to have that mind set

PAR: You've got to have that goal, and if you don't have that goal then

RES: What's the point, because you're going to be stuck where you are

RES: THAT'S great thank you very much

RES: So what year are you currently in?

PAR: I'm first year

RES: First year and what is it that you study? What's the degree called?

PAR: Its BA enterprise and entrepreneurship

RES: Enterprise and entrepreneurship

RES: Is that a three-year degree?

PAR: IT'S a three-year degree with the option of doing to do a fourth sandwich year

RES: Oh so you've got option to do placement as well?

PAR: Yeah

RES: THAT'S interesting because most of the people doing these degrees it's just straight through that's good

PAR: We've got the option to do it here and they encourage you to do the gap year

RES: Right so do you get to choose where about you go?

PAR: You can either sort it yourself or go through the university

RES: Right and they'll help you there? Oh cool, have you heard of the term new venture creation degree?

PAR: I haven't

RES: You haven't. Just through the term what do you think that would include?

PAR: Erm, essentially creating your own business or social enterprise

RES: Yep yep that's good, erm so just for the rest of this interview when I refer to the term new venture creation degree, it's just referring to a university degree where the aim is to set up a business as part of it

PAR: Yep

RES: So when you tell another university er student the course you study, do they understand what you mean straight away?

PAR: No, they think it's essentially business management

RES: Yeah yeah, so do you have to explain what it is?

PAR: Yeah pretty much

RES: So how do you do that then? Cause on our course a lot people have gone from saying enterprise development to saying I study business and we set up a business so it's sort of are you

PAR: Erm basically business management is more about the hierarchy and running a business not actually owning and creating a business. Enterprise and entrepreneurship is essentially using your ideas to create a business

RES: Create the business

RES: Yeah yeah, no completely understand that when you sort of explaining the course do they show a particular interest in it or wish they'd known about it

PAR: Erm no, because it's not erm they think business management is boring,

RES: Yeah yeah, I get that have you ever sort of spoken to all the people who have worked and they've said they'd wished about that when they were younger

PAR: No not really

RES: No you've not had that? Because erm it's an interesting one these degrees are quite new. So what were your reasons for applying for this degree?

PAR: Well before, I did economics and assumed that's what I wanted to do but it wasn't

RES: Yeah

PAR: I found I did want to do business more, I always wanted to set up a business but I feel that some of the skills I'm really good at but in other areas I think this degree will help me to develop those areas

RES: And it could balance you out and improve everything yeah that's good. So would you say your opinions of the course have changed since you began studying? I know you're first year but from

PAR: They've got better if anything, I mean theres a lot more things about more, the numbers. Like I have found for my own personal development it's interesting

RES: So would you say that's one of the biggest things you've seen, that you've developed as person through the course?

PAR: Yep yep,

RES: Yeah oh that's fantastic and erm, would you say that up to now, it's met your expectations

PAR: IT'S exceeded them

RES: And is that both in the academic side of what you learn in the classroom or the experience of the course

PAR: Bit of both, it's what you learn in the classroom you can easily apply it to your skills

RES: Yeah

PAR: That will help you to do what you wanna do

RES: Yeah, oh that's good. So can you clarify whether or not setting up a business is an actual requirement of your degree?

PAR: Nope. They make it well known that you don't have to have an idea or you don't have to walk out of university setting up a business, I think someone from last year didn't even set up a business and they went into the stock market trading, and

they've made their own business that way but theres no actual requirement to create a business

RES: So it's not sort of like if you get to final year and you haven't created a business you can't graduate?

PAR: No no

RES: And erm

PAR: IT'S more helping you, be creative, innovative

RES: Would you say if you wanted to set up a business or planning, it would help your degree?

PAR: Yeah they make it well known theres the enterprise gap year, even if you don't study the course you can go there and theres support in place

RES: So how is each year of the degree split? Is there a set pattern of what you do in each year or?

PAR: Erm I did have a meeting the other day and they are changing the next year for us, but so far we've had 3 modules in first semester, 3 modules in this semester

RES: Right

PAR: I've got one exam and coursework. I think the coursework has helped me to understand more where as exams is just strict questions

RES: It is yeah, and just from like your own experience or your own view of the course would you say it's quite practical?

PAR: I would yes, I think it's one of those you can go to the lectures and listen to what they're saying and that's fine, but if don't apply it it might not make as much sense to you

RES: Yeah

PAR: So without applying it makes no sense

RES: So you've got to do your own work. On a degree like yours, would you say the practical side has some important or?

PAR: I'D say it's important, because like I said it makes no sense, you can learn but without trying it out

RES: It doesn't all add up yeah

PAR: Like the things in our little project, it shows like everyone is different in their thinking.

RES: Yeah that completely makes sense yeah. So have you set up your own business during the course or do you intend to do so before graduating?

PAR: I intend to yeah, I've got always had business ideas and the course has allowed me to cut out the ideas which might not be as feasible or practical

RES: Yeah

PAR: And it's made me, it's got me to be me to be more creative and think of more ideas and now I've got two ideas which I'm trying to secure business funding for

RES: Right that's fab, and would you say that's come through what you've learnt or more from tutors or people you've met on the course

PAR: I'D say both, erm, theres a lot of people from international countries on my course and they have different experiences and different opinions and views on things, and the help from the tutors again they're very great they help you

RES: THAT'S good that's good

PAR: And then the academic side of it again that teaches you a lot you need to know

RES: Yeah so what sort of progress have you made at the moment are you still at the idea stage?

PAR: Yeah I've only recently come up with the idea; I'm basically doing some market research at the moment

RES: THAT'S good yeah and did you, you said you always to set up a business, did you come to the course thinking I've got this idea already and then you've found out it wouldn't work or did you come with any ideas

PAR: Again with ideas I didn't come to this course thinking I'd set up a business, I thought it would be basically I thought it was more like business management stuff

RES: Yeah

PAR: I thought it would be more about the numbers and the bureaucratic side of things, but it's the opposite to that

RES: Erm yeah, so how do you sort of feel about setting up your own business if that's what it comes to when you go through the idea stage

PAR: Again my idea is to, it's a wide way of thinking like you can't just think this is going to work because you want it to work

RES: Yeah

PAR: Maybe you do like the idea but it won't work and it's best to not waste my time or resources on it

RES: Would you say that the idea of setting up a business is exciting?

PAR: Very

RES: Or would you say it's scary at the same time?

PAR: Theres been areas of it being scary, like there scared of wasting resources you don't want to get into financial debt, in general it's very exciting

RES: THAT'S fantastic, so can you describe the impact that the degree has had on either the business start up or the intentions to set up a business.

PAR: What do you mean?

RES: So like you've come on the course, would you say it's had a positive impact where the course has said, right from what you've learnt I do want to set up a business now or would you say it's sort of held you back at all

PAR: No it's definitely helped like I said it's helped me have a wider way of thinking, it's helped me to see some of the things I'm working on like that won't work, and it's helped me to be more creative and think of other ideas which I wouldn't have thought of before

RES: Yeah yeah so that's come from the course

PAR: Yeah and then seeing that if I put in the right effort it could work

RES: So would you say erm; there could be a potential negative impact, like something you learn in the classroom might put you off a certain idea? Something that could be sort of feasible and then you begin to think actually ill stay away from that or do you think it's all pretty positive?

PAR: Erm I think its, I know what you're saying it's not a negative way it's more a realistic approach

RES: Yeah yeah

PAR: You're accepting that you know theres things that won't work; I think it's an attitude where you can confirm that in your head

RES: No no that's great, erm, so what would you say the biggest barrier to setting up your business is at the minute, or you say you're still at the idea stage, what do you think it might be?

PAR: For me, based on personal opinion, it's for me funding. THAT'S where the enterprise hub comes in the university they try and help you source funding and assist you in the development of your idea

RES: So that helps you to take your idea somewhere, and would you say the studying of your degree has helped you to overcome any barriers. I know you've mentioned the finance, but is there anything else

PAR: IT'S made me more confident in my opinion. I've always found myself to be a confident individual, but not in these kind of ways. IT'S given me the confidence for my ideas to try and pursue

RES: So that's what it's boosted you with. Do you think if you was to set up a business without the degree it would be harder just because you don't have the confidence in yourself with certain bits

PAR: I think it would depend on what I was going to do, I think the ideas I mentioned were more traditional models that I'd adapted from elsewhere

RES: Yeah

PAR: Whereas the course has allowed me to think about these new ideas which hopefully will be used the future

RES: Yeah

PAR: So it differs

RES: So it can be a bit of both yeah

RES: So, a similar question. Do you believe you're the type of person that would have set up a business regardless of the degree?

PAR: Erm, I had the intention to do but I don't know if I'd have actually pursued it I'm not sure

RES: Yeah, so it could have been 50/50 yeah. So lets say for example if you set up a business during the course, what are your intentions when you graduate. So in final year you might be running a business would you continue or would you sell it and get a job or

PAR: Well that's the idea of an entrepreneur you don't stick with an idea you let go and move on

RES: So do you think you'd go on to a second idea yeah

RES: Yeah

RES: So what about the idea of working for someone? Is that sort of in the line?

PAR: IT'S always put me off from a young age, like my parents they've always worked for themselves and never been employed

RES: I'm the same I hate the idea of working for someone and earning them all the money, when you could be cutting them out and earning the money yourself that's what I'm like

PAR: Yeah exactly

RES: So just on this one, if you get the business up and running what effect do you think it could have on employment? Maybe not for yourself but an individual that has set up a business do you think it would make them more employable

PAR: Sorry could you repeat that please

RES: So if you set up a business at uni but then you said oh I want to go and work for someone else, do you think applying for a job having run a business would put you in a good position

PAR: I think it would it obviously shows you can possible deal with a management role as well as the smaller roles

RES: It gives you like a broad spread of skills? Yeah, erm, what other degrees did you consider when you were applying for university because you've obviously said you

PAR: Obviously economics, initially I wanted to do law

RES: I was like that

PAR: I've thought about a lot of things, I've never been good at setting my eyes on one thing but now I've got my eyes set on this and I'd say I've changed.

RES: Yeah so you've looked at that, did you look at any other entrepreneurial degrees?

PAR: Nope

RES: So it was just this one? Right

PAR: When I was at the uni I saw this degree

RES: And you were like this is the one for me? Excellent

RES: Would you recommend the degree?

PAR: Oh one hundred percent yes

RES: Yep so you'd definitely recommend it, erm, what would you say, when you sort of started the course, what was most important getting the grades or setting up a business because initially you said

PAR: Getting the grades to begin with, because that, because the first year of the course is more about skill development, concentrating on the work and got the grades it's gave me that confidence boost that I've got it and I can go forward

RES: And would you say it's the same coming towards the end of first year it's about the grades and let the business follow?

PAR: Yep

RES: Yeah that's fantastic, erm and just really to round it off, would you, what would you say the ideal split is of a degree like this in terms of practical and academic

PAR: I'D say about 60 40, 60 academic 40 practical

RES: So you're still keeping quite a far amount.. And erm, just in terms of the business not being a requirement, do you think if it was a requirement it would be more beneficial or do you think it could put restraints on people that don't want to set up a business?

PAR: I don't think it would be a positive because theres a lot more personal skills development in this course so by forcing someone to do it you're going to stop that actual development

RES: Yep yep completely get that

RES: And finally would you say that the enterprise hub has more valuable or would you say it's equal with the course?

PAR: I'D say the enterprise hub is greater in terms of what you could achieve

RES: In terms of business and setting up

PAR yeah yeah

RES: Right that's the end thank you

APPENDIX X2 – NVC degree student focus group transcripts

Appendix X2A – FG1-3 (PAR1 = FG1. PAR2 = FG2. PAR3 = FG3)

RES: So what year are you all currently in at the minute?

All participants: We're in first year

RES: First year cool

RES: And have you heard of the term new venture creation degree before?

All participants: Yeah

RES: How would you each define new venture creation degree?

PAR1: Erm I'd define it as a degree where you have to create a new venture, a business

RES: Yeah, like alongside obviously the degree as well. Would you all agree with that?

PAR2: I would say it's er an academic degree with a practical side to it

RES: Yeah

PAR2: Erm, where you can, have the opportunity to start up your own business if you haven't before and you can see more of a real world perspective of business

RES: Yeah, and what would you say the split should be between sort of practical and academia?

PAR2: I think I'd like it to be, erm, a better split like erm, a more practical split than it is currently

RES: Yeah

PAR2: And, practical to

PAR 3: Practical more than academia

PAR 2: More us think that practical side is more important

RES: Yeah

PAR 2: And but we do want to get a degree at the same time

RES: A degree at the same time yeah

PAR1: I think it does depend how you test it as well because you get a degree that's as valid as any degree, there has to be an element of

RES: The actual academic side

PAR2: Otherwise it's not going to be

RES: What would you say it's split at the minute, your course, would you say it's like 80/20 or is it sort of?

PAR 1: I'D say 60/40, 60 theory 40 practical

RES: Yeah, oh that seems quite a good mix then

PAR1: Yeah well if you think of any modules we're assessed on, our modules are

PAR2: Yeah

PAR 1: Assessed on our business plan and our pitch, probably 40% of our first term of first year is practical

RES: Is practical yeah that's great, and is it BSc enterprise

PAR 1: Yeah

RES: So as you mentioned, for the remainder of this discussion, when I mention new venture creation degree it's just referring to a university degree where the aim like you said is to set up a business erm, so when you tell another university student the course you study, do they instantly understand what it is? If you just gave them the course title for example in conversation, or do you have to explain

All participants: We have to explain

RES: Right that's the same as with me then, so do they show like an interest in the course or is it sort, you know

PAR 2: Certain types of people do, people who are interested in business, people who are from a practical background, erm but people that followed more of a traditional route through university like maths or English or something like that

RES: Yeah

PAR 2. They would find it more difficult to understand

RES: Yeah yeah completely understand that, and what was the reasons for applying for this course?

PAR 3: For the practical side

RES: The practical side yeah

PAR 2: I've always wanted to do something; I studied management at a-level and saw that it wasn't related to the real world in any way at all because I had practical experience as well

RES: Yeah

PAR 2: And, so I wanted something that was relating theory to the real world in a much better way

RES: Yeah, how about you?

PAR 1: I never went to university when I was at university age because I was busy kind of doing sport, then I realised I'd like to kind of run my own business long-term future

RES: Yeah

PAR 1: So I thought I don't need a degree for that theres no point going to university to get a degree in like chemistry or something to run my own business. Erm but then as my careers progressed I've kind of realised the value of having a degree

RES: Yeah

PAR 1: Just for a back up and for the level of understanding that it gives you

RES: Yeah

PAR 1: So when I found this course and it's only 2 years and it's in exactly the field I wanna work in, it's actually learning something I'm interested in and not just learning for the sake of learning, I was like I definitely wanna do it

RES: Cool, would you say that erm one of the underlying reasons would be that you all wanted to set up a business

PAR 2 & 3: Yeah

PAR 1: Yeah definitely

RES: Right that's cool erm, so have your opinions on the course changed since you began studying? Because obviously you're still newish, but for the time that you've been here would you say that your opinions have changed or possibly your expectations of what you expected before you started and what they are now

PAR 1: Erm not massively, I don't think

PAR 2: I don't think so

PAR 1: I think it's quite like I would have expected

RES: Yeah so when you read sort of the syllabus or you came to like an open day or anything or an interview, do you feel like it's the same now

PAR 1 & 2: Yeah

RES: Yeah

PAR 3: I think it's better than I expected actually

RES: IT'S better than you expected yeah

3: I studied international business in Glasgow and I lost faith in the university, like, I'm sorry but it's bull shit, they didn't teach me nothing but useless stories like I will never use that in my life

RES: Yeah yeah

PAR 3: And then I saw this course I came here and I expected it to be better and this is way better than before

RES: Oh that's fantastic, erm, so can you clarify whether or not setting up a business is a set requirement of the degree or is it just advised that you set one up

PAR 1: No you have to

RES: So you have to

PAR 1: You can't pass the degree without setting up a business

PAR 2: You have to get investment as well

RES: Oh really?

PAR 1: You have to actually pitch and get investment because you can't have a business without money

RES: Right, because on our course it was sort of like, I did undergrad, and they said you we had to set up a business and we thought right if we don't set one up we'll fail, and sort of towards the end it became more, 'oh if you write a business plan you'll be fine, and the people going through this year it's literally if you've got an idea you can get through so, do you guys feel like it pushes you more if you're told you've got to have a business or do you feel it can put a bit of undue pressure on you?

PAR 2: I think it's good because deadlines are really important

PAR 1: And that's what we chose to do

RES: Well that's it exactly

PAR 1: And came on to this course knowing that's what was involved so I think it's good

RES: So you think it's good to have that in place yeah

PAR 1: And also all the modules we do that are theoretical are based around how our business runs so we're currently doing a law module and during that module we learn how to write the contracts that we need for our business

RES: Oh really

PAR 1: And then in the future we do another operations management module and that will fit with how we'll run our business

RES: Right

PAR 1: So if you don't have a business running it's going be really difficult to apply

RES: Literally physically to the business yeah, erm and roughly how is each year split does it coincide with how the business is running at the time

PAR 1: Yeah

RES: What's the rough split first and second year, is there like an idea development stage, setting up and running stage? How does that work?

PAR 2: Theres 4 terms in the year and the first term is just really erm; they gave us extra time to get to know each other and gave us extra time to develop relationships

RES: Yeah

PAR 2: And bring groups together

PAR 1: Because we have to work in teams

RES: Right so theres a lot of teamwork

PAR 2: Yeah so this gave us time to generate ideas and work out who we wanted to work with and then the second term is really about business planning and actually

turning that idea into something that will work in the real world and something we can write a plan for and prepare for the pitch

RES: Right

PAR 2: And that's where we're at currently we're pitching on the 27th of May

RES: So you've got to have all that ready and then is the pitch for 5000

PAR 1: Up to 5000

PAR 2: Yeah

RES: And are you already for, or on the way?

PAR 1: We're on the way

RES: THAT'S good so erm, at the minute have you all set up a business or do you intend to do so before graduating?

All participants: Yeah

RES: So what stage are you at now is it like the planning stage and then you pitch and then set up afterwards?

PAR 1: Yeah as soon as you pitch you've got to get up and running

RES: So you get running straight away

PAR 1: Yeah, so you trade for about 18 months of the course

RES: Wow so then you've just got to develop and build the business

PAR 1: Yeah once you've got the money

RES: And just roughly how do you feel about it are you all excited or? Nervous or?

PAR 3: IT'S scary. IT'S scary but encouraging

RES: Yeah, would you guys agree with that or is it more

1: I'D say it's exciting like the actual prospect of setting up a business doesn't like scare me

RES: Yeah

PAR 1: What scares me is we have to get a degree whilst running the business, and how it's going to match up with getting you know assignments and revision

PAR 2: IT'S all a time issue really

RES: Yeah because when deadlines get close it's like what do you do run the business or

PAR 1: IT'S easy to get absorbed in

RES: Yeah it is definitely yeah. So can you describe the impact the degree has hard sort of up to now on starting the business or the intentions to start up?

PAR 2: Erm I think it's had

RES: It could be positive or negative

PAR 2: So the degree so far, it's had an impact on a lot of people on the course. From opening peoples eyes to new cultures or what not, and different peoples ideas from where they're from and erm, what else

PAR 1: I think it pushes you because we had deadlines, you have to have a business plan by this day, we have to pitch by this day

RES: Yeah

PAR 1: And if this pitch is unsuccessful we have to do it again, we have to do it again we have to change our business plan and pitch again until we're successful

RES: Yeah

PAR 1: Because otherwise you can't run a business

RES: You can't proceed yeah

PAR 1. So I think it's definitely positive in that sense when it comes to starting a business because I think a lot of people have ideas but don't have that to push them to actually get something done, but because we have deadlines we have to get it done

RES: Yeah, would you say theres a chance of a negative effect of the actual deadlines themselves for example if you've got a big assignment due in but you're just about to launch a business or sign a deal for example, would you say theres a chance of it having an adverse effect because you're having to sort of focus on the academic side when you really just want to get going

PAR 2: Certainly there can be high levels of stress, we've heard from previous students

PAR 1: Yeah

PAR 2: That they've struggled with deadlines because they had so much on their plate

RES: Yeah

PAR 2: But I think that, again it's related to the real world it's the fact that there will be times when you're stressed and I think it really helps you to be out of your comfort zone and get over it

RES: Yeah

PAR 1: Learn how to deal with it

RES: And prepare for what you'd be used to in the real world so to speak yeah, what would you say is the biggest barrier to setting up a business or what do you expect to be the biggest once you get going?

PAR 1: I'D say time

PAR 2: Time and money

PAR 1: Yeah

PAR 2: They're the biggest

PAR 1: Time because of assignments and a degree to do

RES: Yeah

PAR 1: Like normally if you were to set up a business, I mean I know a lot of people do it alongside having a job

RES: But you've got more time

PAR 1: Yeah, where as now we've got revision, assignments as well

RES: Yeah, and what about the finance side do you ever see that being a problem because obviously it can depend on the different size

PAR 2: I think they can be very hungry when they're start up, so it's just all about pushing it from the start and throwing money at marketing sort of thing

RES: But once you get going

PAR 1 & 2: Yeah yeah

RES: So, would you say the studying of your degree has helped you to overcome the barriers, you've said it's about balancing time but can you take that in to a positive so, you mentioned like in the real world you might get stressed, would you say the degree has helped you with time management or? Help you in any way?

PAR 1: Yeah I think by the end of the course definitely, but if you achieve a good degree and you've set up and run a business

RES: Then that's proof in itself

PAR 1: Yeah and if it's when you graduate you want to set up and run a business and doing just that, that should feel just a little bit less stressed I would hope

RES: So do you all sort of believe you're the type of people that would have set up a business regardless or doing this degree or coming to uni?

PAR 1: Yeah

PAR 2: I think so yeah

PAR 3: Yeah

RES: So you're all pretty much on the same level. And so what are your intentions for the businesses once you graduate, will you continue to run it or will you say 'oh I've got a degree with a business but ill just go work somewhere else'

PAR 2: I think the intentions are there to continue running it, but purely depends on success level

PAR 1: See what happens in the next few years

PAR 2: And if it's not successful theres no reason to continue running it

RES: Yeah and what impact do you believe sort of running your own business will have on employment, for example you were to apply for a job in 5 years time and you could say I've ran my own business, do you think sort of the impact would be good

PAR 1: Should be, depends on whether you can show your understanding

PAR 2: I think if you can show them it's successful then they could see that as incredibly valuable because it shows that you've got erm, a broader understanding of the full works of a business

RES: Yeah

2: And you can talk to people and communication is one of the most important things for business erm and yeah it just shows the employer that you're an all rounder really

RES: And just one of the last few questions, what other degrees did you consider or was this the only one that you were really interested in

PAR 2: So I considered all the entrepreneur courses I could find in the country, so there was one in Falmouth, erm Huddersfield

RES: Yep

PAR 2: Erm I think Coventry as well, and there was more of an academic entrepreneurial course is Strathclyde in Glasgow as well so I considered all of those

PAR 1: I didn't actually know because I'm a bit older I haven't been looking at degrees for a while, when I was 18 I wanted to do chemical engineering then I realised I was going to university for the sake of going to university

RES: Yeah

PAR 1: Then I was looking at business management because I just wanted a degree that was something to do with business because I knew I wanted to own my own business

RES: Yeah

PAR 1: And then discovered there was business enterprise

RES: That was a bit like me, I didn't realise

PAR 1: No I didn't either

RES: How about yourself?

