

The Concept of Service Learning in Practice: A Vehicle for University Student Development?

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ABSTRACT

Service Learning is a teaching pedagogy which for a faculty is an innovative method for relating academic study to the realities of community practice. For communities and local organisations, it is an invitation to get involved with the benefits of higher education and those that its student volunteers can bring. For students it can be a realisation that what they are learning is useful and relevant to the chosen careers and promotes personal and social gain. For the institution it can be seen to contribute to local change and development. There are six supposed impacts of Service Learning for the student; academic development and understanding, career outlook, resilience, social and personal, citizenship and ethical consideration. All of these are said to be impacted through engagement in Service Learning opportunities. This study focused upon the perceived impact of Service Learning on academic understanding.

This study included current students, recent graduates, staff members and academics all involved within their institutions student-led enterprise or entrepreneurial programme. A noticeable dearth of research was discovered linking to the challenging aspects of such programme and theory, however, this study aimed to discover any hidden drawbacks of Service Learning to recommend future research and practice for social enterprise within an institution. This study used a mixed-methodological data collection phase including semi-structured interviews and questionnaires, additionally the collected data was then analysed thematically using pre-determined themes with the intention of discovering the true impact of Service Learning. The main findings from this research included 'pedagogical confusion' relating to the outcome of academics not necessarily grounding their practice to any theoretical framework, and secondly, the unanticipated discovery that students involved with these organisations acquired an altruistic orientation.

Key Words: Service Learning, Enterprise, Benefits, Challenges, Academic, Curriculum, Employability, Experiential, Work Experience.

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Introduction

1.0

INTRODUCTION 1.0

The aim of this Master's thesis is to investigate the practical efficacy of Service Learning in practice with a focus on uncovering the associated benefits of the developmental concept. In addition, this work aims to inform and guide good practice recommendations for Service Learning entrepreneurship programmes within the United Kingdom (UK). It is anticipated that this research will have the additional capability to construct recommendations to other universities on the creation and maintenance of a successful student-led enterprise within the sector of community development. Currently there are four institutions within the UK which encourage the acquisition and obtainment of community Service Learning. A review of the current literature related to student entrepreneurship and Service Learning will be conducted as part of this thesis to greater understand contemporary research discoveries and recommendations. Furthermore, the contemporary work of Kaye (2004; 2010) will be analysed, critiqued and used to structure the methodology sections of this work. Finally, linking to the research questions (in section 1.1) and contemporary dearth of investigation, the challenges of student-led enterprise and Service Learning will be explored and exposed for the use of modern academia.

Modern research and contemporary literature has noted the recent emergence of Service Learning programmes within the UK. Academics such as Kaye (2010) O'Grady (2014) and Thomas (2015) have alluded to the surge of Universities adopting the entrepreneurial structure of student-led enterprise and instigated the implementation of changes to their degree structures in order to house such an idea. However, it is imperative to note, Service Learning is a very new concept which has been forced into action because of the current economic climate and institutional requirements of graduate employability (McMillan, 2011). Although this may be a contributing factor, people are ignoring the harsh reality that students are also not gaining the relevant skills required to fulfil their career aspirations. In relation, Kaye (2010) would indicate that Service Learning is the experiential vehicle required to increase the amount of graduates leaving university with the required skills to pursue their career aspirations. Interestingly, this is not the sole focus and benefit of Service Learning and student-led enterprise, O'Grady (2014) would signpost the ever-

concerning link between the institution and the community. The nature of Service Learning means the service is dictated by community needs.

Practical and developmental related courses aim to encourage its new wave of practitioners to take a bottom-up approach to student development whilst developing projects to meet the needs of the communities rather than just acting on ideals of professional and external pressures (Bringle & Hatcher, 2009). Finally, Edwards (2015) suggests that Service Learning creates opportunities not only for the students to gain employability attributes but additionally increase the institutional reputations and the local community, allowing the enterprise to automatically become more cost effective and resourceful. It must be appreciated that with the rise in tuition fees, students are beginning to demand much more for their money and this will come with an expectation of that much sought after relevant employment whether it is realistic or not. Within the next subheading the research questions which will shape the structure of this thesis are exposed for the benefit of the reader. Finally, a visual collaboration of images from each of the student-led enterprise programmes have been placed within Appendix G for the benefit of the reader.

Research Questions 1.1

1. How does service learning operate in a selected sample of UK higher education institutions?
2. What are the perceived benefits of this pedagogical approach for staff and students?
3. What are the perceived challenges of this approach?
4. How might best practice in service learning be adopted by a new institution?