PAR 3: Like to have like many universities for studying this, one university especially in Germany at Geneva in Germany and offering me to practice at BMW and other big companies after the degree, considered that because of the practical side, then I realised I could do my own company here so I came here

RES: Would you all recommend the course to someone that's wanting to set up a business and get a degree?

All participants: Yes

RES: So you're all in agreement with that

All participants: Yep

RES: And what would you say was the most important coming to uni, like getting a strong grade or setting up a business, or would you say it's a close balance

PAR 1: For me personally I'd say it's a balance obviously a big part of the learning is the setting up of the business and I came here to learn obviously not just get a piece of paper. But obviously with the cost and time it takes out of life I want to get really good results otherwise what's the point you may as well just set up a business outside of the degree if you just want to set up a business so you may as well do well in it

PAR 2: I'D say I agree with that

RES: Right that's it guys thank you very much

Appendix X2B – FG4-6 (PAR1 = FG4. PAR2 = FG5. PAR3 = FG6)

First question, what year are you all currently in?

PAR1: First year

PAR2: First year

PAR3: Second year

RES: Yeah and what is the degree called

All participants: The Buckingham business enterprise

RES: Business enterprise okay and have you all heard of the term new venture creation degree before

PAR1: I've heard the term venture creation program, on the VCP list

PAR2: Yep

PAR3: Yeah

RES: Yes that's all similar, is that with martin Lackéus?

PAR 1: Like the Swedish one?

RES: Yep that's the one, erm so how would you all personally define new venture creation degree, or what would you suggest it involves

PAR1: I'D say it's a degree, erm, which involves as an intrical part of the degree actually creating a business

RES: Okay how about you two guys, would you agree with that

PAR3: Yeah

PAR2: Yeah, yeah. I'd add the word practical in there

RES: So theres a practical element as well yeah

PAR2: Yeah

RES: So what would you say the split is or what would you say the split should be between practical and academic

PAR1: Far more practical

RES: It should be more practical

PAR1: I think, not just for venture creation programs but for all degrees

RES: For all degrees yeah

PAR1: It should be focused on the actual skills you'll need in the workplace or wherever

RES: So a strong practical focus yeah. How about you bee, would you?

PAR1: Yeah I agree I think it should be

PAR2: Yeah I agree

RES: So just for the rest of this sort of discussion when I use the term new venture creation degree, it's just referring to a university degree where you just aim to start a business as well as the degree would you say that's about right?

All 3 participants: Yep, yes

RES: So when you're all sort of chatting to other university students about the course that you study, do they understand it straight away or do you ever get confusion about what the course actually is?

PAR3: Erm well that I find is when I saw I'm on a venture creation program

PAR1: They don't know what it means

RES: They don't know what it means

PAR2: You have to explain what it is, which is weird because it's right in the words venture creation degree.

RES: Yeah because you wouldn't ask someone who studies chemistry, oh what's it include?

PAR2: Exactly, exactly

RES: Obviously with these courses people ask yeah. Have you ever found anyone to be interested in the course or said they'd have wished they'd have known about it themselves

PAR2: Yeah

RES: Would you say you've had that before yeah?

PAR1: I've had particular with older people I've told about the course, they've been fascinated by it and can't believe it exists

RES: Yeah, probably because back in their time it wouldn't have existed yeah. And what was the reasons for all you guys applying for the course

PAR1: I want to be a serial entrepreneur

RES: Okay so that was the underlying reason

PAR1: And I applied to all the new venture creation programmes in the country, and the one they're trying to start in derby

RES: Yeah and did you want to set up a business before the degree?

PAR1: Did I want to have a business before I came in?

RES: Yeah

PAR1: Erm no I was looking to build one as part of the degree and learn how to build one

RES: So did you have an idea ready or

PAR1: Er I did have one that I worked on before I came here, but it wasn't like I came here wanting to do that one I was very open.

RES: So how about you two guys? Erm, what were your reasons for applying?

PAR2: Well I studied law for 3 years, but during my gap year I found that law wasn't really for me because I would come up with business ideas, but I wouldn't be able to pursue them

RES: Yeah

PAR2: So I'd speak to my mum for example and shed say stuff like, wait until you're done with school and that used to piss me off because I couldn't understand why I couldn't be in school and run my business because really it wouldn't distract you

RES: Exactly yeah

PAR2: So that really demotivated me and I knew that I wanted to do something in entrepreneurship but I didn't know there was a course like this

RES: Yeah I was the same

PAR2: When I actually decided I wanted to do a business degree then I went degree searching and I saw this and I was like yeah this is definitely what I should be doing

RES: One that suits you yeah oh that's great, and what about yourself were you the same?

PAR3: I kind of grew up in a family where they were very business orientated, and I had that mind set from a younger age. So whenever someone said do you want to work for someone or work for someone else, I straight away said I would rather work for myself because I don't wanna be told what to do

RES: Yeah yeah

PAR3: So that is one of the main reasons why I chose this degree

RES: Yeah and did you have a business idea before you came on the course or did you hope to find one on the course.

PAR3: I had a few ideas that I'd like to implement here, but I have obviously changed them and come up with different ideas

RES: Cool erm, so have your opinions changed on the course since you began studying or since you originally applied

PAR1: They've become much better informed

RES: In what sense?

PAR1: As in we understand far better exactly what's involved in completing this course now than when we first joined

RES: So were you a bit unsure when you first started then

PAR1: We didn't know really what to expect

RES: Yeah

PAR1: What we would be doing, what our lives would be like here

RES: Would you all agree with that, does that sound about right? And would you say your expectations have met or changed over time?

PAR1: Erm both, they've largely been met. IT'S not absolutely every expectations have been met, but many have been exceeded overall it's been very good

RES: Would you all agree with that?

PAR2 & 3: Yep

RES: So can you clarify whether or not setting up a business is a requirement of the degree?

PAR1: It is

PAR2: Yep

RES: Right so it's a requirement so you've got to set one up yeah, and how RES: Does each year work are they split as years one and two or is it split as different terms

PAR2: Yeah we have year 1 and 2

PAR1: We have BBE 1 and BBE 2

RES: So do you have a set programme to follow for each yeah like starting a business in first year?

PAR3: Yeah

RES: What sort of time do you have to run a business on the course?

PAR2: You would start of running the business from about July September, because you have the pitch in may and then right after you've got exams then you've got the holiday then ideally within that period you'd hopefully be looking at starting operations and then you come back

RES: And you get going from there? Cool so have you all set up a business during the course or do you have intentions to do so?

PAR2: Erm I've set up a business

PAR1: I'm in the process

PAR3: I'm in the process

RES: So is that the stage you're at now, start up or are you currently running it?

PAR2: I'm currently running it

RES: That's fantastic and what progress have you made up to now have you, is it sales based or services

PAR2: IT'S a service business

RES: re you providing that at the minute, is that day to day

PAR2: Yeah

RES: THAT'S great and what about you two guys are you in the process of working on your idea and pitching in the next month or two yeah. And how do you all feel about that, about running your own business or about getting ready to set up a business?

PAR1: Well it's what we came here for

PAR2: Exciting

RES: Yeah yeah

PAR1: THAT'S the reason we're here so

RES: Would you say it's scary at all, the idea of working for yourself and running your own business or do you just sort of think right?

PAR1: It has its moments, but it's not going to be an easy two years

RES: But you just sort of get on with it and get it going day to day yeah. Can you describe the impact that the degree has had on your intentions to start a business, or on the actual business start up itself? So has it been like positive impact on the business, or has it been a negative impact on the business?

PAR2: So what I'd probably say I take out of this is like, everything that I've learnt to date, because before I came here I did run a business erm, a farm

RES: Oh really

PAR2: But everything I've learnt to date, I know that I would actually apply to my existing business, like I would actually go back and revamp because I feel like I didn't know as much as I know now. I can't exactly place my hand on what the change is, but you just know

RES: There has been a change

PAR2: Yeah yeah

RES: Yeah I understand that. Are you guys the same, would you say it's had a positive impact up to now? On the ideas that you're having

PAR3: I feel like at the moment all we've done in the subjects that we've kind of taken and finished, erm a lot of them have actually used examples, formulas and techniques that we've used to build up part of the business plan. So it's been very informative and helpful to actually know what I want to do, where I want to be by the end of the 2 years

RES: Yeah yeah

PAR3: So largely I believe it's been a huge

RES: IT'S been good up to now

PAR3: Yeah

RES: And would you agree with that, pretty positive?

PAR1: Me? I have gone through loads of ideas whilst I've been here, and it's definitely gave me a better understanding of what makes a good idea, what makes a good business.

RES: Yeah yeah

PAR1: And so I can better critically evaluate the ideas that I come up with

RES: Yeah

PAR1: And we can better critically evaluate each other's ideas when people are suggesting them. This is something we could do like we can step in and say that would be a possible barrier to how we can get round that

RES: Yeah yeah so what would you all say the biggest barrier is to setting up or what do you expect it to be, for example when you guys are setting up a business, what are you saying the biggest barriers have or could be

PAR2: So the biggest barrier for me and then I, like now ill be speaking subjectively, but the biggest barrier for me has been just getting the right skills, well trying to marry your capabilities with so what I'm trying to say basically, we did not get as much money as we wanted. Well I didn't get as much money as I wanted from the board

RES: Yeah

PAR2: And so I've tried to have to work with that

RES: Yeah

PAR2: IT'S working but then sometimes I feel a bit like because I knows theres a lot more I could have achieved if I had more money

RES: Yeah

PAR2: So that's probably the biggest barrier, and then well my business is an online business so the one thing I really need is tech skills. I've had to like develop tech skills on the fly, and then as things get more advanced I would need someone who's like a techy so that has been my biggest

RES: So that's your biggest barrier

PAR2: Yeah

RES: So how about you guys? At the minute you're still working towards the business start up, what do you sort of envision that might be a big barrier when it comes to starting?

PAR1: I suppose its, for me one of my barriers is figuring out who I need to speak to, who I need to be making the relationships with and how to reach out to them

RES: Yeah yeah, and how about yourself?

PAR3: The initial barriers were actually coming up with the ideas, so not knowing the UK market because I'm not from the UK, so actually coming up with ideas. People keep saying try and solve a problem that's within the UK, but it's kind of hard to think of a problem

RES: Exactly

PAR3: When you don't know it, when you're not from the local area

RES: Yeah

PAR3: Erm, so that's about the main problem I've had whilst being at university

RES: Yeah, and just linking to that question guys, would you say studying this degree has helped you with these barriers at all? Or caused more problems?

PAR1: IT'S helped

RES: Helped yeah

PAR1: There'd have been a lot more if you'd have asked me three months ago

RES: Yeah

PAR1: So it's definitely helped with these individual problems it's pushed you on

PAR2 & 3: Yep

RES: Would you say it's caused any problems, for example when you've had a deadline and you've had to put the business aside like for example an assignments due next Friday but you need to get on with the business

PAR2: That definitely happened when I was building my website, I was really excited because I was getting the hang of it, but I had so many coursework and I was like I really wanna work on this website, but when you have to put it away but it happens

RES: Yeah but it just gets in the way and you've got to deal with it

PAR2: Yeah

RES: And just coming towards the end guys, would you say you're all the type of people that would have set up a business regardless of coming to uni or the degree, I mean you already said you've worked on a business, would you all say you're all that type of individual?

All 3 participants: Yep

RES: Yeah yeah, that's good, and what are your intentions for your businesses once you graduate are you just looking to continue running them or will you go into employment and sort of run the business on the side?

PAR2: I want to carry on running mine

RES: Carry on running yeah, how about you guys?

PAR1: I'D like to run it initially and then erm, remove myself from the equation and start another one

RES: And let that sort of run itself yeah

PAR1: Yeah

RES: Yeah and are you the same do you want to run the business afterwards?

PAR3: I want to run a business and scale it up as big as possible

RES: As big as possible yeah

PAR3: And then from there try and employ people to have a system working

RES: And would you all say running a business makes you more employable or do you think it has a positive impact on applying for a job? Would you say that?

PAR1 & 3: Yep

PAR2: I'D say so

RES: And what other degrees did you consider, I know you mentioned you'd applied for

PAR1: I applied for all the venture creation programmes; they were the only ones I considered

RES: And were you too the same did you look at any others or just this one?

PAR2: Just this one

RES: And were you the same or?

PAR3: I considered business management at various universities and then decided that this one was perfect for me

RES: And would you all recommend this degree to other people?

All 3 participants: Yes

RES: And would you say that to anyone or just someone wanting to start a business?

PAR1: Just someone wanting to start a business

PAR2: Anyone actually

RES: Anyone yeah

PAR2: I think the degree has a lot, plays a lot on your person as well. I think I've changed, like a year ago I probably wouldn't have sat here and done this

RES: I was the exact same on my course

PAR2: Like stand at the front and give a presentation, I was really bad with presentations and like pitches and stuff. It helps you, it helps you build your confidence it helps you build your erm sociability

RES: IT'S like it helps you develop more as a person I think yeah yeah. And the last question, when you came to uni what would you say was the most important? The grade of the degree or setting up a business

PAR1: Business

PAR2: It would be a balance for me

PAR3: I think the grade

RES: And as you're progressing are you all thinking the same, did you come to uni thinking oh I want the grade or the business, is it still the same?

PAR3: Well ultimately we did come to uni to get the grade, so I feel like if you get a successful business but you got a bad grade it does look bad on you

RES: Yeah even though you've set up a business the grades still, yeah yeah I completely get that

PAR3: But then again if you did set up a successful business and you are only looking to work for yourself then it's only really there for a back up

RES: You might not even need a degree

PAR2: Then you get a really good grade and 2 years working on a business that never really went to flow, that's really difficult

RES: Yeah I agree with that as well, it's sort of both sides of the coin. But right that's great thank you very much

APPENDIX X3 – NVC degree graduate interview transcripts

RES = Researcher
PAR = Graduate participant

APPENDIX X3A - GRAD1

RES: So, what year did you graduate from your degree?

PAR: I graduated in July 2015

RES: Right and what was the degree called

PAR: Enterprise development

RES: Right and have you heard of the term new venture creation degree before

Not really heard of that term in regards to a degree but I have heard of new venture creation, I think that's quite common phrase, especially when you got to a lot of networking events

RES: It's used quite a lot yeah, and what would you say a new venture creation degree involves?

PAR: Kind of in the title when it's a venture it's erm, it's like, starting from scratch and having your own kind of route that's why it's venture creation

RES: Yeah yeah

PAR: It's about having an idea, and then taking that from one stage to the next

RES: Yep

PAR: That's what I believe

RES: Yep, and what would you say the end goal is by finishing your degree

PAR: For me personally?

RES: Would it be to have a business set up or?

PAR: My personal goal when I started the degree was to leave the university with a degree at a minimum of a 2:1 and a business set up in order to prove I could do it because the point in the enterprise development course was to set up a business so, I'd have been a bit disappointed with myself if I only had the degree to show for it and kind of not a business because that's why you apply for these courses

RES: No that's fine, and just for the remainder of this interview, if I use the term new venture creation degree like you said it's referring to a university degree where the aim is to start a business of your own. So when you've told other university students about the course, do they understand what it is and what you mean, or have you ever had to explain it?

PAR: I've had to explain it a few times and the easiest way to dumb it down for people is to not go into too much depth, is just to usually say it's kind of like a business degree. RES: And they kind of, I think when I initially applied for the course and the degree, the key word that was used was risk

RES: Yeah

PAR: People thought, well if you don't get a business what do you get because the enterprise development wasn't really seen as a credible degree so do speak

RES: Yes

PAR: When I applied for the course, so a lot of friends and family said what do you do if you don't have a business

RES: Exactly yeah

PAR: Will that degree get taken seriously, and I think it's about, especially when you're leaving a course; it's about weighing up what your motives are. And everyone will have different individual motives, I went out there, I'm not the most academic but I'd like to think of myself as a more hands on practical learner so the way I looked at it was, yeah the worst case is that yeah I wont have a business I'll have a degree, but ill have the experiences that I've gained throughout the course to take and apply that to a practical you know job in the future

RES: Yeah

PAR: And I think that's the key thing, it's about making the most of what you do on the degree, and being able to apply that to what you want to do in the future

RES: Yeah and would you say you've had people show interest in the degree or has anyone ever said oh I wish I'd have known about that when I was applying for uni or

PAR: A few have said I kind of wish that was around when I was applying for university, and a lot of the guys I used to do business studies with when I was applying for the course who said it was a risk said I wish I'd have studied your course now, it sounds very flexible. It sounds quite fun. In our first day on the course we were in Leeds, kind of like flyer selling in competition against each other, kind of like a dragons den, not dragons den, apprentice

RES: Yeah

PAR: Erm, so I've had a lot of people say I wish I'd have done it, but I think that's what separates a lot of people, like it is, it was a bit of a risk factor but life's all about taking risks, and that's what business is, if you don't take a risk, it's a calculated risk to me but you know if you don't make that step you're not going to get anywhere

RES: That's it yeah, so what were your reasons for applying for the degree? So you've mentioned you wanted to leave with a business, was that the original reason for applying?

PAR: Yeah ever since I like chose business studies at school and that I had a keen interest in trying to set up a business and, it sounds quite arrogant but I always had in my head that that's where the moneys at

RES: Exactly

PAR: Why go for a salary when you can create your own

RES: You cut out the middleman, and you earn the big cheese yourself

PAR: I always found it more fun to do it yourself you know, it's always kind of been like more exciting to me, but I first heard about the enterprise development course when I was in my second year of sixth form when we went to the royal armories at Leeds, there was a Theo Paphitis event

RES: Yeah it was the same for me

PAR: And the strange thing is, that's how it was presented it was a Theo Paphitis event, I didn't even know it was about a university course

RES: Then it tied in to the course

PAR: Then when it was tied in and I got the magazine at the end it seemed a no brainer to me, that was what I wanted to do and that was the first university I applied for

RES: Yeah same for me. So would you say your opinions changed on the course since you began studying, so from day one to sort of leaving the first year, second year, third year would you say your opinions had changed or had it met your expectations

PAR: It didn't meet my expectations over the full course. Like I said when I first started it was exciting like your first day you were in Leeds, it was a lot more practical in my first year

RES: More hands on yeah

PAR: The first year was good but at the end of the first year, I believe that was kind of the decline in the enterprise development for our year, I remember someone speaking to the professor and he said it's kind of been a failure this year, the course leader, he said it's kind of been a failure and then from there it was like the course wasn't cared about. Went into the second year, there wasn't anything really practical it was more academic

RES: Just theory

PAR: We were kind of messed about as a group, we didn't have our first lecture until the end of October, we didn't have timetables we didn't know where we were going, no one knew. Everyone was pointing us in different directions, it was, you felt a bit mistreated in a way. Like unappreciated, like we all come to do a degree and we're entitled to a timetable and lectures and knowing

RES: Shouldn't be treat any different to the rest of the business school

PAR: Exactly, and I think we was to be honest with you and as I got to the end of my university and time with the enterprise development, I did see a lot of improvements and I did see it was coming back and there were a lot of exciting plans to take forward. But unfortunately, with you just telling me it's been confirmed that it's been cut, that's disappointing to hear because I really thought Kelly would really take in the right place

RES: Yeah

PAR: And I though Rita, made a really good start for that as well

RES: Yeah, it's a shame yeah, so overall you'd say it didn't really meet your expectations

PAR: It could have been a lot better, and I think er, a lot of students that have been on the same course as me would agree.

RES: Would agree yep, so can you clarify whether or not setting up a business was a requirement of the degree?

PAR: It wasn't a requirement, erm, the idea was to have an idea by the first year, start working on it second year, and then at the end of second year you could kind of decide to continue with the enterprise development where you set up a business in third year or you could drop into an alternate degree. It was a similar but

RES: But theres no sort of business element to finish?

PAR: But I didn't, well I didn't know anyone that dropped into that degree. I think a lot of people may have just created a business plan to get by because they wanted to continue with the course, I know a hell of a lot in my year that had business plans but didn't really bother

RES: Yeah, so during the course did you set up a business of your own or have you done so since graduating?

PAR: Yeah during the course so in, well it actually launched whilst I was graduating but I did set up a business it was an official company before graduating

RES: Right yep

PAR: But it did launch in September 2015, erm, a social enterprise that provides universities and student unions a platform to host their own risk free lottery. 40 percent in every pound goes back to the universities and theres a 15 thousand pound weekly jackpot up for grabs

RES: Yep

PAR: And basically, the reason behind it was when we did our research into lotteries people wanted it to be personal so we went for that. And we wanted to channel all of the funds back into that campus where the lottery was. So each campus has it's own

lottery, and all of the funds raised on that campus go back to that campus, and 40% is better than what the health lottery offers, the postcode lottery, the national lottery

RES: So you're beating them all

PAR: So we're up there with the more charitable lotteries like the hospice, things like that, that's kind of the sector we'd say we're in, more of a charitable, giving lottery

RES: So what progress would you say you've made to date?

PAR: Well, our business has gone from strength to strength. We currently have a hundred members play consistently on a weekly basis. Erm, majority are signed up by direct debit as well so these are long committed members. The charity that we've been helping, erm, are absolutely amazed at what it's done for them so far without them having to do much

RES: Exactly

PAR: It's a bit of fun for everyone, it's a bit of an incentive, incentivised giving, and it's gone from strength to strength. They're waiting for the next year they cant wait to begin they're planning fresher's, and to be honest with you I think it's been a learning curve for myself and business partner. We've learnt a lot of lessons, we've had a lot of ups and downs and we had a lot of teething problems when we started which kind of effected us at the beginning, but going in to this next year it's going to be a clean slate and we can really hit it home.

RES: That's fab yeah, so roughly how do you feel about the whole experience, is it exciting, scary or a bit of everything?

PAR: I think it's a bit of everything, I think it's kind of fun and what makes you want to do a business is that it sends you through every emotion possible, I've had late nights where I couldn't sleep, I've been scared, I've had nights where I've wanted to cry

RES: Yeah

PAR: I've had nights where I've wanted to give up, you know I've had nights where I genuinely thought this is it but when you get to that moment when you launch it for the first time and you've come through all these obstacles and you know, you've proved to people who've said it's not going to happen it's not going to work, you can kind of hold your head high and regardless of what happens with our business I can take pride saying we launched the first ever on-campus university lottery

RES: Exactly

PAR: That had never been achieved before, people had tried and failed, we had a lot of hurdles but we always figured a way around and if you exhaust every avenue and believe in something you do, I think you'll get it. It might not work out and it might get

to a stage where it doesn't work on a practical level, like your sales, it might just not be the service people wanted

RES: Exactly

PAR: You don't know until you've tried, but to get to a stage where you physically launch and you say you've done everything you could, it did this for me, I think you can be proud of yourself

RES: That's a good feeling, no that's fab. So, can you describe the impact the degree had on either the business start up or the intentions you had to set up a business, and just with that being said, had it been positive or negative?

I'd say it's been positive, I do believe although the course had its flaws

RES: Yeah

PAR: Coming to university in general, it gives you a lot of benefits, it gave us time, it gave us access to network, you know we had the enterprise team for help. It allowed us to go for more funding opportunities

RES: Yeah

PAR: And to be honest with you, when you're approaching people for research, just by saying you're a university student, it gets you in a lot more doors than we could have done if we weren't students

RES: Yeah

PAR: So I'd say overall, university is what you make of it. You can either use your time well or sit and moan, we didn't sit and moan about the course we utilised our time well and we did things that we wouldn't have been able to without being at university. So I'd say overall it's been positive

RES: And would you say theres been any negative bits, for example you wanted to launch the business but you've got a deadline next week or your dissertation got in the way, you're ready to spend all night on the business but the academic side is there still

PAR: Yeah there was a lot of pitches and stuff that were close to deadlines and stuff, but what we were fortunate with the degree, is that's quite understandable and they actually make room for that. So, I'm not going to lie to you, I got extensions in my second year for pretty much every piece of work, because that was the kind of main busy year for us, we were going through all of our funding, licensing, and regulations, and setting up.

RES: So you were so focused on that

PAR: Yeah we prioritised the business, because that's what the course is about. Its about setting up a business, look the academic side it can come to anyone, anyone can teach you things in a book you can learn that, it was doing that is what they

wanted to see from you. They were happy to give us extensions to help us out, they worked around us really well

RES: That's fab

PAR: Erm, but overall sometimes it can be hard to balance the two. Especially when it was dissertation, the dissertation did effect a month or two of the business, but at that stage it was sort of at a slow stage and we were waiting for decisions so we were waiting, it come at an alright time where we could manage it.

RES: Erm, what would you say the biggest barrier has been to setting up the business?

PAR: Just in general or for us personally?

RES: For you guys yourself or?

PAR: Trying to set up a product that is gambling on a university campus, nobody wants to see it, nobody wants to be part of it, nobody wants to put their name to it, erm, we were lucky that we found someone that did. They saw the more innovative way of fundraising

RES: Yeah

PAR: Although it is gambling it's not really portrayed as that, and erm, people kind of enjoyed it. Its incentivised giving, people are happy to play when they know they're getting something back.

RES: Exactly yeah

PAR: Even if they lose they know that 40 percent is going to a charity you know so it's kind of a win win for everyone, but that would be the biggest barrier to entry and working with universities in general is a very slow process

RES: Yeah

PAR: Theres a lot of doors you need to get through, theres not just one meeting theres three or four and you've got to pass every meeting

RES: Exactly yeah

PAR: And the problem is theres four or five people in every meeting and everyone's got their own different opinion on the lottery so you know, you're sometimes kind of battling people but I think as long as you know your business you kind of stick with the benefits and you know, you prepare for your pitch

RES: Exactly yeah

PAR: Every pitch is different, if you're going for for funding you need to know your figures and everything is accurate, if you're going to a university you need to kind of put the benefits and the moral boost, what it's going to do to the campus

RES: Yeah

PAR: How it's going to get the community involved, like a voice for students, you've got to prepare for pitches in different ways

RES: Yeah it's just dependent on the day

PAR: Exactly

RES: So would you say the studying of the degree has helped you to overcome any barriers? Or caused any more issues whilst you were studying?

PAR: Erm, I wouldn't say it helped overcome many barriers, like I said being a student helped us

RES: That helped yeah

PAR: That helped us overcome a lot of barriers but that was just a title, in regards to the degree, erm, creating a business plan that was part of the degree. That did help us because we got a lot of feedback and by the time we'd done that as part of the course, our degree ended up helping us raise 20,000 pound in funding, which is what we created on the course

RES: Would you have said that the money was an initial barrier to setting up, and you've gone out there and achieve some funding or was that never a problem, the money side?

PAR: I wouldn't say it was an initial barrier. We knew what we wanted to do and was doing it anyway, we knew at some stage, we weren't daft, at some stage we'd need obviously need to put money into the business so we just took the opportunities as they come. So when there was a pitch available, I went for the KYEC erm 14-19's that was available, and I only had a month until I was 20.

RES: Yeah

PAR: I just went for that, I didn't really think about where it was going, erm it was just an opportunity to get 5,000 in grant funding and that's how I looked at it

RES: Yeah

PAR: The money wasn't really a barrier, erm don't get me wrong we needed the money, in it's entirety to get our business going, but when we went for it, it wasn't at a time where we needed it. We went for it with the purpose that we will need it down the line

RES: So would you say that although it wasn't a necessity at that moment in time, you knew if you wanted to grow it, then you'd need that funding

PAR: Absolutely, you can't grow without capital. It's the same with writing a dissertation, you can't write a dissertation without so many references. You can't run a business without capital it's just common sense, and the way you've got to look at it is you can't keep going out for more funding and more funding, you need to try and

aim to make the business self-sustainable. We got so much in grant funding and now the business runs itself.

RES: Yeah right

PAR: We're happy with that

RES: And the business plan writing, would you say that's helped achieve the funding at all?

PAR: The business plan has always, it's an open document so you're constantly developing it, so I wouldn't say it's the same plan now as when I first did the degree, but writing that business plan and structuring it definitely helped us in the beginning, and it got us our first funding

RES: That's fab then

PAR: And although it has changed, we kind of still stick along the lines of the structure so it did help us in setting up a business and going forward

RES: Yeah, erm, so do you believe you're the type of person that would have set up a business regardless of the degree or coming to university?

PAR: Like I say I've always had a keen interest and wanted to be my own boss, I'd have done it but maybe it would have been a bit down the line, when you first leave education your kind of mind set is you know, you want to earn some money you want to get into a good career

RES: Exactly yeah

PAR: Although business is good, the biggest asset that coming to university gave us was time,

RES: Time yeah

PAR: And you've kind of not got any liabilities

RES: Not like bills to pay or mortgages

PAR: Exactly, that's all covered with your student finance so we utilised the time we had, if I hadn't come to uni would I have set up a business by now? I honestly don't know because I do think it's about when that spark kind of clicks, when you get your break

RES: Exactly yeah

PAR: Erm, you don't know if you ship in 100 products from china, you don't know if they could sell for 20 quid a piece when they come. You just don't know, but I think statistics show that a lot of people set up their businesses later on in life, that's when they've had a career

RES: Exactly

PAR: They've kind of got that safety net; they've built up some finance

RES: Yeah

PAR: And you set up a business kind of based in the industry where you are, like we set up a student lottery, we were students on a university campus, so I think it depends on the environment you're in and like for example marketing people, people who work in marketing those people will set their own marketing business up

RES: Yeah

PAR: Theres something I can do better than our company already does

RES: Yeah, so you think it could have gone either way.

PAR: Yeah I can't really answer that question, it can happen at any point

RES: Yeah that's fine, so really we've pretty much covered this question but, just maybe in a bit more depth, but what have you done in relation to your business since graduating? So you launched just about the time you graduated it was already a limited company whilst you were a student, sort of what have you done in the last sort of year since you graduated, and what are the plans for the future? Do you plan to continue running the business or?

PAR: Yeah at the minute, we always created the business in the way I believe people should create a business is the way it's kind of been a franchise model

RES: Yeah

PAR: You need to separate yourself from the business, so, although we launched in the first year, the first couple of months we were a lot more hands on than we are now. Because we always set up so that universities run their own businesses. They say the biggest barrier to people who run convenience and newspaper shops is that they're too hands on

RES: Yeah

PAR: If they set themselves aside from the business, they could maybe open two or three, you get too attached and that's not something we want to do. So although we've launched on Bradford, it's running itself, that's not our focus anymore. Our focus now is the bigger picture, so we've gone into approaching student-led organisations such as NUS

RES: Yeah

PAR: If that doesn't come off we'll look at approaching stub-hubs

RES: Yeah

PAR: You know theres various organisations that we're thinking now the bigger picture. We want to fast track this and we're looking at getting it out to as many universities as we can in the next year

RES: That's fab, so what impact do you believe running your own business could have on employment? So, for example in a few year's time if you fancied a change of

career and wanted to get a job and you know put the fact that you've run a business on your cv, do you believe it'll make you more employable?

PAR: I do because employers look for experience, if you've run your own business you've got experience

RES: You've got experience yeah

PAR: If you look at erm, what me and you've done, we've gone out we've raised money; we've pitched to panels. We've presented in big companies, I've personally raised money from O2 think big, erm unlimited, which is like the head of social enterprise, as you know the KYEC, you've kind of gone out and done that. You've put a plan together and launched a business in a market where it's not really socially accepted

RES: Exactly yeah

PAR: We've got over them barriers, it's been fairly successful, it's not hit the numbers we wanted it to, but it's done what we wanted it to do

RES: Yeah

And it's working, and I think if you went to an employer and told them you did that all whilst you're at uni

RES: They'd take their hat off to you

PAR: They'd be gob smacked to begin with, and I won't lie I've applied for certain graduate jobs and they say look we like the business, we like what you've done, come back to us if it doesn't work out because we'd like to interview you

RES: Oh yeah that's fab

PAR: And yeah, I definitely think you're more employable

RES: So overall it's pretty positive then?

Exactly yeah, like I said at the beginning you know you've got to make the most of your experience and your time, so if you've come to set up the business, try and put yourself in different situations, try and get yourself as much experience as you can. Theres that many people leaving university now with a degree that it's just so competitive. You need something that will stand out, if you go and you've tried something brave and tried to set up a business, I think that puts you ahead of people that have just

RES: Hands down

PAR: You know yeah, and I managed to submit a 20,000 word dissertation. So did I but I managed to set up a business

RES: Managed to set up a business, and it's running and it's got customers

PAR: And it made money, it made the universities money, everyone's been happy. It's a no brainer to me that question

RES: Yep, so just the last few questions, what other degrees did you consider?

PAR: Personally – none. I knew I were going to get into Huddersfield, I had to apply for five so, where did I apply, Nottingham, two in Sheffield, I just went for business management, all of them were business management and I think there was one accountancy one.

RES: Yeah that's fine

PAR: But once I had my interview at Huddersfield I knew I was coming

RES: You were set on that. When you first started in first year, what would you say was most important, setting up the business or your university grade?

Well your first year, your grade doesn't matter in university all you've got to do is pass.

PAR: Yeah, well what was your idea like by the end of uni I want a business or a degree or both?

RES: Like I mentioned before at the beginning of university I had a personal goal for leaving university with at least a minimum of a 2:1 and physically running a business, but first year I think it's all about getting to know who you're with and the environment you're in. I think when I first approached the enterprise development degree; you're in a class with like-minded people

RES: Yeah

PAR: And that can do nothing more than make it better, if you're in that environment you've got that support and that network, and you can push forward with that

RES: And by the end in third year, was it the same then did you still want to stick to the minimum 2:1 and you'd already set up a business so you were already happy with that?

PAR: Absolutely, erm that's why I said the dissertation kind of took a bit of a hold, but to be honest I was quite comfortable by the end of third year that I was going to get a 2:1 I think I'd have had to get something like you know really fluke my dissertation. I was close to a first to be honest, if I got that I'd have exceeded myself. I think you've always got to strive for better, and if you don't set yourself goals you're not going to get anywhere.

RES: What year did you graduate?

PAR: 2015

RES: And what degree did you study?

PAR: BA honours enterprise development

RES: And have you heard of the term 'New venture creation degree'?

PAR: I have yes

RES: That's good, what would you personally define a new venture creation degree as?

PAR: I believe it's the way in which a further education degree can help you actually start something that's real, so it isn't just a case of you go to university, you study and at the end of it theres a piece of paper that says you can do something. You've actually adapted what you're learning and created a new business as you go along

RES: Yep that's good, that's pretty much the definition I've got here, so as we go through the next few questions, whenever I refer to a new venture creation degree, it's literally referring to a degree where the aim is to start your own business, would you say that's pretty much on the right lines?

PAR: Yep

RES: So when you tell another university student the course you study, do they understand what you mean by the term enterprise development?

PAR: Not really, most people see it as, they always ask the question 'is that business studies?' and I think for most people, they know what business studies is but they don't understand what enterprise is

RES: They just assume that they're linked?

PAR: They think it's the same thing

RES: When you've spoke to people, have they ever shown an interest in it, or said oh PAR: I wish I'd have known about that when I applied for uni?

PAR: Some people do ask, because when you speak about it, it sounds like it's more. PAR: You have to elaborate that it's not just business studies, it's the idea that you're applying what you're learning, and I think that interests some people and it's really scary for others, because some people like the fact that they go to uni and they're taught something and that's it

RES: Yeah

PAR: And then you become an expert in that field, whereas the idea where you've got to kind of prove you can do it there and then

RES: That's a little more scary?

PAR: Yeah

RES: So what were your reasons for applying for the degree?

PAR: I already had a business, so, when I was in college it always very much you go to college, you go to uni, there wasn't very much options outside of that for my college

RES: Yep

Erm, so in the back of my mind I wasn't like I must go to uni and I must do this, and I was playing around with that and thought do I just finish here, but then I thought does that risk the fact of I don't know what I'm going to do then

RES: Hmm

PAR: But because I ran a business, I thought I'd look for a course that would be suitable to show me what I didn't know, or what I didn't know I didn't know

RES: Yeah, so it opened that up for you

PAR: So it meant I could find a way of learning things as I went along with the business

RES: Yeah, so would you say that another reason might have been to set up a further business or was it more to run the business that you already had? Or could it have been a mix of both?

PAR: It was a mix of both, because I had two businesses. I had a web design company and a coffee shop, but I didn't know which way which was going to succeed the most, which was going to be the future one, whether either of them was going to be the future

RES: Yeah

PAR: And when I did do my interview for the course, I did ask whether it would a hindrance if there is an existing business, because it's not an existing creation degree, it's new venture

RES: Yeah

PAR: And I was told no, I mean it was actually much harder to do it as an existing business than a new business, looking back on it

RES: Yeah, so, did your opinions on the course change since you began studying, from start to finish?

PAR: Yes I think it did, I think I had high expectations of it that didn't really live up to it, across the three years. I think there was a lot changes within the degree, at a lot of changes the university faced with it

RES: Yeah

PAR: And I think the idea of a new venture creation degree works well on paper, but in principle it doesn't because a lot of, it's natural for a someone to start something,

and want to concentrate on that, rather than someone saying 'yeah it's really good that you're doing what we told you to do, but if you wouldn't mind doing that for a bit, and focus on writing about it' that's where the balance doesn't really work for it, I feel

RES: So would you say that your expectations pretty much overall weren't met, would I be right in saying that?

PAR: Yeah, they weren't

RES: Did you have to adapt them over time sort of where it got to the point where you said, right well it's not what I expected but I guess I'll have to accept it and have to get on with it?

PAR: Yeah, I think because you've invested the time, I think by the middle of second year, end of second year I'd realised that, doing the degree, or doing that particular degree wasn't best suited to what I wanted to do at that time

RES: Yeah

PAR: We were really busy with business, which was great in one sense, but then having to step back from that, and kind of hold the reigns on it, which could have risked the business anyway

RES: Yeah

PAR: Seemed a bit weird for me to then have to spent time on uni, so I think going through the years, because you've invested time in it you've just got to see it out and by the time I'd got to year 3 it was just a thing that because I'd invested that time I just had to get it finished

RES: Yeah, so can you clarify whether or not setting up a business was a requirement of the degree?

PAR: To be honest I couldn't tell you, because at the beginning when we started it, it was.

RES: Yeah

PAR: And by the end of it, it didn't seem to really matter. Nobody seemed to know what they were doing, there were people that, it had a benefit on by not setting up, so there were people in the final year that didn't set up businesses, and they got a higher class degree than I did, despite the whole point of the degree being about running a business

RES: Yeah, so what was the rough split for each year? Did it sort of have a year one you do x, year two you do y, year three z or was it all sort of tied into one?

PAR: Erm, year one seemed to be abit more about idea generation, which kind of made sense but didn't make sense, if you've already got an idea

RES: Yeah

PAR: So it kind of holds back certain students that've got that interest and really want to start with something, and that's why they've come because they cant get started

RES: Yeah

PAR: So then to wait for second year, so first year is idea generation, second year is starting the business, and third year is running it. But in reality terms, nobodies going to wait two years to start a business, if you've got the idea to do it and you think you've got the capability to do it, erm, for me, the split had to be, I was already running it so idea generation kind of became pointless, and so did planning stages, so I was running it across the three years

RES: Yeah, so we've touched on this already but the next question is, did you erm set up a business during the course, or have you done so since graduating?

PAR: Yeah, so I was running two businesses when I came into the course, a web design company, and a coffee shop. During the end of my second year at uni, we decided to close the coffee shop because we weren't getting the financial returns we wanted from it, so we made the informed decision to actually shut it down before we were shut down

RES: Yeah

PAR: Carried on doing web design, erm, I was already a director of an IT company, so we expanded that a little bit, and then in my final year I stepped back from that, so that I could focus on one business rather than trying to juggle loads of things, which was my decision because I thought final year would be more labour intensive than it was.

RES: Yeah

PAR: Erm, looking back, would I have done it differently? Probably not. We learnt a lot from the coffee shop, now I feel like I'm in a good position, not necessarily from the degree but from my own personal experiences with businesses, to go ahead and start new businesses

RES: Yeah

PAR: Which we are considering at the moment

RES: That's good, so how do you feel about sort of the whole experience? Not from the degrees perspective, but from business start up, do you feel excited or it scary or?

PAR: From doing a business start up?

RES: From just starting a business in general, or from running a business yourself.

PAR: Running I do feel like I have the skills to run a business successfully, I don't think I've learnt them through education. Whether it opened my eyes more to the formalities, I think, so things like learning the terms of things so you could identify it if

someone says, 'could you read this balance sheet?' yes, but on a day to day life, I don't often read out balance sheets.

RES: Yeah

PAR: Erm, in terms of start up we are at the minute looking at launching a new company in London, and it doesn't phase me that. Which it maybe would have done before I set the other business up?

RES: Yeah

PAR: It does lose the excitement, I remember when we first started a limited company, it was like a massive thing we were doing, where now it's like a form you fill in online and you're a limited company

RES: Yeah yeah, so can you describe the impact the degree had on your, either business start up or your overall intentions to start up a business, and with that being said has the degree had a positive or negative impact?

PAR: Negative, definitely. Erm, I don't feel like I should moan about it, but the three years dragged.

RES: Yeah

PAR: I feel like there was no, no real intention to actually support businesses across the three years, I think there was a perceived one but no one actually got the 'right this what you actually need to be doing tax wise, these are the problems you could face tax wise', tax wasn't even a module we covered. So now I'm facing problems where, it would be really handy to know about accounting and accounting practices, and tax and legislation, for my business, rather than reading a balance sheet, or idea generation or things like that

RES: Yeah

PAR: So it's all well and good that you're on an applied learning degree, but none of the learning we actually did was applied to anything. And no one actually looked at the businesses we were running, which I think by the third year is why it kind of fell apart

RES: Yeah

PAR: And why you didn't need to run a business, because no one really cared, it just seemed like they'd come up with this idea, it looked good on paper. No one had had a go at it before us, so why did it matter? Just get them to graduate and get them out of here

RES: Erm, what would you say the biggest barrier to setting up a business has been? It could be for any of them or just general or?

PAR: Erm, see everyone would say funding but I don't think it is, I think having the perception to people you know what you're doing. It's a bit different in web, because web companies are popping up left right and centre from everywhere

RES: Yeah

PAR: And it's how you differentiate yourself within that, and I think for us it's knowing the clients and applying what we know about web to what they're actually looking for, and making that bridge. Because that's what we are, we're that bridge between the technology and a person who doesn't know the technology.

RES: So would you say that's the most important? Because a lot of people do say it's the money

PAR: I don't think it is, like we didn't start, when you look back yeah the coffee shop needed investment, but we went away and earned the investment and we then used our own money, we've not gone to the bank for investment or grants or anything like that, erm, so you don't need, theres certain ideas you will, but for a web business you need thirteen pound or whatever it is

RES: Yeah, and erm, would you say that the studying of the degree helped you overcome any barriers at all? Obviously theres the barrier of just doing the job, that might not have been helped, but has there been anything that it's helped you overcome?

PAR: I think help wise, it probably made us a bit more confident as a business, because you met with other people and you thought well if you're doing it, we can probably do it. Erm, it does give you that stand point of, if someone says well what do you know, well I do have a degree in developing businesses

RES: Yeah

PAR: Erm, especially because there isn't a formal qualification for web design. Erm, it's all based on experience, so we wouldn't necessarily take on someone who has a web technologies degree over someone who doesn't, with experience, erm so that helped. It probably also opened up the idea that it is okay to ask for help on stuff. So before that, we were trying to play the image that well we knew what we were doing, whereas now we do turn to people and ask for support on certain things. And I think that's okay, if anything I think that's one big thing we've learnt to do, just, you might look stupid but it doesn't matter because you've solved the problem

RES: Yeah yeah, would you say the degree has helped you build less business focused skills or less help regarding business, but more soft skills or more day-to-day skills like presentation or networking, or anything like that?

PAR: Yeah there wasn't anything I could identify and say uni helped me with this, which I imagine some people could say we did presentations and therefore I've

learned how to present. We were already doing that beforehand, we have to do that, sales wise we have to do that. We're a very soft sales company, erm, which has worked for us. Doesn't work for other people sometimes, but, yeah it probably has had an impact on me, but there isn't anything that's outstanding thing that I would say this has done this

RES: No that's fine, erm, so again, would you say that you're the type of person that would have set up a business regardless of the degree or coming to uni? Well you did that beforehand anyway. Do you think that without the degree you'd have gone on to set up other businesses, or would without the degree would you have maybe focused on the other businesses so much that you didn't think about setting other ones up.

Perhaps, I think the only thing I'd say the degree has solved is that, it isn't that complicated. So whether I'd still have been in the mind-set of maybe theres stuff I don't know, that I should know, and that would have held me back

PAR: Yeah

PAR: But I think theres stuff we've learned from doing, the coffee shop was our biggest learning curve because it's a real business where people can walk in to, we had employees, we had all the different things, premises, rent, utilities,

RES: Yeah

PAR: Whereas for web we've always been a bit, you just plod along with it, because your running costs are fairly minimal.

RES: Yeah

PAR: Whereas now, we pay one person for everything, for the office

RES: Yeah yeah

PAR: And then everything else is just a virtual cost

RES: That's alright then, and so, this again is linked to the question before, but just briefly sort of from the businesses you ran whilst at uni, what have you done in relation to those just since graduating, and do you plan on continuing to run them?

PAR: Yeah so, as I mentioned we closed the coffee shop, so I graduated with a single running business, erm we've expanded massively over the last year, erm, we do a lot more work in London and abroad

RES: Yep

PAR: We're now in the process of, we've actually got investment to start a new company from someone in London, that we'll go on to hopefully grow, hopefully more towards productivity tools, that are web based rather than just purely client work

RES: Yeah

PAR: We want to change by the end of next year to be doing 50 per cent work for external clients, and 50 per cent work for internal work, so that we can build and sell things

RES: So would you say, what would you say has the most split at the moment?

PAR: I mean the majority, I mean all the work we do is for external clients, so we're very much if someone asks us to do something we do it. Whereas, what we want to be doing is us generate ideas, and building things, which we can then sell to other people. We can reverse the cycle and go to clients and say, we've built this would you be interested in it?

RES: Yeah, so pretty much you're going to continue running the first business and then work on the second one?

PAR: Yep

RES: Erm, so coming to the last couple of questions, what impact do you believe running your own business could have on employment? So maybe looking for job in the near future might not be something on the to do list, but do you think it could make you more employable saying you've run a business, or have you had that experience before? Of mentioning I've got a business and it having a positive impact?

PAR: Yeah definitely, I don't think it's seen anymore as being a bit of a weird thing, I think a few years ago if you were a young person running a business, it's kind of a bit like alright there you go

RES: Yeah

PAR: Whereas now, I think people respect it a bit more, for me especially job offers for the web industry, job offers come in a few times a year to say would you come work for us for this?

RES: Yeah

PAR: Erm, because they get the experience, they get our work, they see what we do and then they just want it because they know they can monetize it

RES: Yeah

PAR: But for us, we kind of like the whole process it isn't just about building the websites, for me it's about talking to the clients and delivering a solution that they are actually looking for, and it's just that old fashioned thing of problem solution. Someone comes to you with a problem and you say yeah, we can fix it.

RES: Yeah

PAR: They're bound to be happy about that, and the website is that for us, we never see the product as the actual thing we're selling, we see it more of the whole solution

RES: Yeah that's good, so erm what other degrees did you consider when applying for uni?

PAR: Erm to be fair I wasn't, I'm from Huddersfield so Huddersfield university wasn't one I'd really looked at

RES: Yeah

PAR: I'd heard about this enterprise development degree, I don't know how I did, maybe someone from college mentioned it and I looked into it and I suddenly liked the idea of new venture creation degrees, so I then went away and looked at other ones, which I think was business development, where it was I remember applying for Northumbria and somewhere else

RES: Yeah

PAR: Erm, but the one at Huddersfield on paper looked like it was the most supported, we went to an event at the royal armouries, it sounded fantastic from that. And then you start, and it kind of goes down hill

RES: So you looked at other business studies degree or you looked at other new venture creation degrees or?

PAR: Yeah it was more I didn't want to do a traditional degree, so it was something I wanted with a bit of edge, where you could apply your skills

RES: Yep yep

RES: Would you recommend the degree?

PAR: No, I think I would have done, I think I would have recommended it if it was what was on the original spec

RES: Yes, if it followed that

PAR: If they did what they said they would do, then I'd have recommended it, because I think by day two, we thought this will be amazing. Once we'd had the days with Theo and stuff, but then it just didn't, the modules selection was poor, I just don't think the whole running of it, no one seemed to know what they were doing. When you compared it to other people you'd met, and were like yeah we know what we're doing with this, ours just felt like you were in the dark

RES: Erm, final question, when you came to uni, what would you say was the most important, the grade or the setting up or the running of a business?

PAR: For me, it was the setting up of a business, that's kind of why I did the degree, it wasn't the piece of paper I was looking for

RES: It was more the help and support?

PAR: Yeah, but by the end it was more the degree, because I wasn't getting any support, so I thought I may as well get a piece of paper, to actually have got

something out of 40,000 pound worth of debt.

RES: Right that's great thank you

APPENDIX X3C – GRAD3

RES: When did you graduate?

PAR: Last year, July 2015.

RES: And what course did you study?

PAR: Enterprise development

RES: Yep, and have you heard of the term 'new venture creation degree' before?

PAR: Nope

RES: So you've not heard of the term before?

PAR: Nah

RES: Right, just from the term, new venture creation degree, what do you think that would entail? What do you think it would include?

PAR: Erm, something to do with like, a new business or a new venture. Obviously, going into something new, you hear people say he's going into a new venture

RES: Yeah

PAR: So I'm presuming that it's how a business is created, obviously you're making it and a degree you're at uni, so it's like a little business being made at uni or something

RES: Yeah yeah, that's spot on, so just for the remainder of this interview, if I mention the term new venture creation degree, it's literally referring to a university degree where the main aim is to start a business of your own

PAR: Right

RES: And get a degree at the same time. So what were your reasons for applying for the degree?

PAR: It was just erm, I've always wanted to be my own boss, and wanted to set up a business, and it's not just as easy as that's it, I want to set up a business, I'd no idea what I wanted to do. Obviously I wanted to be my own boss and obviously learning er on the course, it's a safer environment, you know you get to learn; you're bouncing ideas off of similar sort of people which I thought was key

RES: Yeah

PAR: Which is a little different to my friends, bigger aspirations, you know wanting to do certain things instead of getting a 9-5 job. So being in a room with loads of other people, likeminded made sense for me to see what I could do

RES: Yeah exactly that makes perfect sense. So erm what would you say the split was at uni like, how did each year differ to the next?

PAR: In terms of academic or in terms of business?

RES: Well both?

PAR: Erm, I thought the first year personally was a bit of hot air. I didn't really sort of get into the nitty gritty of getting the business sorted and stuff it was like getting used to university life, still didn't really have a concept. I had a concept towards the back

end of the year, which followed through into year two er, over the summer time and when I came back to university to carry on cracking on with the business. But erm, yeah, I thought second year was probably more crucial to the business

RES: Yeah

PAR: And third year went more academic wise, obviously with your dissertation and stuff, and you know, it's all good to go to university and get a degree and run a business, but at the same time we've got ourselves into lots of debt so we've got to maximise on education at the same time so, it sort of went from hot air in the first year, second year real business focused, coursework around it, around the actual business, and then in third year I think it went more academic

RES: Yeah yeah

PAR: Until we finished

RES: So would you say your opinions on the course changed throughout your studying? Sort of from day one, to the end of the final year? And with that would you say your expectations were met or not?

PAR: Yeah, they definitely changed

RES: So you'd say your opinion changed on the course?

PAR: Yeah definitely, for what my interpretation for what we would be doing, working on the business full time and we got graded on, not the success of the business, but the idea and I thought there would be a lot more to do with the actual business, like working on it and getting more of a mentor, rather than the theory and stuff behind it

RES: Yeah

PAR: It sounded more like, looking back at it, it was more the knowledge and theory based stuff rather than the actual physical, new venture creating stuff you know

RES: Yeah yeah definitely, so would you say overall you came on the course expecting one thing but got something else?

PAR: Yeah

RES: And your expectations weren't met there?

PAR: Not in the sense that I thought it would be a lot more hands on, you know, more practical

RES: Yeah yeah

PAR: You know we've had the term Pracademic before, practical and academic, erm but I think it just slipped back into academic rather than focusing on actual business and stuff

RES: Yeah, what would you say the split was academic to practical then?

PAR: Well I think it all varies on the person, I think if you're working hard on your own business you're going to make time for it, but looking at it on a percentage wise, I

think second year it went 70/30 business wise, but then that definitely flipped in the third year

RES: Yeah so it's the opposite then?

PAR: Yeah

RES: So just for a Pracademic degree, what do you think would be a suitable split?

PAR: I think you should be slightly edging towards the actual physical stuff, like 60/40, don't get me wrong we've gone to university I do understand we've got to learn and that, but at the same time obviously the nature of the course, it's giving more freedom to going out and working on the business. As long as you're proving that you're doing stuff and not bunking off and not wasting people's time, if you can prove you're using your time wisely, developing the business, I think you should be 60/40 with the business in favour

RES: Yeah that's fab, so was setting up a requirement for the degree?

PAR: Er no, it wasn't a requirement as such, I didn't have to set it up in the first year, the way I was told you have to set up a business to the third year, and the idea is developed into something on the verge of opening

RES: Yeah

PAR: I was quite fortunate mine happened in the first year, so I had more time to work on it, I know some people on the course, wasn't as fortunate and their idea didn't flow for them, they had a few ideas but some of them backfired. Just going towards the back of the third year, and some people were by themselves and some people had businesses and carried them through. I don't think it was a requirement but I did think a lot of people did have the pressure of 'oh they're doing something I better do something'

RES: Yeah because with others doing something

PAR: Yeah

RES: Would you say that it was like, you felt as though by the end of the third year you had to have a business to graduate?

PAR: Nah, I was quite glad in the sense that I'd come to university to do a degree, as long as I could get my degree and pass my studies and do everything necessary to get the degree, I wasn't particularly bothered if the business didn't run in, if I didn't have a business at the time.

RES: Yeah yeah

PAR: You know as long as I, as cliché as it sounds, got my moneys worth and did well I got a degree, so obviously if the business didn't work you're more appealable for employment for having a degree

RES: Exactly, so you'd say from the start, you know you were pretty much it's just a degree, but if you set up a business it's a bonus but it's not

PAR: Yeah I just thought it interests me, because I mentioned previously I wanted to be my own boss, so a degree that I can set my own business up, run a business from university, still enjoy the university life meeting people and still be a student but at the same time, leaving the university, I've created something at the back of my mind. So it's a matter of I didn't create something it wasn't the end of the world, I've still got a lot of time being young and that

RES: Yeah

PAR: And then on the flip side I could see the frustration if you didn't get something up and running when you were in the environment where people are doing something

RES: Exactly yeah, so you mentioned briefly before but did you set up your own business during the course or have you done so since graduating?

PAR: Yeah so I set up my business in the first year and went through some changes in the second year, and still currently working on it now

RES: Yeah so that's still work in progress you're still working on that now

PAR: Yep, erm, so can you describe the impact that the degree has had either on your business start up itself so sort of setting up the business, or sort of the overall intentions to set up a business?

PAR: I think, I think it kept me a little more grounded as such, like doing the basic cash flow forecasts and stuff like that

RES: Yeah

PAR: Touched on it in gcse and a-level business, but when you start being realistic and you know you're not just making numbers up and you're adding, obviously my business is a clothing company, you know when you start breaking down what a unit costs you to make and stuff it becomes real rather than just looking at stuff saying if I bought that I could do that

RES: Yeah

PAR: It sort of kept me grounded in the sense that I thought I'm going to have to do this to make it work, and sort of research who I'm going to be targeting, age groups, what are they into, finding out what type of people instead of going 'I've got a business, fingers crossed it works', it did give me a depth and perception and focus on where I was going to go

RES: Yeah yeah definitely

PAR: Doing a fully detailed business plan, erm, stuff like that obviously where if you take it to an institute where you're looking for finance, the people there would know you've done your homework so to speak

RES: So it helped you that way

PAR: Yeah it helped to see the growth of my industry I'm in the fitness and sports leisure, er clothing industry, and to not bore you with facts but looking at the Olympics, the industry has gone up 22% from people getting involved with sport and fitness, from London 2012, so that was a massive indication that just over a fifth of an increase in my industry, so I knew it was possible but I wouldn't have necessarily known that if I hadn't done the things at university

RES: Would you say that the course could have had any negative impact on you at all or would you say it's all been positive?

PAR: Yeah yeah definitely, we all know deadlines and stuff and we're all students and we've all been lazy and stuff, but I do think that they can get in the way of stuff, obviously you know I've been quite fortunate with the people I've worked with and stuff, I've worked with a lot of professional athletes and celebrities, and if I've had a meeting, erm, well it happened. I had a law exam in the first year and I was going to meet the world-boxing champion, in Leeds, straight after the exam. But I got a bit pressured because I wanted to finish the exam early to get off, so then if I messed up my grade, fortunately I didn't, that would have been one of the negatives of obviously the course holding me back rather than developing the business

RES: So it's hard to progress when you've got those deadlines

PAR: Yeah yeah

RES: You're sort of trying to balance it really

PAR: Yeah

RES: Yeah erm, so what would you say the biggest barrier has been to setting up a business?

PAR: I'd definitely say finance, because obviously mines a product, so the product has to be made, making products costs money. It's different to when you're providing a service, because you're entitled to put your own value on your service, but if you've actually got to buy a product and you've got your money tied up somewhere, that's been the biggest issue for me. Erm, to have money, not to have the money obviously being a student you live in yours student accommodation and stuff you've got to balance it out throughout the year to make sure you've got food, the necessary stuff you need at university, but then on the other side I was trying to save the money to invest in my little business – buy a couple of t-shirts and get up and running.

RES: Yeah

PAR: So yeah, capital has been, it still is now everything is expensive. Er, obviously to start with when you've got nothing, you've got all these little costs to cover

RES: So that's pretty much the biggest?

PAR: Yeah

RES: Would you say that the studying of the degree has helped you overcome any barriers other than the finance side?

PAR: Erm, my honest opinion, I don't think so no. Like I said they help you understand about how to write a business plan and stuff but I've not used a business plan for it's purpose if that makes sense

RES: Yeah

PAR: I've done a lot outside of university

RES: Yeah

PAR: With a lot of networking, picking up the phone and ringing people, talking to people, erm and I think that's something you don't do through university

RES: Yeah

PAR: And I think, if anything one thing it has benefited me with is presenting

RES: Yeah yeah

PAR: Obviously when I've spoke about business to certain individuals, erm, in fact I've had a little investment to protect the logo, the gentleman I presented to used to be David Beckhams manager, and to be able to speak to someone like him and the people he works with, and not blowing my own trumpet but impress him enough to want to invest in my company, then maybe I've learned some good skills for presenting

RES: So it's had that effect then potentially

PAR: Yeah because I think if I wasn't as good I maybe wouldn't have been in the situation I was in

RES: So if you hadn't learnt the presentation skills you might not have pitched well enough to get that support?

PAR: Yeah

RES: Erm, so do you believe that you're the type of person that would have set up a business regardless of the degree or even coming to uni?

PAR: Yes definitely, family have their own business and stuff, erm, and to see what the family have done, I've got family that have their own little things, friends also as well they all come from self employed backgrounds and I think it's always been one of them things I've wanted to do

RES: Yeah

PAR: I like the freedom, obviously making decisions, and I just think as cliché as it always sounds when you're working for somebody it's like oh you're earning them the money and blady blady blah

RES: So it's always been in you to do

PAR: Yeah definitely

RES: So, what have you done in relation to your business since graduating then?

RES: I've had a lot of TV advertising, I've been quite fortunate to get on sky sports, I've had a new website developed, I've had new stock, I've just got to the stage with the business where I import a lot from overseas, erm I've sourced a lot higher quality product, which I'm paying, on my behalf, it's a good price but it's a lot more now because of the volume I have to buy

RES: Yeah

PAR: So I can see progression in that sense, I'm working with athletes in professional boxing, bodybuilding, football, rugby, some reality TV stars as well

RES: Yeah

PAR: So obviously the name is getting out there, I've got a meeting funnily enough in two weeks time to stock it in some shops, actual retail high street shops

RES: Yeah

PAR: One in hull one in Huddersfield, erm and this has been outside of the course, I've got a lot of appraisal everyone thinks the business is great, now it's just time to obviously progress it, and get people obviously buying it on a regular basis now from different outlets rather than just the website

RES: Rather than just yourself yeah, oh that's fantastic. So do you plan to continue running your business, where do you sort of see it going in the next year or two?

PAR: Yeah it's just a matter of getting the right people wearing it, when I did my dissertation it was all about celebrity endorsement, Kim Kardashian er was the highest celebrity for generating income for businesses using her endorsements, it's obviously getting the right person to do that because obviously if the right person was seen wearing it and it just took off overnight, then the business could progress, but I do think it's a matter of getting the right person in it

RES: And that's all it takes

PAR: Yeah I just think it needs advertisement and obviously with being so small still it's hard to obviously spend money, going back to the finance and advertising it and marketing it, erm, because I only use social media

RES: Yeah

PAR: My website, and that's all what I'm doing at the moment, which is generating significant amount of business for someone my size

RES: Yeah exactly yeah, so the next question follows on a bit from that, it's just what progress have you made, would you say that its, at the minute you've gone from being a start up to launching to having a website?

PAR: Yeah it's progressing I just think it's going through, I still find myself as a bit of start up because obviously I'm not up and running, I've not got the shop, I've not got warehouses and that yet, so I'm still really small making changes, and I just think within.. IT'S just growing constantly that's the thing, erm how I see it going it just needs to keep growing and maintain momentum that's where

RES: Right so erm, just coming to the last few questions, how does the whole experience make you feel from setting up a business to running it, to changing little bits, how does it all make you feel? Are you excited, is it scary, daunting?

PAR: It sometimes can be frustrating because I'm trying to run before I can walk. I'm very eager to do well and I put a lot of energy and time in to the business and I'm always trying different things because I work full time obviously around the business so I can get some extra money in to invest, so every given opportunity I can do something I'm quite fortunate in the sense that my business can be run off of my mobile phone,

RES: Exactly yeah

PAR: It sounds simple but obviously theres stuff behind the scenes, but, maintenance and emails and social media, yeah it does excite me obviously when I get great feedback and people are like yeah I like this, I cant wait to buy it, and then it's just converting them. Yeah it just excites me that someone will want to buy my product

RES: And be wearing it on the street sort of thing

PAR: Yeah and not even that, it's obviously when they've gone to work, on 7 pound an hour lets say, my tracksuit on my website at the moment is 70 pound, the satisfaction I get is that someone is willing to go to work for 10 hours, at 7 pound an hour, and buy one of my products they've never heard of before

RES: Exactly exactly

PAR: And that just gives me a bit of fulfilment like I'm doing something right,

RES: Yeah

PAR: If someone is willing to do that, why can't I put enough effort in to keep it going?

RES: Exactly yeah no I like that to see it like that because you can get so caught up in what you do that you forget the bare basics really

PAR: Yeah someone has gone out to work, love what I'm doing and I've come back and you've got a little notification saying someone has spent, lets just say a hundred

pound, and when you break it down at 7 pound an hour, someone has gone and worked for like 14 hours to spend on my website

RES: Yeah exactly

PAR: It just, even now, you've got to think with a business head but it does take you back you know, you do get a bit like overwhelmed, thinking that someone has gone to work for 14 hours to buy my stuff

RES: Exactly it's crazy

PAR: That they've never heard of

RES: But it's a nice feeling though, that's the key

PAR: Yeah yeah, it's a fulfilment so your business doesn't necessarily have to be facts figures and making the money, which it does to be successful and sustainable but at the same time it needs to warrant a siginicaint amount of money for something they've never heard of, that's just, that's the good part behind it, and obviously seeing it on tv and stuff like that as well

RES: Yeah exactly, what sort of impact do you believe running your own business could have on employment? I mean you say you've got a job now, have you found that it's gave you an advantage over other people at all or? How would you say it affects you when applying for jobs?

PAR: What for employment?

RES: Yeah

PAR: Yeah definitely, if you've, for the latest job I've just applied for I've been there for 2 months and I was like you know you've got your own business why do you want to work here, and I said it's relatively small, er I've got big aspirations in life and I want to invest in my business, unfortunately I'm not able to do so without any income, er, one of the questions was 'why should we employ you', and well, If I can do all this on my own with no income or anything, what can I do with a team behind me and I strongly believe you've got the right minded people, someone who can give you a chance

RES: Exactly

PAR: And I just think if I can do, I'm not saying I've done amazing no stretch whatsoever but if I can do okay and scrape by on my own, if I have a team behind me, being employed and that, it just shows a different level of commitment. A bit of dedication and motivation that type of key traits in sort of an entrepreneur, if you do those on your own you're laughing. And then if you can do that in a team, and you've got all the support and the right people behind you, theres no stopping you

RES: Yeah, what other degrees did you consider other than the enterprise development degree?

PAR: Erm I was looking at doing business and law, but at a level I wasn't very good at law so I sacked that straight off

RES: Yeah

PAR: I was looking at some sports degrees but I always, since hearing about the course and it being Pracademic and setting up your own business at university, that was the course from there on

RES: So would you recommend the degree?

PAR: Yeah and no. I think the degree and the wording and how it's portrayed needs to be re-jigged in my opinion

RES: Yeah

PAR: As cliché as it sounds, I don't want to sound like PPI but I do think it was mis-sold a bit, you know, there was high expectations, I'm going to get to go into an office and crack on with the business, it's not like that, you go to lessons

RES: Exactly yeah

PAR: That's what held you back, and like, even stupid things like your attendance was monitored, I know students are lazy and don't show up and stuff, but I think we needed an exception for us, If you could prove you were doing something that was going to benefit the business, that would benefit you at university because you could relate your work to what you've been doing, I think there needs to be a bit of a polish up on the course and rephrase it. Don't get me wrong it's good that you get to meet like minded people, I do still work with people I met on the course, one of the colleagues on our course was involved in websites and he built my first ever website.

RES: Yeah yeah so you've still got that there

PAR: So that's one of my connections yeah

RES: Erm so final question, when you began your studies at university, what was most important to you – the business and setting it up or the grade of the course? What was the most important?

PAR: Yeah from day one what would you say, sort of were you raring to go with the business or was it more like this is an academic degree I still need to get the grades? I think, because I didn't have a business idea when I started I thought right I'm at uni, I've got to get my work done and I'm only here for three years

RES: Yeah

PAR: Erm, my business will come but you get yourself in a lot of debt and we're there for one purpose really

RES: Yeah exactly

PAR: We are there for the degree, as much as we all wanted to set our own business up and do well at that, you know we didn't have to go to university to set up a

business so I do think the degree is important because you know, not everyone is as fortunate for the business to work and if it didn't work, then you've always got your degree to fall back on

RES: Yeah true true, so would you say by the end when it came to the last few months of uni, would you say that was the same feel?

PAR: Yeah the work had intensified, there were more deadlines, there was significant pieces of work like the dissertation, you know stuff that really did take over your life and the business had to be put on hold because you're not going to get this chance again, er, it was a matter of passing or failing, you really had to crack on with it

RES: Yeah yeah, right that's all thank you

RES: What year did you graduate from uni?

PAR: 2015

RES: And what course did you study?

PAR: Enterprise development

RES: And have you heard of the term new venture creation degree before?

PAR: No

RES: Right, so just from the term, what would you suggest it involves or what would be the sort of aim of the degree?

PAR: Well to be honest it sounds very similar to what enterprise development is trying to get to, I think it's more to the point

RES: Yeah

PAR: I think enterprise development could be anything really couldn't it? It's not very clear let's say. Until I actually, when I heard about enterprise development and looked into it and saw the key points, that's when I knew right you're setting up your own business, you're linked to Theo Paphitis he's the course ambassador, then you understood what it was about, but if somebody puts enterprise development in your face you're not going to understand it

RES: Yeah

PAR: I often explain it as entrepreneurship

RES: Yeah yeah

PAR: Because people understand it better, but new venture creation, that's straight to the point you're setting up a business, it's clear isn't it

RES: So you'd say new venture creation degree is setting up a business and getting an academic degree at the same time?

PAR: Exactly

RES: So just for the rest of this interview, when I mention the term new venture creation degree it's literally referring to a university degree where the aim is to set up a business of your own. Like when you said, when you told another university student about the course you studied, do they understand what you mean or have you always had to explain it an entrepreneurship?

PAR: If I say enterprise development, yeah, you always do have to explain a little bit more because it's not always to the point, it could be anything couldn't it, it could be business studies developing your entrepreneurial skills, it's not, that doesn't tell you you're creating a business does it

RES: Exactly yeah

PAR: New venture creation, it does what it says on the tin doesn't it

RES: Yeah I understand you with that one. Have you ever had anyone show interest in the course? Like oh that sounds good, I wish I'd have known about that

PAR: To be quite honest, I think they're few and far between because, it's a difficult, you're going to take a lot of knocks, you've got to be, ambitious, motivated and you've got to not care about what people think about you either going on that course

RES: Yeah

PAR: You've got to put that aside, because if you're worried about what people think, then you'd be nervous about coming up with new ideas

RES: Yeah exactly yeah

PAR: And launching businesses that have never been launched before, and you know, telling people yeah I'm going to do this I'm going to be a millionaire and all that, you can't be worried about what people are going to think. And don't get me wrong, I'm going to contradict myself here, you do, once you get on the course

RES: Yeah you can't help it

PAR: Your self is probably one of your biggest barriers, you're worrying about well, does this sound stupid, am I doing the right thing, you're asking yourself questions all the time and then you don't wanna fail because you don't want people to look at you and go, oh yeah we knew he was going to fail anyway, so you're asking yourself all these questions

RES: Yeah exactly

PAR: So take all of that in, put that all in to one box, and you've got a lot of things to compete with going on to that course.

RES: Yeah yeah

PAR: You've got to be confident, ambitious, motivated and erm you've got be able to compete with yourself I think.

RES: Yeah definitely

PAR: And at times it's for the better, and at times it's not, you know I took knocks along the way on that course.

RES: Yeah

PAR: Definitely, where at times I was low and it screwed me up a bit and I thought I'm a failure, my lives over, as daft as it sounds you're working and working and working and you've got this idea in your head. You've got the pressure of the course because you don't want to fail the course, you've got the pressure of outside, you've got your family and friends who think you're going to take this business you know massive and you're telling them all this is what I'm going to do

RES: Exactly yeah

PAR: So you've got all of that, and then your degree. So, you know, I think it takes a certain person to do it to be honest and you're soon finding who is that sort of person, because you know like your course and mine, people drop out don't they?

RES: Oh yes of course

PAR: So, I mean to be honest I've forgot what the question is now

RES: So it was about whether, do people show an interest or wanted to study it

PAR: I think people like the idea of it, and erm, theres a lot of people who would like to run their own business and be successful and sky is the limit

RES: Yeah

PAR: But, taking that step is the, to get more people interested in that course, you've got to make it more natural to take that step in to business on your own, rather than being in a shell, and being insecure, you've got to make it so it's natural you know and it's normal to go and set up a business on your own, and not be worried about failure and trial and error and all that sort of thing

RES: Yeah

PAR: And that's what you've got to achieve, making it easier and more sort of acceptable, to run with ideas and if they fall they fall they get going again, you know

RES: Yeah that's what you need though

PAR: So I think to get more interest that's what you need to do

RES: Yeah, what were your reasons for applying for the degree?

PAR: Erm, well I worked on a building site when I first left school, so it was influences around me, the group I knocked about with at school like oh you don't want to go to university, you get in all this debt, you know get out and earn your money and then go and set up your own business or whatever. So the idea of setting up a business was there early days, but it was oh just go and get into work, what's the point in spending money on university that you haven't got

RES: Yeah yeah

PAR: So I went straight into work, straight out on building sites, I worked in bars, restaurants, cafes, I did all sorts, but my main job before university was on a building site where I was getting beasted by builders, told what to do all day long, it was back breaking down, you're out there in the rain and snow and I started looking at the people who had been successful on building sites and had gone up to managerial roles and the guys that were walking around in their shirts and trousers, and shiny boots

RES: Yeah

PAR: And I thought, hang on a minute, how have these lads got to where they are, so I started asking around and they said we've all been to university

RES: Exactly exactly

PAR: That's what you need to do, you need to in order to step up and get these opportunities you need to prove that you've got the ability to do so by going through education and getting a degree, so I started looking around and then I told a few people what I was wanting to do and that I was wanting to go to university, but I couldn't find the right course and then someone rang me, and said, because I was doing all sorts on the side I was selling things, honestly if there was anything I could get my hands on other than illegal things, well I say illegal I've sold some counterfeit goods in my time, but I never went along the lines of drugs or anything, which people have done, you know so anything that I could get my hands on I would try and sell, turn over and sell

RES: Yeah

PAR: So I was doing that, and then somebody rang me and said I've found you a course for university I've just been to this thing today for my son, it was a six form teacher, and she said you need to get in touch with these guys, you need to look at this degree, I did I rang the leader at this time, I want to get on your course what do I need to get on it, I'm on a building site but what do I do to get on your course, and he said, right you need to get x amount of UCAS points, you need to go on a business related course, at your local college, get your point and then come on the course get on the degree

RES: Yeah

PAR: And then that day, rang my local college, spoke to them and said look this is what I want to get this is the points I need, what do I do, they said go for this, I went back to college and got it, 18 months on and I was at university.

RES: That's good

PAR: That was the way I got to the enterprise development course

RES: Yeah, so would you say it was pretty much wanting to set up a business, but also getting to that next level in a career in general from getting a degree?

PAR: Yeah yeah, I think so yeah, having the security of having something to fall back on as well as having a pop at running my own business, a proper business as well not just going out and selling Calvin Klein boxers out of my boot, or doing plant pots or old caravan verandas,

RES: Yeah yeah

PAR: It was, I saw it as an opportunity to run a proper business and mix with people who were interested in doing that

RES: Exactly yeah

PAR: So yeah, that's that

RES: Yeah, did your opinions on the course change during your studies and were your expectations met?

PAR: Erm

RES: So sort of from day one arriving, whatever you expected and your opinion on the course on that day, did that change by the time you finished?

PAR: Yeah I think so

RES: Did you begin to expect less or this is not what I expected when I came or was it more how you

PAR: I think the course; I think number one the main problem on our course, in our year was the culture. So it started off as, the culture of the course started off quite well, and everyone was like really supportive of each other, first year, we go out for drinks together it was good. But something changed, and I cant quite put my finger on it, I think people got more and more competitive against each other and people were trying to out do each other in university

RES: Yeah

PAR: And not supporting each other anymore, and they wanted to stand out from our group

RES: Yeah yeah

PAR: Which then led to, rather than standing out with the business achievements, it's standing out, I don't know it's hard to explain mate to be honest, I just think that the long and short of it, the culture went down hill.

RES: Yeah yeah

PARI think there was a mix of strong personalities in there, which theres always going to be, but I think our culture sort of went negative rather than positive and staying positive

RES: And helping each other yeah

RES: Erm

PAR: In our work now, we've got sales and key account management sort of thing, we've got some very strong personalities in our team right, but we've got a very strong company culture and team culture, and yeah we do have hard times but we're always supporting each other, and it's been recognised throughout the company and they want to role that culture out

RES: Yeah

PAR: And I think that is the key for getting people on our course to be successful, is number one a very good strong culture

RES: Yeah

PAR: Erm, the course leader himself said at the end of the first year, he said, he pretty much said he's writing that year off because he was disappointed with how people turned out and how it was going, I don't know. Let me put it bluntly to you, there was too much bull shit, and not enough action.

RES: No I understand

PAR: I'm going to Richard Branson in six months, you know, I'm going to be a millionaire by the time I leave university, erm, and I'll do anything I can to get there, I'll and you know, to be the top of the group, ill do whatever I can, ill say what I wanna say, ill do what I need to do to just get to the top of the group and I'm gonna be Richard Branson in six months, and obviously that's not gonna happen, its just not, without the core business experience, that's not going to happen

RES: Exactly

PAR: And I think what the course leader should have done is to bring everyone back down to earth

RES: Yeah yeah

PAR: Pull people in, a bit more one-to-one, say I appreciate your enthusiasm, but let's channel you down the right tracks

RES: Yeah that's what it needs

PAR: Lets get you the right resources, you know, do you understand you need to do this? Do you understand that if you get all this investment, people are going to except to get something back from it?

RES: Exactly yeah

PAR: There could end up being trouble, I mean whether you want to quote me on this or not, I probably wouldn't use names for whatever you're writing but he's an example of, bullshitting, until he's blue in the face to get whatever he can to get whatever he needs to look bigger than he is, now you can't knock him for what he did, he managed to get a quarter of a million quid through bullshitting and he said he was going to hit these targets and he was going to his these sales and he'd already done this and done that, but in theory he hadn't sold one friggin pack

RES: Yeah

PAR: And I was like, myself and my course mate and a couple of others, we could see right through that sort of thing

RES: Yeah

PAR: When people are bullshitting you can see it, and you're sort of saying why don't you go to local fairs and local camping events and try and sell your produce there, build it up, start building sales and then go bigger

RES: Yeah

PAR: Stage it up, but no I think people were trying to jump to I'm going to be a multimillionaire far too quick, it's like playing the lottery with a degree, the better option would be for the course leader to say right we want get everyone to this stage where they've opened a business, and they've made their first sale, by the end of the course

RES: Yeah

PAR: Regardless of what happens after that, we will offer you the support ongoing, for alumni, and we'll pull the resources in for them, if they do get to the stage where they're selling hundreds of thousands of whatever, we'll help them then. But what our main focus is, is not just promoting the lad whose bullshitting himself left right and centre to get whatever he can, promoting he can because he looks good for the university, why not get all those 20 people through the course

RES: And promote all them

PAR: Help them to get their first sale, legitimately, by the end of the degree. Then it's worthwhile isn't it?

RES: I like that, so would you say overall with the degree, would you say that sort of the modules and everything met your expectations, were you happy with the course or?

PAR: I think in general, er, they were on the right lines, they were giving us legal advise, they were giving us accountancy advice, marketing and stuff like that, I completely agree with that, and I think if they can narrow down, like what else was there you know, I think that's more constructive that sort of work and that sort of advice, and maybe, this is it, maybe if you could personalize that to peoples businesses, using a business as an example and I don't know if it's one to one or whatever may that be, but if theres a way that people can start to apply that to the business, whatever they've learned in that module, they can apply it to their business,

RES: Yeah

PAR: And I think at times it was a bit too broken up

RES: Yeah yeah

PAR: At times it was difficult to relate to your own business and things like that

RES: That's true

PAR: Does that make sense?

RES: Yeah definitely I understand what you're saying; it should be more about what the individual needs because everyone's at a different stage

PAR: So maybe, your first year, it's quite broad. Legal, marketing, accountancy, whatever, and then they're the things you do in your first year, and you begin to apply them to your business, so you've got a business idea, so by the end of the year you've got a set lift of what you've got to do. You've got to incorporate your business, make it legal; you need non-disclosure agreements if you need that

RES: Yeah

PAR: So right, legals, what have I learned to apply to my business by the end of year 1, non-disclosure agreements, incorporating the business, that's that. Right, marketing, what have I learned in there, right a marketing plan, what could my budget be, so by the end of your first year, you've got a plan that you've been able to apply to your business through the modules

RES: Yeah exactly

PAR: Not all of this, there was too much, you need to look inside yourself, you need to you know look at Richard Branson, look at Theo Paphitis

RES: Yeah

PAR: Hang on a minute, them guys have started from the bottom, them guys have started from, Theo Paphitis came from Cyprus and he started in insurance, he was selling insurance at first, that's where he started to get some money to invest, and then I think he opened a jewelers or a watch shop

RES: But he started from the bottom

PAR: Richard Branson started with a record stall, so you know what you need to do, rather than, yeah look at them in the long run, but look at where they started and bring people in from the local area

RES: That's it yeah

PAR: Who have got small businesses, and can tell you about the struggles of it, and what cash flow, How important it is to focus on your cash flow and how important it is to work hard, and you know get them sales coming in, them initial sales, not launch an online business and you're going to sell a hundred thousand units

RES: No that's the wrong approach

PAR: So I think that's what you need to do, if you want to get people actually graduating from that degree with businesses, you need real people, you need real people explaining the reality of small business and how you need to get to where you want to be, not all this celebrity you're going to have a company like virgin in your first 12 months

RES: Yeah, was it a requirement of the degree to set up a business?

PAR: Well it started out that way, and they said if you don't have a business by the end you'll be dropped onto another course, but that wasn't the case by the end. So they were people who I could pinpoint, who never set up a business, never incorporated the business throughout the time, you had a business plan, but I had than in college

RES: Yeah

PAR: I had an idea of a business I wanted to launch, I was selling sweets in the school playground does that mean I should get a degree?

RES: Yeah

PAR: You need some sort of, erm an outline of what you're expecting from people and you need to stick to them. People that grafted their arses off were real all the way through, they didn't bullshit they said how it was, they grafted their arses off to the point where once they left universities, they'd had ups and downs and incorporated a business, they'd launched a business and they'd sold their first, they'd made their first sale, that to me is worthy of enterprise development

RES: Yeah

PAR: Not someone who's put a business plan together and said, yeah I've launched my business, thank you very much I've done my theory yeah that's it, now, when they haven't they haven't incorporated a business they haven't made a sale, in order for the course to be seen as something of worth, and erm up there with the best degrees, you need to be strict with what you're expecting of people

RES: Yeah

PAR: You need to be sure you're doing it the right way, and you're offering the right resources and you're giving these people the best chance they can to set up a small business

RES: No that's it yeah, erm, did you set up your own business during the course or have you done so since graduating?

PAR: Now it took a lot of time, a lot of time, and erm you know at the moment we're at Bradford, we're still making sales, the lottery business, and we've now been approaching other external organisations

RES: Yeah

PAR: So we've got to the stage now where we've launched the business, it's covering it's own costs but that's all it's doing at the moment

RES: Yeah

PAR: The costs aren't massive but it's covering it's own costs, now, in order for that to actually earn us any money and to be worth our time on going, we need to get in with a bigger organisation that can roll this out

RES: Yeah

PAR: So, but, we've done what we set out to achieve, we set out to achieve a 2:1 minimum on our degree, myself and my course mate, and launch a business and take our first sale

RES: And you've done both

PAR: And build a brand, which we did. We've been, you know, people appraise us for the brand, all the time

RES: Yeah

PAR: And they have done since we were at university, but we have managed to put together such a solid brand, that we had global organisations, global companies coming to us saying, er we don't like the fact that your brand, well no how can I word it, essentially we had a global sports brand come to us and say that our brand looked similar to theirs, which in reality it didn't, it looked similar but they obviously saw our brand as a strong brand

RES: Exactly yeah

PAR: In order to come and confront us on it and challenge us it

RES: Yeah yeah

PAR: So you know, that's that, and then we got our first sale, we went through our legals, we travelled the country, we had to build our own resources and speak to people ourselves and do a lot of the work ourselves because we didn't really get any one-to-one at university

RES: Yeah

PAR: It was more broad, where we did get one-to-one was in the enterprise team and unlimited and the people they linked us to, but initially we approached the enterprise team but they wouldn't take it forward because it wasn't quite PC, because it was gambling. Then we went to the SU, then Catherine McGrath, who wasn't part of the enterprise team at that point, showed us a different path. We went into social enterprise, and then we got into the enterprise team that way

RES: Yeah

PAR: But why didn't the enterprise team show us that direction, you know, they need to learn to be able to spot opportunities and then give people the tools to do what they need to do, and really focus on how can we support that business? How can we do that? How can we support this young student to learn what it's like to set up a business, and even, you might think well chances are theres a 70% chance that this isn't going to get off of the ground, but lets put a route to understand that himself, I hope this is making sense mate it's a difficult one, I'm trying to put my view but it's so

broad this conversation that it's so hard to pinpoint certain bits, so if I'm not making sense just pull me up on it

RES: No you're alright just keep going, erm, I was going to say, can you describe the impact that the degree had on either the business start up in itself, or the intentions to set up a business? And with that being said, has the impact been positive or could it have even been negative or?

PAR: Erm

RES: Has studying the course made you want to set up a business more, or have the modules helped your business start up or?

PAR: I think it has yeah, one thing it has done is bring me down to earth, make me understand what business means and it's not just a case of like, I'll use an example here, when you first go on that course you think it's going to be as easy as you know a bloody table top shop outside your house

RES: Yeah

PAR: Putting up a table, putting a few products on it out of your garage and selling them, you think it's going to be as easy as that, take the money, stick it in the bank and spend it on whatever you want

RES: Yeah

PAR: It doesn't work like that, theres a lot of different mechanics that you've got to put together in order to open a successful business, not even a successful business but just open a business

RES: That's it yeah

PAR: Then it could go two ways, I think people on the course, people need to be slowed down theres a lot of things that go in to your business, so lets not run before we can walk, lets get it open, lets see your initial customer base and meet the needs of that customer base and take it from there, rather than trying to be global straight from the off? Has it affected me, yes? It's made me understand what it takes to run a business, it's helped me with, positively with how erm, I can now relate to business owners so when I do what I do now key account managing, sales, I can relate to that business I can understand what they're having to do on a day-to-day basis.

RES: Yeah

PAR: So I can relate to them, it's easier to sell to them, erm I can also, I think I see business more professionally than I did before, so like I just said about the table top business outside your house, the table top shop, or selling counterfeit clothes out the back of your boot, I understand that's not really a business. You've got so many different things, you've got the product or service, the brand, what it looks like or what people perceive it to be, if they look at your brand and your business and think

that's professional I want to buy from it, or they look at it and think, that looks like he's knocked it together theres no chance and he goes elsewhere, so consumer behaviour.

RES: Yeah

PAR: That's helped me to understand that, erm funding and investment and how that works, so yeah definitely I can take lots of positive out of it

RES: That's good

PAR: But it's also helped, it's also, there was a lot a lot of times where I was up and down on that course, erm, and a lot of time I don't know if you've experienced it yourself where you are, I don't think my year helped

RES: Yeah

PAR: I don't think my year helped because of the culture people weren't helping each other, it was quite erm I don't know, you felt like last man standing you were on your own and that's that, you've got to do what you can do, don't tell anyone anything because they're going to judge you on it and they're going to try and pick things out of what you're doing

RES: Exactly yeah

PAR: Like belittle what you're doing because they don't want you to do well because they want to be the first to do well

RES: Yeah so no ones helping you

PAR: Everyone at uni, everyone should have been backing each other, whether people are launching a popcorn shop, a popcorn stall or whether they're setting up something that could be at one day a national business, everyone should have been behind each other on my course but unfortunately they weren't, and erm where I've come out of my course and other people do and they have friends for life out of the course

RES: Yeah

PAR: They want to go back and see how people are doing and have reunions, I don't wanna do that

RES: No

PAR: One person that come out of my course is one of my friends, I see us as real people, we come from working class backgrounds, we've been and done it, we've been and done building site jobs, we understand what you need to do to get to where you want to be and where you can be, some people on our course have never seen that. Some of them have never had a job so don't understand what it was like. There was a lot of bullshit, a lot of backstabbing, at times it just weren't nice mate, top and bottom of it. A lot of people consolidated and stuck to their own guns, to the point

where people didn't like presenting to the rest of the group because they didn't want to be judged

RES: That's not right is it?

PAR: So personally, I'm quite, I get on with it. I'll get stuck in, it doesn't mean I don't feel uncomfortable at times. I do, but I get on with it, and at times I say things how they are, but other people were literally frozen in front of the group because they didn't want to be judged. But that's wrong innit, it had a negative effect on their time on the course

RES: That's it yeah

PAR: I think, personally right, another thing for the first year, culture needs to be a massive part of the first year, so getting people out on trips. Getting people on a couple of days away, like they do on other degrees

RES: You've got to get them out there

PAR: It's not all about lets go and watch Theo Paphitis talk business for a few hours, not just that, lets do a bit of that but also lets also have a team building day where we go go-karting or paintballing and go for a night out after. Or, you know, lets do things like that to bring people together and to make people feel comfortable in the course.

RES: Yeah yeah

PAR: That's what, that didn't happen. From day one we were competing against each other, we got told to meet in Leeds and we were all selling against each other

RES: Yeah yeah

PAR: Well I won that so I'm happy with that, but no, I think that's the wrong way to start don't you agree?

RES: You should be bringing people together on the first day

PAR: Just look at the apprentice right, look at the apprentice, and how viscous and aggressive that can become

RES: Oh exactly yeah

PAR: And it's every man for himself, it's cut throat, they don't give a shit what the person at the side of them thinks, they'll bullshit throughout the thing to

RES: Get where they need to be

PAR: To get where they need to be, yeah, but when push comes to shove, they're not in it together, they're in it for themselves, and that's what the course leader made outside of our course. He made it cut throat where there might be bullshit, yeah I'm helping you out, everyone was in it for themselves top and bottom of it

RES: Yeah

PAR: And I think that's wrong, I think, erm, maybe maybe the course should be about setting up a business together

RES: Then you can all work together

PAR: Setting up a business so then you can get the tools from that to put into your own business, I don't know, I liked the fact that everyone could come up with new ideas and set up their own businesses to take on after university and stuff like that

RES: Yeah

PAR: But, I think you've gotta get it right or else you're just creating a machine to produce arseholes.

RES: Yeah yeah

PAR: To be completely honest with you, and that's what our course did

RES: Yeah

PAR: It created something that, at times wasn't a nice environment, don't get me wrong I took a lot of positives out of it, one thing I took out was that you've gotta be strong, you've gotta take knocks, you've not got to give a shit what people think about you because you're getting judged by all the people in the room all the time, you were, it weren't a comfortable experience. Constantly being judged and picked at, I think that's helped me as a person to be honest

RES: Yeah yeah

PAR: Erm, but, er it could have been easier and I could have become a stronger presenter by being made to feel more comfortable

RES: Definitely yeah

PAR: But I wasn't and no one else was

RES: Yeah

PAR: So, like just to round that off, like what are the key points you're taking from that where are we at with that because I've just rattled on for ages?

RES: No you're alright, you're basically saying that the impact has been positive because of the modules you've obviously been able to take. Although they could have been a bit more direct, and a bit more one to one where you say we need this specific help, at the same time that's had it's ups and downs, theres the positives of the overall modules but then you've got the negative side of it not necessarily being the course itself but it's the people on the course, how the course has been sort of set up in the way that people have competed against each other

PAR: Yeah so it is sort of the course that's doing it

RES: Yeah because it's the course that caused it really

PAR: In our first year initially we were close to begin with and we were going out for drinks together, we were doing things together, but slowly but surely that there were segregations throughout the group.

RES: Yeah yeah

PAR: At times it was like, just me and my friend versus the rest of the group because we didn't feel comfortable with them, there was a lot of bullshit talk, there wasn't a lot of reality, it felt like just ridiculous, coming out with ridiculous things, negative about everything and judgemental and into the second year, end of the first year into the second year I had no time for anyone else except me and my friend

RES: Yeah that was it for you.

PAR: So I think, the course, if it's applied better for people with businesses, so regular reviews, reviews of businesses and 1-to-1's so it's like how are you getting on, what's happening, and you know actually supporting them with their business specifically, as well as having good modules which they can take from and apply to their own business. That's what they do themselves, they use the modules to apply to their own business and show others they've done that, but also have some constructive advice from I don't know a mentor or whatever, where they go in regularly once every couple of weeks, or once every four weeks, and get some feedback one-to-one. That's what that needs, to keep everyone on the straight and narrow. But also, a good culture within the group, so the people are comfortable with coming up with ideas, changing things, presenting things so that they're comfortable, so it's a team rather than individuals. Its not the apprentice, the apprentice is the wrong way to go because it's cut throat and the apprentice is all about one person achieving, it's about one person coming out with a job offer or a business opportunity. But that's not what enterprise developments about is it?

RES: No

PAR: Enterprise development is about taking 20 people through and them all having a business opportunity

RES: Exactly yeah

PAR: You've gotta get away from the apprentice bullshit

RES: What would you say has been the biggest barrier to setting up a business?

PAR: Erm, biggest barrier, the legal side of things because we were launching a lottery promotion business and because it hadn't been done before in universities, it was erm, it wasn't politically correct so we were constantly trying to jump through hoops to make people happy, and to get them to see where we were coming from, the fact that this can actually be successful, it already is successful for charities and sports clubs all over the UK. So why can't it be for the universities

RES: Exactly yeah

PAR: So the legal side of things for us was a barrier, and also sort of the green light from our university, the backing of our university, and from others and another thing would be yourself, you are your own barrier to entry and times because you're

doubting yourself a lot and you're questioning yourself and so you've got to get that right, and I think that's where people could have used 1-to-1 support I know it would have done me good. From the off, someone sitting down with you what's going through your head get it all out on the table. You know when you've got a football team a managers got a football team, look at Jose Mourinho, do you think all he does is talk football to them all day long? No, he'll get them in and he'll notice something's not quite right or whatever, he'll get them in and say what's going on. You're not, you don't seem yourself or you don't seem right on the pitch, or actually you're over the moon at the minute, what's going on? What's going well?

RES: That's it yeah

PAR: And then it'll be like, people will bring it out and people will chat about it, it could be anything, it could be absolutely anything, but just to have someone who's maybe been in that position before where they're starting a business alongside the pressures of life and family and thing, have someone there to be able to speak to about whatever

RES: That's what's needed

PAR: As well as business, because it all effects business. If something happens in your life, or theres something going on in your life

RES: It's going to affect everything

PAR: It's going to effect your performance, so if you've got someone to speak to about that, they can get you back on track with your performance, theres a few people who left our course and maybe again, you could have stopped that with having the right support.

RES: Yeah. Erm, did the studying of the degree help you to overcome any barriers, or could it have caused any more problems for you?

PAR: Erm, well put it this way, I wouldn't be in the position that I'm in now if I didn't have the course

RES: Yeah

PAR: From the course, I was able to support my family business, so I could support that, at one point we had three bars on holiday parks at one point, and I was actually running a bar, a 250-seater bar in Southport, all the staff, having regular staff meetings and stuff like that. I couldn't done that without the course because I couldn't have learned the stuff I've learned, I wouldn't have been able to have advised my dad, I had a new approach to it, a fresh new approach to business

RES: Yeah

PAR: And offer my opinion, not all of it's right don't get me wrong you're still learning, but I was able to sit down and hold a serious conversation with people in

management and owners of business. And the fact that I went away, set up my own business, however successful it has been or hasn't been people judge success in different ways and measure success in different ways. I feel that, I'm a bit gutted that we aren't in 20 universities around the UK now, because I genuinely believe it could be with the right support and the right people, the right backing, I think that we've succeeded with launching the first ever university lottery in the UK. We did it, we launched it, out of all the barriers we had people knocking us back, people shoving us down, not getting funding, getting funding, building the brand, our university knocking us back, because they don't see a future in it or not because they don't see a future, they're not prepared to be the ones to test it.

RES: Exactly

PAR: And we went to the neighboring university, Bradford, and they took it on. And so, obviously coming back, and the one thing that people said to us, if all else fails, the commitment and the fact that you keep coming back, you and your friend, is inspiring. That's what we got from the enterprise team, from universities, from other people, it was, you keep coming back you will not stop. I mean to this day we're still trying to get our business in to different universities, we're trying to reach a partner that will take and run with it, because we've proved that people will buy tickets, we might not have the best system but we've proved that people will buy tickets and we can raise money for university good causes, so with the right backing why can't it be on a bigger scale, so it's there, but who knows it might be a case where it just runs itself and that's it. But we're still pushing and trying to do what we can. So from doing that, that's led me to get into the position I'm in now. Because I was able to explain I've done things myself, I've kept going, I've been ambitious and self motivated, I understand business, I understand sales, I can present when I need to, so that journey has now helped me to get into the position I'm in now with a new business, a new start up and I think, further down the line I definitely see myself launching my own business, another business

RES: Yeah

PAR: And erm, I think at that stage, I'll have more experience than a lot of people

RES: Exactly

PAR: Because I've already launched a business when I was 21, you know, I understand what it takes, I understand the mechanics the legals, the accountancy, branding, marketing all that, now I'm getting the experience in a global company

RES: Yeah exactly

PAR: Erm, I'm selling, I'm speaking to businesses daily, so in the future, yeah definitely I see myself setting up another business, but I'm enjoying the time out and

focusing on a role that's aiding, that's developing me as a person, I've got security in a salary

RES: Exactly yeah

PAR: I'm having a good time whilst I'm doing it, I'm going to events, I'm travelling, you know I'm travelling to Stockholm Sweden, I'm going you know Spain, all over the place. So, this is what I'm saying if I hadn't have done the course it would have been much more difficult to get to where I am now

RES: Yeah yeah

PAR: And I've learnt a hell of a lot

RES: Yeah, do you believe you're the type of person that would have set up a business regardless of the degree or coming to uni, I know you mentioned you did bits anyway but?

PAR: Technically I had, technically I had and I was always trying to do that, I was always trying to learn about business where I could so like I wanted to go with my dad and sit in the office with him in his business and just listen in on what's going on you

RES: Yeah

PAR: You know, so yeah eventually I would, and I'd already started to do things, I'd already started to get involved in different things

RES: Yeah

PAR: Erm, I mean, and try to do things a little more professionally. In college I got an importer, an exporter sorry from china, they were counterfeit goods there was no two ways about it, erm, but they were well known brands at that time, really well known brands and I was importing good quality clothing, yeah they were counterfeit, but I made my own catalogue. And I would go in, and I'd get people to look at it and make orders and I'd take 50 percent up front, as a deposit, and then when the order came in in two weeks from china it would pay the rest

RES: Yeah yeah

PAR: But the 50 percent would have already paid for the product

RES: Exactly, exactly

PAR: So that paid for the order so I didn't have to front any of my own money, and then when it turned up it was all profit. So I was already doing things like that, erm, but I see that as, I know it's not good and it's illegal that sort of thing, not everything I've done was illegal, but is reality, it's real people going out and earning a few quid

RES: Yeah

PAR: Doing what they can, being entrepreneurial, not sitting and saying they're going to do this and that and lying to people, go and prove yourself, go and work, go an

experience things. Set up, fail, set up, fail, or don't fail, you're succeeding anyway, you know it's not failure but it might not do what you're expecting it to do but don't be afraid to try things and not have to lie to people

RES: Yeah

PAR: I can't stand it, people need to be real

RES: Yeah

PAR: In my eyes in order to do well, because you will always get found out in the long run, do you agree?

RES: Yeah definitely

PAR: No matter what in the long run, it doesn't matter how much you bullshit, it will always come back to bite you on the arse, so be real from day one, be together, support your team, the people around you and be honest and work on things together, open up, work on things together and do well, that's my opinion so, top and bottom of it, the course has been positive

RES: Yeah, just getting to the last few questions now, we're nearly finished, in very brief what have you done in relation to your business since graduating and do you plan to continue to run your business

PAR: Well we've made a proposal to the NUS, we've spoke to various different lottery managers, so people who can design us a better system than we have now. More prizes, much smoother system, much more reliable, because the first system that we've gone with that we have now is not reliable, it's not up to date, it's not modern but it met the resources we had at that time. Erm, did we make a wrong decision, no probably not because if we'd not taken that step, we might have taken another step and had to learn different erm lessons, so, we took that resource that was there, we thought outside the box, we got them on board and we achieved what we set out to achieve which was to launch a lottery and make our first sale. So now, we've learned from that and we need to develop it if it's going to go any further

RES: Yeah

PAR: So we have now got a deal in principle with another lottery manager who can provide a better system, and raise more money for lower costs, and we have made a proposal to the NUS to provide them with a lottery, that will facilitate all their members.

RES: Yeah

PAR: Now we're still waiting to hear back from the NUS, it's difficult I mean they said it's very interesting; they get lots of weird and wonderful ideas that come through everyday

RES: Yeah

PAR: And this is certainly one of them, this is not one to just brush aside, erm, so we've sent them a formal proposal and we're waiting to hear back. We're also going to look at other options as well, so we don't know where it's going to be in the next 12 months, it might fold. Well, it certainly won't fold, someone will take it on, so if it gets to the stage where we're not getting the traction we want and we then want to spend time on other things which will be more profitable and quicker and things like that, then we might hand it back to our lottery manager who's running it at the moment. But if we can get some traction from these organisations, such as the NUS, then it'll be full steam ahead

RES: How does it all make you feel, is it exciting, is it still abit daunting to be uncertain of where it can go or?

PAR: I'll be honest with you to be honest, just talk about it saying we'd have to hand it over to someone else, it does make you feel like you've failed a little bit, and that's what I've got to keep saying to myself hang on a bit, you've raised 25 grand in grant funding, you know you've set up a business, an online business, you've been through all these barriers, people said you can't sell a ticket, the course leader told me I would struggle to sell a ticket, but now we're selling a couple of hundred every week

RES: It just shows you

PAR: A hundred and fifty every week, something like that, so I proved the course leader wrong, so that's enough for me

RES: Yeah

PAR: But, we graduated from the course, we set up a business and we've started selling tickets so we've gotta be proud of that, we've got to be proud of launching the first ever university lottery, and that's it, we tried it

RES: Yeah

PAR: Maybe it hasn't worked for us, maybe it doesn't work for us in the future, maybe we can't get the backing that we need

RES: Yeah

PAR: And we haven't got the time now to get all of the finance, but maybe further down the line someone will take it on and it will be a success, but I'm not counting that out, but we might still get traction from the NUS and they might take it on board

RES: Yeah

PAR: But erm, lets see what happens, but at the same time you still have to keep saying to yourself, you haven't failed, you know, you've succeeded at what you set out to do, but it's just another notch on the board, and you've learned a hell of a lot from it, so that's how it makes you feel, and maybe coming out of university, again

that one to one someone to sit down with you and look back at what you've achieved whilst at university

RES: To make you realise

PAR: Lets have a look where you started out, lets look back at what you've achieved, you've done this this and this, because I forget half of the time what I've done

RES: I'm the same

PAR: We have grafted like hell, like yourself, we've done all sorts of stuff, so to just go back and have a review over everything that you've done, I think that will be good as well

RES: What impact do you believe having your own business could have on employment or how have you found it getting a job, saying you've had your own business?

PAR: Like I said it's had a massive impact on me getting a job

RES: Yeah

PAR: Erm, because, I think it's again that being real and being honest and saying yeah I did do this, I have done it, the proof is there. Erm, and being able to obviously building that business acumen, it's attractive to an employer definitely, so yeah it's helped me a hell of a lot, just being able to say, not just saying I know all, I've got all this business acumen, well where have you applied it? Oh well I haven't

RES: Yeah exactly. It's a different ball game then

PAR: I'll get someone who has applied it then

RES: Yeah

PAR: But now I can say I've applied it, I've done this I've done that, and it's attractive to an employer. I mean I'm working for a company at the moment, it was a start up 6 years ago, they're now in 12 15 markets worldwide, trading in different markets worldwide and I'm climbing up, hopefully ill be stepping up soon who knows, so yeah it's done well for me

RES: Erm, what other degrees did you consider?

PAR: Erm, entrepreneurship at Buckingham

RES: Was that a business start up course, the Buckingham business enterprise or was that a different course?

PAR: Yes, erm, I think I looked at an events management course in Manchester

RES: Yeah

PAR: Because I liked the idea of festivals, and events and things, and erm setting up my own event, festival something like that, so that was on the cards. Erm, and I think my others were like general business courses, but to be honest I had mine set on that one at Huddersfield so

RES: Yeah, just overall would you recommend the degree?

PAR: Yeah definitely, I think things could be made better, erm, and everything is a process innit, nothings perfect straight away at all

RES: Yeah

PAR: And where I say about the culture, other courses, other year groups were fantastic nit

RES: Yeah

PAR: They were all together, they were solid, they were supporting each other Yeah

RES: I don't know how yours was, did you find that? Or did you see similar to what I saw?

PAR: I think ours was a bit more, you did have everyone saying I'm going to make loads of money I'm going to do this and that, but everyone was a bit more grounded. Everyone was on the same path, because day one we didn't compete against each other

RES: So there was progress there then

PAR: Yeah and see this is what I've really liked about this because you've gone on about, I've wrote it down the apprentice is the wrong way to go about it, that's cut throat because that's people competing against each other before they know each other. Like if you did it in second year and everyone's friendly, then you can have banter and you can say look you're not doing as good as me, but imagine that on day one? You're going to start to dislike people because they've done better than you, and with us within the first week we were bouncing ideas off each other, sat down going what can we do? And we'd only known each other three days. And I didn't really know about that, I knew about the selling in Leeds but I didn't know how it had tore RES: You down the middle a little, so that's interesting

PAR: I don't think it tore us down the middle at that point

RES: But it still

PAR: I did think it was set off on the wrong foot

RES: Yeah yeah

PAR: It was already getting us to compete against each other

RES: Yeah

PAR: Erm, and is that what you want to do? These people have got to be with each other everyday, well not everyday, but for the majority of the week for the next 3 years.

RES: Yeah

PAR: So do you really want them competing against each other from day one? Because the apprentice only lasts what, 12 week or something, I don't know

RES: Whatever it is

PAR: But in 12 week, everyone sells themselves to hell and they try and get that one position

RES: Yeah

PAR: That's not the case with enterprise development, you're supposed to be guiding every single person through to launch a business, and make the first sale.

RES: That's what it should be yeah

PAR: In order to do that, you need everyone to be working together, it's like right, how can I put it, football team. Right, it's like getting 15 lads together that have never met each other, right, saying right erm this season erm, I want to pick the best person out of this team, I want to be able to see one best person out of this team, and what can we say like, erm, they're going to go into another team, they're going to go into one of the academies in this area or something. Would that be the best way to start off a football team?

RES: Well no

PAR: Because everyone is competing against each other for that one spot

RES: Yeah

PAR: Rather than saying, getting everyone together and saying we're all going to succeed at this, everyone one or you lads, or you girls, you're all going to work together and we're going to achieve as a team. We're going to win a trophy together, we're going to do this together, we're going to do that, we're going to have nights out, we're going to have a really solid culture. Who's going to be the most successful? Look at Iceland, right, this euros. Some of them are part time fricking plumbers or something, right, but what they've done there is get a group together and say we're going to fight for each other, we're going to work hard to achieve together. England have gone out, they've all got their own agendas, they've all got their own sponsorship deals. Its not playing for the team, it's playing for themselves and it showed on the pitch didn't it

RES: Oh exactly yeah, all day long.

PAR: So I think, enterprise development will be a lot more successful if they get a good team culture, working for each other, promoting for people to work together on business ideas, you know, and erm promoting a good culture. So making sure theres a social, once a week, theres a night out for the enterprise development team, theres hoodies bought for enterprise development, so people can walk around. You know like you've done for your society

RES: With the t-shirts

PAR: That could be really influential, they won society of the year or something last year didn't they

RES: Yeah we did

PAR: I love to

RES: I'm all about, I love being part of a team, and I do like making my opinion heard and taking a bit of control and a leadership like my local club. I've organised for us to get a sponsorship deal, move to a new place, play from a new pub a big pub that are going to put money into us. And I got like 20 lads to an AGM the other night, 20 of our lads to an annual general meeting

PAR: That's effort

RES: I'll say to anyone in east Yorkshire, tell me another club that's getting that sort of attendance to an annual general meeting, a pub team, but we've got a good club culture we've got a good atmosphere, everyone's up for it, working together and I think we could do well this year as a team

RES: Yeah

PAR: Only time will tell, culture is a massive part you look at any business now, any of the big new start ups, google, izettle, obviously izettle is no where near as big as google but izettle is trying to copy googles culture. If people are happy and comfortable, they show in their performance

RES: That's it yeah

PAR: That's what they need to do, that's the key for enterprise development

RES: Last question, when you began your studying at uni, what was the most important for you, the setting up of the business or grades, because I know you've mentioned 2:1 minimum, set up a business, what would you say was most important or was it a split?

PAR: Well they've changed actually, that's a good question that. It changed, it started off, as I don't care about the degree, I just want to get my bloody business up and running. I'm not bothered about my degree, why would I need that I'll have my own business.

RES: Yeah

PAR: But then as reality sets in as you're working, and you think actually yeah it might be a good thing to have this degree in my back pocket, then that's when it changes a little bit

RES: Yeah

PAR: So I think yeah, it changed, but it was equal by the end of it. I set myself a target to come out with a 2:1 so a decent degree, and a business, and I did both so yeah.

RES: Yeah

PAR: I would also promote that, that the degree is going to help you in the long run

RES: Yeah

PAR: You will set up a business on the course, it might not take off, as long as you, you make a few sales but when you come out of uni you might think well actually I want to go and get some experience somewhere else. But what it's doing that, is giving you an advantage above all the people out there, because you're having the opportunity to gain resources, the support of university, the team around you and other people around you in the same boat

RES: Yep

PAR: You're experiencing the setting up of a business from the age of 20 21

RES: Yeah yeah

PAR: Which a lot of people, I cant name many that I know, or any people that I know that have done that. No, there will be, but not many, right. So, regardless of whether that initial business succeeds, you've got that in your locker, you've got that. You go now, get a job, experience that see what it's like to work for a decent sized company, get some security behind you, get some money behind you, and then go again. But you've already got that experience because you've set one up

RES: That's it yeah

PAR: So you're taking the knocks early, you're learning from your mistakes early, so lets say you don't set up another business until you're 30 years old.

RES: Yeah

PAR: When you do that, you've already learned that from when you were 20

RES: Exactly yeah

PAR: So you'll make better decisions, so that's my opinion on that one mate
Thanks we're all done.

RES: What year did you graduate?

PAR: Erm, last year. 2015

RES: And what course did you study?

PAR: Enterprise Development

RES: Have you heard of the term new venture creation degree before?

PAR: Yes

RES: So from the term new venture creation degree, what do you think it involves?

PAR: Erm, innovation, starting up a new product rather than a business. I don't know why I think like that

RES: So this is all whilst getting a degree?

PAR: That is, erm, you'd probably be doing more practical stuff it sounds like that, that makes it sound like it's more practical

RES: Yeah, so just for the rest of this interview, if I mention the term it's literally referring to a degree where the aim is to start a business of your own

PAR: Okay

RES: So when you tell another university student about the course you studied, do they understand what you mean by it?

PAR: No

RES: Right, so what have you had to say instead?

PAR: They just don't really get it because people that don't do business or haven't set up a business just don't understand it, like how can you get a degree in that. And then I have to explain it to them and then they're like well is that really experience?

RES: Yeah

PAR: They sort of understand it but sort of not

RES: Yeah, so when you've talked about it, has anyone shown interest in it or wish they'd have known about it or anything?

PAR: No

RES: Right okay, that's fine. What were your reasons for applying for the degree?

PAR: Because I wanted to start my own business, but like, I didn't want to be a Richard Branson, I just wanted to see like what happened sort of thing

RES: Yeah

PAR: And I wanted like, some support I guess

RES: Yeah

PAR: Sometime but then I wanted a degree as well because I like learning

RES: So you wanted it all in one and that pretty much offered it?

PAR: Yeah

RES: Yeah, so did your opinions on the course change throughout your studies?

PAR: Yes

RES: And with that, if your opinions changed, were your expectations met or not?

PAR: Er, no I think my expectations were met, it's just I didn't want it bad enough, if I wanted it more like other people on the course, then they probably feel a lot more let down than I do, which is because I wasn't fully into it at the end that's all

RES: Would you say from the start, what you expected was a lot higher than towards the end, would you say you got used to what it were you and it wasn't what you originally expected or?

PAR: I didn't really know what to expect to be honest, I didn't really realise what I'd applied for. I suppose you can get out of it what you want, because I changed, well not changed my mind half of the way through, but I wish I'd have done something more academic, so I spent more time doing theory than I did the other

RES: Yeah

PAR: So you can get out what you want of it, although theres obviously tutor situation which was a bit on and off but if you wanted to find someone you could I guess

RES: Yeah, erm, so was setting up a business a requirement of the degree?

PAR: Erm, no.

RES: So you didn't have to set up a business

PAR: I think they encourage you but I don't think, I think I could have easily blagged it and not even done anything

RES: Yeah, so it was just like, doesn't really matter. It might benefit you if you do but it's not really

PAR: Maybe, an encouragement

RES: Yeah, so erm did you set up a business of your own during the course?

PAR: Yes

RES: So what was the business?

PAR: An ethical clothing brand online

RES: Okay that's good, so how was each year of the degree split or how did each year differ from the next?

PAR: So the first year was like a basic overall general business degree to get your barings to make sure you've covered everything if you haven't done business before

RES: Yeah

PAR: Second year was planning and like trialing your business and test running it, and third year was more running it and doing a dissertation and research at the same time

RES: Yeah that's good. Erm, can you describe the impact that the degree had, either on your business start up itself, that you set up, or your intentions to set up a business?

PAR: Erm, I think if I wasn't on that degree I'd have definitely sacked it off. Erm, I think it helped and it encouraged me and the support I needed, and persuaded me to keep going sort of thing

RES: Yeah, that's what you need

PAR: Is that what you meant by that question

RES: Yeah yeah that's fine, would you say theres been any negative sort of impact at all, so you might have said you were interested in setting up a business but because of how the course is run, you were sort of a bit like not as interested or, has it all been positive?

PAR: Erm, I think positive in that sense yeah but it can be stressful

RES: So what would you say the biggest barrier was to setting up your business? Or like the biggest trouble?

PAR: Erm, it was me but I'm going to go with the money

RES: Okay

PAR: If I had the money I'd have just been like, I'd just, I'd just throw money about and ill get it back

RES: Would you say, when you you say it's you would you say that's you not being bothered or you being like,

PAR: Yep

RES: Not being able to handle the work, the business you've got to set up?

PAR: It's both

RES: Yeah

PAR: Because it was just too much for me, it would have been easier if I had the money but because you've got to work your arse off just for practically nothing that's when it was like urgh

RES: That's when it gets hard yeah

PAR: Yeah

RES: Would you say the studying of the degree has helped you to overcome any barriers at all for the business?

PAR: Yeah I think some of the stuff we learned really helped me

RES: Do you have any examples?

PAR: Erm, I think it's just like learning styles and things, because everyone resorts to sort of, going a way about things that they would normally whereas because I've learned it with my tutors different things

RES: Yeah

PAR: How to approach different things, it's allowed me to sort of erm, approach it in a different way which I suppose is benefiting me. I don't know I suppose anything, I mean it sounds ridiculous even that innovation thing at the start of uni

RES: Yeah

PAR: I'm really not creative but it gave me ideas to help I suppose

RES: Oh that's interesting, so that helped you from the start to get the juices flowing

PAR: Yeah because it gave me like little techniques and stuff, because I'm not really like obviously not good at everything as much as I'd like to be

RES: Yeah

PAR: But, some bits helped like loads of little techniques and theory stuff that's why I enjoy it

RES: So they all helped you then?

PAR: Yeah

RES: Yeah, right last few questions. Do you believe you're the type of person that would have set up a business regardless of the degree or coming to uni?

No, I'd have probably gone as far as a cake stall

RES: So do you think you'd have just gone and worked and like not set up a business at all or?

PAR: Yeah definitely, I'd have gone to uni, erm but I wouldn't have set up a business. I'd still be selling stuff online, I still do it now

RES: Yeah, but like a real life business, not something that's on the side

PAR: Nothing registered no, I wouldn't have bothered

RES: Right, and what you done in relation to your business since graduating? Do you plan to continue running it?

PAR: I left it running for about a month and a half and then sort of sacked it off and got a real job

RES: And let it fizzle

PAR: Yeah, so it all fizzled out and then I was like I better sort it out, and clear it up. So I did.

RES: And so you're still doing the buying and selling but not the physical same business

PAR: Yeah I'm literally just selling stuff to get a bit of cash in

RES: How did it make you feel running a business? Was it sort of exciting, scary, daunting?

PAR: Stressful. I couldn't sleep, it was stressing me out it was ridiculous.

RES: Yeah

PAR: I suppose it was exciting, but at the same time like it increases your self-criticism, so I was always like, I don't know you want everything to be perfect

RES: Yeah I know what you mean

So it was exciting to start with but then like, if you just cant keep up with it, it becomes quite tiring

RES: Yeah, so what impact do you believe running your own business could have on employment, or have you found that it's had any effect?

PAR: Yeah well the reason I got this job, she actually told me you know, they interviewed 80 people

RES: How many?

PAR: 80, she was literally like the reason you know you seem smart and all this palava, you've experience of running your own business and that's what I'm trying to do and that's why we want you

RES: That's ridiculous

PAR: I know

RES: That's so good, and so good that she could sit you down and talk you through it

PAR: So that's what she said anyway so

RES: So it got you the job

PAR: I must be doing something right

RES: So, what other degrees did you consider when applying for uni?

PAR: Erm economics and business management

RES: And would you recommend the degree?

PAR: Erm, I haven't but I would depending on who it is, if I was speaking to someone like one of our peers, then probably yeah, but it was someone like me I'd be like nah

RES: Just go for something else

PAR: Yeah, I don't regret it

RES: But it depends on the individual

PAR: Yeah. If I knew, I wanted to do economics but because there wasn't one at Huddersfield at the time, I ended up going for this one, but now there is I'd go straight for economics

RES: Right okay so last question, when you began studying at uni, what was the most important for you – setting up a business, or getting the degree grade?

PAR: Getting a degree 100%

RES: And then at the end did that change or remain the same?

PAR: No still the same

RES: Still the same okay, thank you

APPENDIX X4 – Non-NVC degree student interviews

APPENDIX X4A – NNVCD1

RES: What degree are you currently studying?

PAR: I'm studying graphics design

RES: And what year are you currently in?

PAR: I'm in third year, final year

RES: And have you heard of the term new venture creation degree before?

PAR: I've never heard of that

RES: You've never heard of it right, and how would you personally define the term new venture degree or what would you assume it entails?

PAR: New venture what sorry?

RES: New venture creation degree

PAR: I'd imagine it's something to do with creating a new business and a start-up

RES: Right

Start-up business as a degree

RES: Yeah so basically a new venture creation degree is setting up a business and running it alongside an academic degree, so the aim is to start a new business and get a degree

PAR: So I get to run a new venture alongside graphic design if I wanted to?

RES: Yep

How long has this been going on?

RES: Our course started in 2009, the first graduates were 2012, so you as a graphic designer could come on the course and say I want to run a graphic design business. First year you'd come up with the idea, second year you'd plan it out and third year you'd launch it. Erm, but obviously the difference is you wouldn't be learning how to be a graphic designer

PAR: No

RES: So you'd be spending the time on business planning, how to write a business plan, how to defend it

PAR: How have I not heard of this?

RES: So you haven't heard about it all

PAR: Nope, especially with it being

RES: So it's quite the small degree, erm, people aren't really aware of it because you wouldn't really think it would exist, setting up a business as well as getting a degree,

and I stumbled across it when I went to Leeds armouries in college, our tutor took us and said the course might be of interest, and I said whatever I'll go and have a look, and it turned out to be the course I've studied so

PAR: Alright haha

RES: Erm, so yeah but again theres only three uni's that do it in the whole country, so it's quite niche

PAR: Ah right

RES: Erm, so just from that definition what do you think the overall objectives and outcomes of the degree would be?

PAR: To do not do it as a full standalone degree but to do it in with what you're also doing, with your actual degree that you're studying. So if I was doing graphics design I'd do that, or if you were doing, you'd do a fashion business

RES: So you're just tying it around what you're doing yeah, so finally if you knew about this degree before choosing your own would you have studied this one, or at least taken it into consideration?

PAR: I'd have done it alongside it, or is it one or the other?

RES: No this is like a full time degree

PAR: Oh I thought it was something

RES: Er, so it's either you would have had to learn the graphics at home

PAR: I'd have been tempted but because I was offered this on enterprise, I already had the support in place so I could carry on with creative work. I am interested in business but because it's creative business, I'd need a bit of a creative burst to do, and the majority of it being creative rather than being full on business

RES: Because you can learn the business along the way and gain the experience

PAR: Yeah the way I'd do it is learn a lot online

RES: Yeah because with business it's something you can learn easy enough but with graphics, you need the time

PAR: It all depends on the person really, you could go and learn graphics a lot easier, but you could also learn business through online material as well

RES: Have you set up a business of your own during university?

I have yes, it's doing film production

RES: What would you say the biggest barrier has been to setting up a business or what would you say the biggest barrier will be in the future?

PAR: Theres a few, what I've found is theres a lot of ups and downs

RES: Yeah

PAR: So motivation, self motivation can be quite hard at sometimes, erm because it's all easy to sack someone off but that's maybe the point where it's most important, that is not to sack it off where you think it's going crap

RES: Just keep on going

PAR: Erm, time management, because it's you that's got to make sure you're in the place you say you're going to be at that time

RES: Exactly

PAR: You've got to allow for editing time, accounting time, admin time, erm, and what I fell down on this year was not sorting my accounts until the last minute. Erm and then, a third one I was going to say, money.

RES: Yeah

PAR: Because obviously you've got to pay yourself, but then obviously with the business I do theres a lot of equipment that can be bought to push it to the next level, but then

RES: You finding that balance between paying yourself and paying for the equipment

PAR: Yeah yeah, especially what you charge people. I always used to undercharge myself, I got told plenty of times just to go and charge people more, and not knowing what the job is actually worth

RES: Its knowing and being able to understand that

PAR: So you never think it as much as it could be, so you undervalue yourself.

RES: Because you could scare people off

PAR: Yeah that's what you're scared of, but you think sometimes if it's so much you end up paying for it, I know it might be half price to them but it's still money, but you end up paying for it in time somewhere.

RES: That's it exactly

RES: What degree are you currently studying?

PAR: Occupational therapy

RES: And what year are you currently in?

PAR: Second year

RES: Have you set up a business during university or would you like to do so at some point in the future? Has there ever been an interest of liking business or run your own?

PAR: I haven't really thought about it

RES: Or have you more wanted to get a degree and then go and get a job, and build a career that way?

PAR: My degree, you generally work for someone.

RES: So you just follow that route instead?

PAR: Yeah probably

RES: Right that's fine, if you were to set up a business, what in your mind do you think would be a big barrier to setting up?

PAR: Erm

RES: Like if you set up your own occupational therapy company what do you think would be one of the difficulties?

PAR: It would be getting your name out there because most of the stuff is done on the NHS

RES: Yeah, have you heard of the term 'New Venture Creation degree' before?

PAR: No

RES: And from the term, what do you think it would entail? Like what do you think it would include? So new venture creation

PAR: It would be a new idea, a business thing.

RES: So a new venture creation degree is where you set up a business as part of your degree. What do you think would be the overall outcome by the time you've reached the end of your degree?

PAR: You'd have a business and a degree

RES: Yep, if you'd heard about this course before choosing yours would you have had an interest?

PAR: Yeah I probably would have, if it could have been something of a success yeah

RES: So what other courses did you consider or was it just the occupational one?

PAR: Veterinary, phycology and physiology.

RES: Thank you

RES: Right first question, what degree are you currently studying?

PAR: I'm studying podiatry

RES: Yep and what year are you currently in?

PAR: I'm in my second year

RES: Right and have you set up a business whilst at university, or would you like to at some point either during university or afterwards?

I'd like to, I haven't but I would like to after uni when I have more time

RES: Yep and what business would you like to start up, is it related to your university degree or it something on the side?

Both actually

RES: Both?

PAR: Yeah I'd like to do one obviously related to my own degree, own practice something like that, and then something else that I haven't decided on yet

RES: So you like the idea of setting up a business?

PAR: Yep

RES: Right, erm, and what would you say the biggest barrier to setting up a business might be

PAR: Erm, information about how to start it

RES: Yep

PAR: Erm, and funding.

RES: Yep

PAR: Is a big one, I'd say just knowing how to start it, I wouldn't know

PAR: That would be one of the biggest

RES: Yeah, have you heard of the term new venture creation degree before?

PAR: I've never

RES: Never heard of it no? So just from the term, new venture creation degree, how would you personally define, or what do you think it would include?

PAR: What's it called again?

RES: New venture creation

PAR: New venture creation. I'm going to guess it's business and it's kind of focusing on, erm, putting out business set up and information and things like that

RES: Yep, so basically a new venture creation degree is still an academic degree where the aim is to start a business whilst still working towards a degree, so does that make sense?

PAR: Yep

RES: So just from that, what do you think it would include then?

PAR: What would it include?

RES: Yeah, or what would you say the overall outcome would be by the end?

PAR: For you to have your own business up and running, and successful with a degree

RES: That's perfect, if you knew about this new venture creation degree before you chose yours, would you have been tempted at all?

PAR: I would have been, yeah genuinely.

RES: That's interesting, and what other courses did you consider when you were applying for university?

PAR: I only considered my course

RES: Right was that a link from college or previous work experience or both?

PAR: It was from both.

APPENDIX X4D – NNVCD4

RES: First of all, what degree do you currently study?

PAR: Graphic design

RES: And what year are you currently in?

PAR: Final year, third year

RES: Have you set up a business at uni, or would you like to either at some point during uni or after, or has it never interested you?

PAR: No, I haven't. But does going freelance count on my course?

RES: Yeah, because like that's sort of being a graphic designer you work for yourself so yeah that works

PAR: I guess so then

RES: Just, like if you went freelance, what do you think the biggest barrier to being freelance or working for yourself would be?

PAR: I think the initial getting out there, people knowing who you are and what you do

RES: Lets say you set up

PAR: And like money

RES: To actually get going

PAR: To set something up where people would actually take you serious

RES: So like, what would you need the money for, like a website and stuff

PAR: Yeah

RES: That's alright. Have you heard of the term new venture creation degree before?

PAR: Nope

RES: Right, so from the term, what do you think that might mean?

PAR: Erm, start-ups.

RES: Right

PAR: New venture, erm, dunno. A start up, the word creation takes it like a little bit away from business and mix it with like innovation, like it'll be both sides. You're starting up but you think about how to do it

RES: Yeah yeah, right so what we say a new venture creation degree is where you get an academic degree but you set up a business as part of your course. So would you say that's similar to what you were saying?

PAR: Similar I guess

RES: But you're saying it's a big more like

PAR: I'd say compared to when you have new venture creation next to business

RES: Would you say theres a bit of a difference there?

PAR: Yeah

RES: What would you say the overall outcome of a new venture creation degree would be? So by the time you've graduated, what would you say the end result is?

PAR: You'd hope that you'd have your business ready to get going, and a degree too, that would be the best outcome

RES: Yeah and if you knew about this sort of degree, I know you said you hadn't heard of it, but if you'd heard of this sort of degree existing, would you have thought about studying one? Or were you always set on to study graphics?

PAR: I was always set on that path, but I guess if we had like optional modules like I probably wouldn't but I know a lot of others on my course, they brand a lot like they do clothing and stuff like that, so to have that as like, an option

RES: That would be quite good to have on the side?

Yeah

RES: So what other courses did you consider or was it just one line and that was it?

PAR: Contemporary art

RES: Oh that's interesting! What made you consider that, did you do it at like school or?

PAR: Yeah I did it at school; I did graphics and art and didn't know which to choose

RES: Oh so then the heart went with graphics in the end.

RES: Right okay so the first question, what degree are you currently studying?

PAR: Podiatry

RES: And what year are you currently in?

PAR: Third year

RES: And erm, have you set up a business of your own during university, or is it something you'd like to do at some point? Have you ever had any interest to do it?

PAR: Not to set up anything at university but I would like to, that would be interesting

RES: So is it related to your profession or is it something unrelated?

PAR: A bit of both actually, I'd be interested in doing something related to my degree and something not

RES: So would that be like a podiatry clinic of your own?

PAR: A podiatry clinic of my own yeah, like a group of clinics

RES: Yeah

RES: Erm, what would you say the biggest barrier to setting up a business might be if you go and pursue it? Like what would be the hardest bit?

PAR: Erm, actually the biggest side of things, working out profits and actually working out how to make money and get the business to last if you know what I mean? The laws of things maybe, copyright, stuff like that just the actual business side of it

RES: Yeah, what about do you think money could be an issue?

PAR: Finance is definitely a problem

RES: So have you heard of the term new venture creation degree before?

PAR: Nope

RES: Just from the term what do you think it could include? 'New venture creation degree'

PAR: New venture?

RES: Yeah new venture creation

PAR: Setting up new businesses I guess

RES: Yeah, and would you say that's whilst at uni and getting a degree, like all tied in?

PAR: So what's that like a degree?

And what do we think it would entail?

RES: Yeah

PAR: Maybe not setting up a business, but teaching you how to. Like start ups and things like that

RES: So would you say that's the overall objective?

PAR: Yeah to teach you how to set up a business?

PAR: Be able to set up a business, you might not actually have a business in mind, but say like you'd be able to do it

RES: So if you knew about it before choosing your degree would you have been interested in one, or were you set on what you were doing?

PAR: I was set on what I was doing, I wouldn't do it no. I think if I wanted to set up a business and was set on that as a career I would probably do that degree though

RES: And finally what other courses did you consider?

PAR: Physiotherapy, forensic science, medicine and paramedic

RES: So what degree are you currently studying?

PAR: Podiatry

RES: And what year are you currently in?

PAR: Final year, third

RES: Have you set up a business of your own during university, or is it something you'd like to do at some point in life?

PAR: Not done any at university, but hopefully in the near future I will set up my own business, and I've looked at setting up businesses before I went to university but never implemented any during

RES: So would the business be related to your profession or would it be something unrelated?

PAR: I think, in terms of what we've been to do at university, something health related, but you know you have other interests, if you can manage time and do like a side business

RES: What would you say the biggest barrier to setting up a business might be if you decide to set up a business?

PAR: The start up side, so just the official initial starting of the business, you know most businesses don't last past the first year of opening so, and that's probably down to poor management, or the market research not being good enough

RES: Yeah. Do you think money could be an issue?

PAR: I think for young people finance is a problem, that's why they've got grants and schemes and stuff

RES: Yeah yeah, have you heard of the term new venture creation degree before?

PAR: Nah

RES: From the term what do you think it could include? 'New venture creation degree'

PAR: A new idea, a new venture so I'm guessing business venture, creation so you're creating what idea you have

RES: Yeah – so would you agree that's whilst at university and getting a degree at the same time?

PAR: Yes, you understand the logistics behind it

RES: If you knew about a new venture creation degree before choosing your degree would you have been interested in studying one?

PAR: I had no interest in that way, if I was going to start my own business I wouldn't do a degree in business

RES: You'd learn a skill instead?

PAR: Yeah

RES: What other courses did you think of studying?

PAR: Paramedic, paramedic practice for me that's it

RES: First question, what degree are you currently studying?

PAR: Children's nursing

RES: And what year are you currently in?

PAR: Third

RES: Have you set up a business of your own during university or would you like to do so at some point?

PAR: I haven't no, and maybe I would like to one day

RES: What do you think you'd like to set up a business in it?

PAR: I've just got an interest in it I'm not sure what I want to do, something nursery

RES: So it's just liking the idea of doing something of your own that you like

PAR: The idea of making money yeah

RES: Okay, if you were to set up a business what do you think the biggest barrier to setting up a business would be?

PAR: Having the funds to set it up

RES: So you think that would be the biggest?

PAR: Yeah

RES: Have you heard of the term new venture creation degree before?

PAR: No

RES: Right, so from the term what do you think the degree would include, or what would be the overall aim or objective of the degree?

PAR: That you create a business with the degree?

RES: Yeah that's fine, so basically a new venture creation degree is gaining an academic degree whilst setting up a business like you just said. So if you knew about it before choosing your degree would you have thought about studying one?

PAR: No

RES: No okay, and what other degrees did you apply for?

PAR: Just healthcare subject, physio, nursing and podiatry

RES: The first question, what degree are you currently studying?

PAR: Law and a Masters of Law and Practice

RES: That's good and what year are you currently in?

PAR: Fourth year

RES: So have you set up a business of your own during university or would you like to do so at some point?

PAR: I haven't but my ultimate dream would be to set up my own business

RES: Right and is that related to your work or is that just sort of anything that comes to your mind you want to give it a go?

PAR: Erm both, like if I could, if I went to work in a law firm and I saw something that could be done better and done different I'd do that, but if not, if there were random things I like the idea of, I'd happily do that

RES: Yeah, so what would you say the biggest barrier to setting up a business could be in the future?

PAR: Lack of money, that's it, pretty much money yeah. Funding the business that's the main thing

RES: So it's the financial side yeah, that's good. So, have you heard of the term new venture creation degree before?

PAR: No I haven't

RES: So just from the term new venture creation degree, what would you say it involves or what does it entail? Or what's the overall objective of the degree?

PAR: Erm, to have your own business basically

RES: So set up your own business and run it along side of the degree, so would you say you graduate with a business that sort of thing?

PAR: Yeah that sort of thing yeah

RES: Yeah, so basically a new venture creation degree is the setting up of a business and sort of running it alongside the academic side and you've got a business and a degree by the end. Erm, with that being said, if you knew about that before choosing your degree would you have been interested in studying one or were you sort of set on your degree and that was final?

Erm, I'd have to look into it in more detail like what the course would actually entail

RES: Yeah

PAR: Like when I was 18 I didn't think about having a business then so if I went back to when I was 18 then no, but if you fast forward 3 years then yeah

RES: You'd be more interested then?

PAR: Yeah I'd do it now, if I had the money and the time

RES: Yeah they're the biggest factors

RES: Yeah, so what other degrees did you apply for when coming to uni?

PAR: Erm biochemistry and dentistry.

RES: What degree are you currently studying?

PAR: I am currently studying; I've just finished a Masters of Law and Practice at the university of Huddersfield

RES: Great, and what year are you currently in? Is it fourth year or?

It was a four-year degree, the first three years are the degree itself and the final year was an incorporated legal practice course

RES: Perfect and have you set up a business of your own during university or would you like to do so at some point?

PAR: I've not the entire time at university, but I would love to at some point its, because I've been around people like my dad who's got his own business and family members that have their own businesses, I've been brought up around that area and I've got friends that have their own businesses and things

RES: Yeah

PAR: So I've always been in that kind of mindset where I'm business related, whether it's a stocks and shares thing or whether it's selling things, customers, clients I've always, my ideal situation would be to have my own law firm which is a business in itself

RES: Yeah yeah

PAR: Obviously bringing clients in and such and such

RES: Yeah and then would you have something that's different to that as well, you like the idea of just a business that's non-related to your degree or?

PAR: Yeah hmm

RES: Or would it depend on

PAR: It would depend on what situation I was in, I'd probably have, I'm not really the type of person that likes to put all of my eggs in one basket so, I would like to have I might have a business with the law firm and things, but one of my lecturers he had a law firm and he was a lecturer part time, I'd probably have the law firm and do other business ventures as well

RES: Yeah that's good

PAR: I don't like the idea of putting everything into one basket

RES: Yeah, erm so just from that what would you say the biggest barrier to setting up a business could be in the future if you were to open up your own business

PAR: Probably the knowledge of doing it, the knowledge of building the business from scratch, where to find the original customers, the clients, the people the advertising, what to start with, erm, I mean, once you've got the knowledge

everything is easy, once you've got, if you split all the money in the world and split it to everyone equally, the people that have the knowledge to get it back will get it back, so the same with the business, the business minded people will always thrive and do well kind of thing, so, probably the knowledge of setting it up and things, and setting up a business from scratch would be it

RES: Do you think finance would be an issue, or do you think theres always ways around it and you can start from nothing and grow a business from the ground up?

PAR: No I think you've probably got to have some sort of capital to make money, like you've got to have money to make money, so I have no doubt you can probably start with nothing just knowledge but you're still going to need some initial capital, whether it's a loan or some sort of investment to get you going originally

RES: No that's fine, so have you heard of the term new venture creation degree before?

PAR: I have not heard of that term before

RES: Right so just from that term, what do you think a new venture creation degree would include, or would be the overall aim and objective of the degree just from the name itself?

PAR: New venture creation, it sounds like erm a degree based around, opening a new business so starting a new, so opening in a business in maybe a different area to what you've got as a business or something, so basically a new venture in business

RES: No that's fine, erm, so basically a new venture creation degree is starting up a business as well as getting an academic degree, that's pretty much what you said, so with that being said if you'd have known about this degree before you applied for yours is it something you would have been interested in? Or were you always set on law as the definitive degree you wanted to study and that's pretty much it?

PAR: I think I might have been interested, through school I never knew where I wanted to end up particularly, probably because I didn't have that much knowledge and I enjoyed things like maths and things and originally when I was at college I wanted to do accounting, but then I reached a point where I liked the idea of being able to help, the reason I went in to commercial property is because I like the idea of being able to business minded people create their dreams

RES: Yeah

PAR: Being the person to write up the contracts for commercial property

RES: Is helping that individual

PAR: Is helping that individual reach what they want to reach to help people realise their dreams in a business minded way, so in college in the second year I probably

realised that's where the drive is to help people more than anything, that's what I like about it, not the criminal law side of it, the people who want to grow and develop and grow businesses and become better people and help the economy

RES: Yeah yeah

PAR: That's what I want to do because you need the lawyers to help out

RES: Yeah, so what other degrees did you consider, was it just accountancy and law or did you look at any other degree when applying?

PAR: Erm, what else did I look at, accountancy, law, I'd say they're the only two degrees at the time I had in mind yeah, they weren't

RES: Yeah

PAR: I think at the time I liked the professional stigma behind them, I think that's what I liked

RES: Yeah yeah

PAR: Erm, yeah I can't think of any other particular degrees

RES: Right that's great, thank you

RES: First question, what degree are you currently studying?

PAR: I'm currently studying business management and finance at the university of Huddersfield

RES: And what year are you currently in?

PAR: I've just finished first year, moving in to second year.

RES: Have you set up a business of your own during university or would you like to do so at some point?

PAR: I would like to at some point, I've not had the chance yet; I was thinking of signing up to the innovation centre, I do believe this is the best place for creating a business

RES: Yep, so what sort of business idea would you like to venture in to? Is it related to the course or?

PAR: I'm not too sure really, I'm just waiting on that one bit of innovation spike, when I'm like that could be good lets think about doing it. But I've not come across it just yet

RES: Yep, so what would you say the biggest barrier would be to setting up a business?

PAR: I think it would be the start-up, it's all about the start up costs and getting the marketing right, because obviously from research, 80% of start-up businesses fail because they haven't got the money so they fail because they can't run the business, but as an accountant that wouldn't be a problem

RES: Have you heard of the term new venture creation degree before?

PAR: Nope

RES: So just from the term, what do you think a new venture creation degree would include or what would be the overall objective or outcome of the degree?

PAR: Well a new venture creation to me sounds like you would set up your own business, yeah, like your own creation and try and make it work

RES: Yeah, so a new venture creation degree is basically where you start up a business of your own during university and you graduate with a degree as well as a live, real running business, so if you knew about these sort of degrees before choosing your own would you have been interested at all?

PAR: No

RES: And what other degrees did you apply for?

PAR: I only applied for business management, well I did apply for just accounting but I wanted it to be more business because it was just number

Bibliography

Adams, N. (2016). *EEUK – Immersive Entrepreneurship Education at Coventry University on 5th May 2016*. Retrieved July 25, 2016, from Enterprise Educators UK: http://www.enterprise.ac.uk/components/com_rseventspro/assets/images/files/Nigel%20Adams%20and%20Tom%20Bowen%20Buckingham.pdf

All-Party Parliamentary Group for Micro Businesses. (2014). *An Education System fit for an Entrepreneur: Fifth Report by the All-Party Parliamentary Group for Micro Businesses*. London: Lloyds Banking Group.

Begley, T. M., & Boyd, D. P. (1987). Psychological Characteristics Associated with Performance in Entrepreneurial Firms and Smaller Businesses. *Journal of Business Venturing , 2* (1), 79-93.

BERR. (2008, March). *Enterprise: Unlocking the UK's talent*. Retrieved January 15, 2016, from Gov.uk - Department for Business Enterprise and Regulatory Reform: http://webarchive.nationalarchives.gov.uk/20081201222039/

Bhanudas, A. B. (2013). Developing Entrepreneur Skills For Corporate Work. *Research Directions , 1* (4), 1-3.

Bhave, M. (1994). A process model of entrepreneurial venture creation. *Journal of Business Venturing , 9* (2), 22-42.

BIS. (2015, January 19). *25,000 new businesses supported by Start Up Loans*. Retrieved January 17, 2016, from Gov.uk: https://www.gov.uk/government/news/25000-new-businesses-supported-by-start-up-loans

BIS. (2010, July). *BIS: Department for Business Innovation & Skills*. Retrieved January 17, 2016, from A STRATEGY FOR SUSTAINABLE GROWTH: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/31997/10-1058-strategy-for-sustainable-growth.pdf

Bolton, B., & Thompson, J. (2000). *Entrepreneurs – Talent, Temperament, Technique*. Johannesburg: Butterworth Heineman.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology , 3* (2), 77-101.

Brewer, A. (1992). *Richard Cantillon: Pioneer of Economic Theory*. London: Routledge.

Brewer, A. (1992). *Richard Cantillon: Pioneer of Economic Theory*. London: Routledge.

Brockhaus, R. H. (1980). Risk taking propensity of entrepreneurs. *Academy of Managment Journal ,* 509-520.

Bygrave, W. D. (1994). *The Portable MBA in Entrepreneurship*. Chichester: John Wiley.

Carter, N., Gartner, W., & Reynolds, P. (1996). Exploring start-up event sequences. *Journal of Business Venturing , 11* (3), 151-166.

Casson, M. (1982). *The entrepreneur; an economic theory*. Oxford: Robertson.

Chia, R. (1996). eaching paradigm shifting in management education: university business schools and the entrepreneurial imagination. *Journal of Management Studies , 33* (4), 40.

Collins, A., & Robertson, M. (2003). Developing entrepreneurship in West Yorkshire: West Yorkshire universities' partnership and Business Start-up @ Leeds Met. *Education & Training , 45* (6), 303-307.

Colton, T. (1990). *Enterprise Education Experience. A Manual for School Based Inservice Training*. CA: SDEC.

Coventry University. (2016). *Enterprise and Entrepreneurship BA (Hons)* . Retrieved July 25, 2016, from Coventry University: http://www.coventry.ac.uk/course-structure/business-and-law/undergraduate-degree/2016-17/enterprise-and-entrepreneurship-ba-hons/

Coventry University. (2015). *Enterprise and Entrepreneurship BA (Hons)*. Retrieved December 14, 2015, from Coventry University: http://www.coventry.ac.uk/course-structure/business-and-law/undergraduate-degree/2016-17/enterprise-and-entrepreneurship-ba-hons/

Curley, M., & Formica, P. (2013). *The Experimental Nature of New Venture Creation: Capitalizing on Open Innovation 2.0.* Maynooth: Sprinter .

Dearing, R. (1997). *Higher Education in the Learning Society.* Report of the National Committee of Inquiry into Higher Education. London: HMSO.

Department for Business, Innovation and Skills. (2013, June). *Enterprise Education Impact in Higher Education and Further Education - Final Report.* (N. Williams, S. Beadle, & S. Charalambous, Eds.) Retrieved December 14, 2015, from Gov.UK: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208715/bis-13-904-enterprise-education-impact-in-higher-education-and-further-education.pdf

Dhliwayo, S. (2008). Experiential learning in entrepreneurship education. *Education + Training , 50* (4), 329-340.

DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education , 40* (4), 314-321.

Dickson, P., Solomon, G., & Weaver, M. (2008). Entrepreneurial selection and success: does education matter? *Journal of Small Business and Enterprise Development , 15* (2), 239-258.

Draycott, M., & Rae, D. (2010). Enterprise Education in Schools and the Role of Competency Frameworks. *nternational Journal of Entrepreneurial Behaviour and Research , 17* (2), 127-145.

Driver, A., Wood, E., Segal, N., & Herrington, M. (2001). *Global Entrepreneurship Monitor: South African Executive Report.* London: GEM Consortium.

Drucker, P. F. (1985). *Innovation and Entrepreneurship: Practice and Principles.* London: Heinemann.

Easterby-Smith, M., Thorpe, R., & Jackson, P. R. (2008). *Management Research* (3rd Edition ed.). London: Sage.

Education UK. (n.d.). *Higher education courses and qualifications.* Retrieved March 12, 2015, from Education UK: http://www.educationuk.org/global/articles/higher-education-courses-qualifications/

Education, Audiovisual and Culture Executive Agency. (2012). *Entrepreneurship education at school in europe, national strategies, curricula and learning outcomes.* Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice and Policy Support).

Elgar, E. (2011). *Handbook of Research on New Venture Creation.* (K. Hindle, & K. Klyver, Eds.) Cheltenham: Edward Elgar Publishing Limited .

European Commission. (n.d.). *Education and training.* Retrieved January 17, 2016, from European commission: http://ec.europa.eu/education/tools/llp_en.htm

European Commission. (2008, March). *Entrepreneurship in higher education, especially within non-business studies* . Retrieved January 17, 2016, from European Commission: https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwji597V1rHKAhVGtBoKHTP0A-

4QFggkMAA&url=http%3A%2F%2Fec.europa.eu%2FDocsRoom%2Fdocuments%2
F8969%2Fattachments%2F1%2Ftranslations%2Fen%2Frenditions%2Fnative&usg=
AFQjCNEoIeEvUG4o3Ogd7e0Yn28MNoetZg&sig2=-G-QP5p49b1mTMnJ_WiLrg
European Commission. (2014, July 10). *Erasmus: Facts, Figures & Trends.* Retrieved
January 17, 2016, from European commission:
http://ec.europa.eu/education/library/statistics/ay-12-13/facts-figures_en.pdf
European Commission. (2015). *European Commission.* Retrieved Jan 13, 2016, from
Strategic framework – Education & Training 2020:
http://ec.europa.eu/education/policy/strategic-framework/index_en.htm
European Commission. (2002). *Innovation tomorrow.* Retrieved January 12, 2016,
from European Commission - Innovation papers No 28:
https://cordis.europa.eu/pub/innovation-
policy/studies/studies_innovation_tomorow.pdf
Fayolle, A. (2013, October 08). Personal views on the future of entrepreneurship
education. *Entrepreneurship & Regional Development: An International Journal* .
Finlay, L., & Gough, B. (2003). *Reflexivity: A Practical Guide for Researchers in
Health and Social Sciences.* Oxford: Blackwell Publishing Company.
Foxcroft, M., Wood, E., Kew, J., Herrington, M., & Segal, N. (2002). *Global
Entrepreneurship Monitor: South African Executive Report.* London: Gem
Consortium.
Gartner, W. B. (1988). Who is an entrepreneur? Is the wrong question. *American
Journal of Small Business , 12* (4), 11-32.
GEM Consortium. (2012, July 26). *GEM 2011 Global Report.* Retrieved March 14,
2015, from GEM Consortium: http://www.gemconsortium.org/docs/2409/gem-2011-
global-report
GEM Consortium. (2015, January 27). *GEM 2014 Global Report.* Retrieved March
14, 2015, from GEM Consortium:
http://www.gemconsortium.org/docs/download/3616
Ghauri, P. N., & Grønhaug, K. (2002). *Research Methods in Business Studies: A
Practical Guide.* Essex: Prentice hall.
Ghauri, P., & Grønhaug, K. (2005). *Research Methods in Business Studies: A
Practical Guide* (3rd Edition ed.). Harlow: Financial Times Prentice Hall.
Gibb, A. (1996). Entrepreneurship and small business management: can we afford to
neglect them in the twenty-first century business school? *British Journal of
Management , 7* (4), 309-324.
Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods.*
Oxford: Oxford Polytechnic.
Gustavson, K., & Shields, S. (2010). *The Speaker Anthology, Vol. 1.* New York:
Blooming Twig Books.
Hague, P., Hague, N., & Morgan, C. (2013). *Market Research in Practice: How to get
greater insight from your market.* London: Kogan Page.
HEFCE. (2012). *Strengthening the Contribution of English Higher Education
Institutions to the Innovation System: Knowledge Exchange and HEIF Funding.*
Cambridge: PACEC (Public and Corporate Economic Consultants).
Hisrich, R. (2015). *Entrepreneurship: Business, Business.* Cram101 Textbook
Reviews.
Hisrich, R., & Drnovsek, M. (2002). Entrepreneurship and small business research: A
European perspective. *Journal of Small Business and Enterprise Development , 9* (2),
172-222.

Jarvis, P. (2010). *Adult education and lifelong learning: Theory and practice.* New York: Routledge.

Jarvis, P., Holford, J., & Griffin, C. (1998). *The theory and practice of learning* . London: Psychology Press.

Johannison, B. (1991). University training for entrepreneurship: Swedish approaches. *Entrepreneurship and Regional Development , 3* (1), 67-82.

Jones, C., & English, J. (2004). A contemporary approach to entrepreneurship education. *Education + Training , 46* (8/9), 416-423.

Jordam, A., Carlile, O., & Stack, A. (2008). *Approaching to learning: a guide for teachers* . Maidenhead: Open University Press.

Kahn, R., & Cannell, C. (1957). *The Dynamics of Interviewing.* New York and Chichester: Wiley.

Kervin, J. (1992). *Methods for Business Research* . London: HarperCollinsPublishers.

Kings College London. (n.d.). *Using Gibbs' Reflective Cycle*. Retrieved April 28, 2015, from Kings College London: http://www.kcl.ac.uk/campuslife/services/disability/service/using-gibbs-reflective-cycle-in-coursework.pdf

Kirby. (2003). *Entrepreneurship.* Maidenhead: McGraw-Hill Education.

Kirby, D. A. (2004). Entrepreneurship education: can business schools meet the challenge? *Education + Training , 46* (8/9), 510-519.

Kirby, D. (2004). Entrepreneurship Education and Incubators: Pre Incubators, Incubators and Science Parks as Enterprise Laboratories. *National Council of Graduate Entrepreneurship, Working Paper , 4* (7), 1-19.

Kirston, M. J. (1976). Adaptors and innovators: A description and measure. *Journal of Applied Psychology , 61*, 622-629.

Kirzner, I. M. (1997). Entrepreneurial Discovery and the Competitive Market Process: An Austrian Approach. *Journal of Economic Literature , 35* (1), 60-85.

Lackéus, M. (2013, November 24). *List of Venture Creation Programs*. Retrieved December 14, 2015, from VCP List: http://vcplist.com/

Lackéus, M. (2012). *VENTURE CREATION PROGRAMS 14 CASE DESCRIPTIONS: COLLECTED THROUGH A RESEARCH PROJECT AT CHALMERS IN ENTREPRENEURIAL EDUCATION.* Entrepreneurial Learning Forum.

Lackéus, M. (n.d.). *Venture Creation Programs List*. Retrieved 11 23, 2015, from About VCPs: http://vcplist.com/about-vcps

Lambing, P., & Kuehl, C. (1997). *Entrepreneurship.* Upper Saddle River: Prentice Hall.

Lambing, P., & Kuehl, C. (1997). *Entrepreneurship.* Upper Saddle River: Prentice Hall.

Lazenby, J. A., & Machaba, R. P. (2011). A DESCRIPTIVE ANALYSIS OF GAUTENG ENTREPRENEURS WITH RESPECT TO THE OLD DEBATE OF WHETHER ENTREPRENEURSHIP IS AN INBORN QUALITY OR CAN BE LEARNT. *International Journal of Business and Social Science , 2* (21), 72-80.

Lazenby, J., & Machaba, R. (2011). A DESCRIPTIVE ANALYSIS OF GAUTENG ENTREPRENEURS WITH RESPECT TO THE OLD DEBATE OF WHETHER ENTREPRENEURSHIP IS AN INBORN QUALITY OR CAN BE LEARNT. *International Journal of Business and Social Science , 2* (21), 72-80.

Nabi, G., & Bagley, D. (1998). Graduates' perceptions of transferable personal skills and future career preparation in the UK. *Career Development International , 3* (1), 31-39.

NCGE. (2008). *Developing Entrepreneurial Graduates: Putting entrepreneurship at the centre of higher education.* Birmingham: NESTA.

Nottingham University . (2016). *New Venture Creation.* Retrieved July 28, 2016, from Nottingham University Business School: http://nottingham.ac.uk/business/programmes/ug/modules/N11601.html

Pittaway, L., & Cope, J. (2007). Entrepreneurship Education: A Systematic Review of the Evidence. *International Small Business , 25* (5), 479–510.

Pittaway, L., & Cope, J. (2007). Simulating entrepreneurial learning: integrating experiential and collaborative approaches to learning. *Management Learning , 38* (2), 211-233.

Politis, D. (2005). The Process of Entrepreneurial Learning: A Conceptual Framework. *Entrepreneurship Theory and Practice , 29* (4), 399-424.

QAA. (2012, September). *Enterprise and entrepreneurship education.* Retrieved February 24, 2015, from Quality Assurance Agency: http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf

QAA. (2012, September). *Enterprise and entrepreneurship education: Guidance for UK higher education providers.* Retrieved December 12, 2015, from Quality Assurance Agency for Higher Education: http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf

Rae, D. (2007). Connecting enterprise and graduate employability: Challenges to the higher education culture and curriculum? *Education and Training , 49* (8/9), 605-619.

Refai, D., & Klapper, R. (2016). Enterprise Education in Pharmacy Schools: Experiential Learning in Institutionally Constrained Contexts. *International Journal of Entrepreneurial Behavior & Research , 22* (4), 485-509.

Refai, D., & Thompson, J. (2015). Where do graduates Develop their Enterprise Skills? The Value of the Contribution o f Higher Education Institutions' Context. *Industry and Higher Education , 29* (6), 435-444.

Remenyi, D., Williams, B., Money, A., & Swartz, E. (2000). *Doing Research in Business and Management: An Introduction to Process and Method.* London: SAGE Publications Ltd.

Reuber, A. a. (1994). Entrepreneurs' Experience, Expertise, and the Performance of Technology Based Firms. *IEEE Transacttons on Engincmmng Management , 41* (4), 1-10.

Reynolds, P., & Miller, B. (1992). New firm gestation: Conception, birth, and implications for research. *Journal of Business Venturing , 7* (3), 405-417.

Rigby, J., & Ramlogan, R. (2013, January). *The Impact and Effectiveness of Entrepreneurship Policy (Nesta Working Paper 13/01)*. Retrieved January 13, 2016, from Nesta: https://www.nesta.org.uk/sites/default/files/the_impact_and_effectiveness_of_entrepreneurship.pdf

Robson, C. (1993). *Real World Research.* Oxford: Blackwell Publishers Ltd.

Robson, C. (2002). *Real World Research* (2nd Edition ed.). Oxford: Blackwell.

Roulston, K. (2010). *Reflective Interviewing: A Guide To Theory And Practice.* London: Sage Publications LTD.

Sarasvathy, S. (2001). What Makes Entrepreneurs Entrepreneurial? *Harvard Business Review ,* 1-9.

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business stuents* (5th ed.). Harlow: Financial Times Prentice Hall.

Saunders, M., Thornhill, A., & Lewis, P. (2000). *Research Methods for Business Students* (Second ed.). Essex: Prentice Hall.

SBA. (2006). *The SMALL BUSINESS ECONOMY For Data Year 2005: A report to the president.* Washington: United States Government Printing Office.

Scott, J. (2013). *A Dictionary of Sociology.* Oxford University Press.

Scott, M. G., & Twomey, D. F. (1988). THE LONG-TERM SUPPLY OF ENTREPRENEURS: STUDENTS' CAREER ASPIRATIONS IN RELATION TO ENTREPRENEURSHIP. *Journal of Small Business Management. , 26* (4), 5-13.

Sekaran, U., & Bougie, R. (2013). *Research Methods for Business* . Chichester: John Wiley & Sons LTD .

Sekaran, U., & Bougie, R. (2010). *Research Methods for Business* (5th ed.). Chichester: John Wiley & Sons LTD.

Shaw, P. (2015). A research study into the field of Entrepreneurship: Why do undergraduates studying entrepreneurship choose the path of an entrepreneur?" .

Shepherd, D. A., & Crouch, A. (1996). On the concept of new venture. *School of Business Discussion Papers* (61), 1-31.

Shuy, R. W. (2003). In-person versus telephone interviewing. In J. A. Holstein, & J. F. Gubrium, *Inside interviewing: New lenses, new concerns* (pp. 175-193). Thousand Oaks: Sage .

Small Business Research Trust. (1988). *Entrepreneurship.* Milton Keynes: Open University.

Smith, K. (2015). Measuring the impact of enterprise education and entrepreneurship support in higher education. *Industry & Higher Education , 29* (6), 1-11.

Smith, K., & Beasley, M. (2011). Graduate Entrepreneurs: Intentions, Barriers & Solutions. *Education + Training , 53* (8/9), 722-740.

Smith, K., & Shaw, P. (2016). *New Venture Creation at the University of Huddersfield of Huddersfield*. Retrieved July 25, 2016, from Enterprise Educators UK: http://www.enterprise.ac.uk/components/com_rseventspro/assets/images/files/Kelly%20Smith%20and%20Peter%20Shaw%20Huddersfield.pdf

Strategic Planning Institute. (1978). *The startup data manual.* Cambridge, MA: Strategic Planning Institute.

Sturges, J., Woods, A., & Altman, Y. (2003). Gender, age and the MBA: An analysis of extrinsic and intrinsic career benefits. *Journal of Management Education* , 1-44.

Taylor, B. (2009, May 4). *MBAs vs. Entrepreneurs: Who Has the Right Stuff for Tough Times?* Retrieved December 12, 2015, from Harvard Business Review: https://hbr.org/2009/05/mbas-vs-entrepreneurs-who-has

Timmons, J. (1990). *Entrepreneurship in the 1990s* (3rd Edition ed.). Boston: Irwin.

Timmons, J., & Spinelli, S. (2004). *New Venture Creation. Entrepreneurship for the 21st Century.* New York, NY.: McGraw-Hill/Irwin.

UK Parliament. (2010). *Recession and Recovery*. Retrieved February 21, 2015, from Parliament UK: http://www.parliament.uk/business/publications/research/key-issues-for-the-new-parliament/economic-recovery/recovery-from-recession/

UK Parliament. (2015, February 18). *Youth unemployment statistics - Commons Library Standard Note.* Retrieved February 21, 2015, from UK Parliament: http://www.parliament.uk/briefing-papers/SN05871/youth-unemployment-statistics

UNCTAD. (2009, November 11). *Key components of entrepreneurship and*. Retrieved April 12, 2015, from United Nations Conference on Trade and Development: http://unctad.org/en/docs/ciimem1d6_en.pdf

Universities UK. (2000). *A Forward Look – Highlights of Our Corporate Plan, 2001-2004.* London: Universities UK.

University of Buckingham. (2015). *BSc (Hons) Business Enterprise*. Retrieved December 14, 2015, from The University of Buckingham: http://www.buckingham.ac.uk/business/bsc/businessenterprise

University of Buckingham. (2016). *EEUK – Immersive Entrepreneurship Education at Coventry University on 5th May 201*. Retrieved July 25, 2016, from Enterprise Educators UK: http://www.enterprise.ac.uk/components/com_rseventspro/assets/images/files/Nigel%20Adams%20and%20Tom%20Bowen%20Buckingham.pdf

University of Cambridge. (n.d.). *What do 'undergraduate' and 'postgraduate' mean?* Retrieved March 14, 2015, from University of Cambridge - ICE: https://www.ice.cam.ac.uk/faqs/3-credit-faqs/140-what-do-undergraduate-and-postgraduate-mean

University of Cumbria. (n.d). *Gibbs' (1988) reflective cycle*. Retrieved April 29, 2015, from University of Cumbria: http://www.cumbria.ac.uk/public/liss/documents/skillsatcumbria/reflectivecyclegibbs.pdf

University of Huddersfield. (2015). *Enterprise Development BA(Hons) 2016-17*. Retrieved December 14, 2015, from University of Huddersfield : http://www.hud.ac.uk/courses/full-time/undergraduate/enterprise-development-ba-hons/

University of Huddersfield. (2015, March 20). *Enterprise Development BA(Hons) 2016-17*. Retrieved March 20, 2015, from University of Huddersfield: http://www.hud.ac.uk/courses/full-time/undergraduate/enterprise-development-ba-hons/

Vilalta-Bufi, A. (2016). Entrepreneurial skills and wage employment . *International Journal of Manpower , 37* (3), 556-588.

Weick, K. (1979). *The Social Psychology of Organizing* (2nd ed.). London: McGraw-Hill .

Welsch, H., & Kickul, J. (2001). Training for successful entrepreneurship careers in the creative arts. (R. H. Brockhaus, Ed.) *Entrepreneurship Education: A Global View* .

Williams, D. (2011). Impact of Business Simulation Games in Enterprise Education. *Paper presentations of the 2010 University of Huddersfield Annual Learning and Teaching Conference* .

Wilson, T. (2012). *A Review of Business-University Collaboration.* London: Department for Business, Innovation & Skills.

Young, L. (2014). *Enterprise For All: The relevance of Enterprise in Education.* London: Enterprise For All.