Literature Review

2.0

LITERATURE REVIEW 2.0

Enterprise 2.1

For a number of years, the expression 'Enterprise' has been perceived as a bold or complex business or organisation (Davenport, 1998; Knickerbocker, 1973), whereas more recently, Rice (2013), Monk and Wagner (2012) have suggested, the modern image of enterprise consists of people, communities and companies working as a collective to achieve a combinative outcome. Dunning (2014) exposes three principal motivations for organisations to generate an enterprise. Primarily, Dunning (2014) explains, Supply Chain Management, which refers to the combination of people, tasks, equipment, data and other resources necessary to construct and move products from a vendor to a customer. Secondly, and in support of Braglia and Frosolini (2014), Dunning (2014) discusses Enterprise Resource Planning, an enterprise design that combines software applications just as a company integrates business procedures, such as purchasing, finance, human resources and inventory management. Finally, Dunning (2014) sheds light upon Customer Relationship Management, which was developed to address the need to elevate a sales department's efficiency and make the management of a company's clientele an effective way to upsurge sales. Chang, Jiang, Klein and Wang (2014), support the previous suggestions by Dunning (2014) but comprehend that an enterprise must solely focus on one principal motivator to prevent impeding a programme.

It has been suggested by Quinn (1992) that many organisations endeavour to accomplish an ambitious amount of targets within the first period of formation. Hansmann (2009) clarifies, small enterprises must set challenging targets to secure partnership with impressive organisations and gain access to useful recourses. Hansmann (2009) additionally explores the adverse and undesirable effect of underachieving, but considers perplexing targets to be the best practice of newly formed enterprises. Peterman and Kennedy (2003) suggest that organisations are additionally setting up specialist enterprises to further benefit other businesses and the community. Interestingly, Borzaga and Defourny (2004) state, more recently organisations have created enterprises in specialist areas such as sport, marketing,

business and graphics. Furthermore, Monk and Wagner (2012) suggest that organisations create sport and social enterprises to benefit the community around the organisation. Unfortunately, minimal research has signified the benefit to the organisations and creators of social enterprise (Chang et al. 2014), which is why the concept of academic enterprise and student-led enterprise has formed. Peterman and Kennedy (2003) examine the student's perspective of entrepreneurship and expose the benefit of using students within academic institutions. Borzaga and Defourny (2004) add, universities are using students within specialist fields to control entrepreneurship for the enhancement of their academic studies and research. Finally, in the opinion of Bennett, Henson and Drane (2003), creating a student-led enterprise within an institution will clearly create academic benefits for the students. If the selected specialism can be used within the community, the students will gain an abundance of experience whilst additionally benefitting and linking with the community around the institution (Bennett, Henson & Drane, 2003). Linking back to the previous arguments, there are many concerns around enterprise suggesting that involvement may entail a large and timely input. If this is then linked to students, it could be possible that their academic grades and curriculum involvement is affected. These concerns will be discussed within subheadings 2.3 and 2.5.2.

Different Examples and Variations of Enterprise 2.1.1

Up to the current subheading a well-defined link has been established between enterprise and sport, although many other specialists and variations of enterprise exist within the modern, social realm. Kaye (2010) acknowledges a number of varied enterprise programmes fluctuating from the specialism of sport to the more extravagant specialism of gardening. Kaye (2010) additionally explains the quality of enterprise is dependent on the ability of allowing field specialists to acquire valuable experience whilst benefiting others, also referred to as the theory of Service Learning (Strage, 2004; Andrews, 2007; Scott, 2012; O'Grady, 2014). By comparison, Ellis (2014) also discusses the vast opportunities an enterprise scheme can bring to a community, it is further suggested that an enterprise programme allows a community to come together, allowing people to benefit from gaining first-hand experience. Defourny, Hulgård and Pestoff (2014) also explain the community

values of enterprise by suggesting it changes the communities' personal perspectives of their landscape. Interestingly, both Matheson (2014) and Ellis (2014) shed light upon the perspective of social enterprise. Matheson (2014) defines a social enterprise as an organisation that operates viable strategies to increase improvements in human and environmental well-being, purely a non-profit community enhancer. However, Ellis (2014) refers to the concept of social enterprise as a student involvement, also known as a student-led enterprise scheme.

The student-led aspect of the social enterprise perspective as discussed by Ellis (2014) is a principal section of the present study, examining how students benefit from their involvement with the pre-discovered student-led standpoint. The first and most common form of enterprise is entrepreneurship, also referred to as the enterprise for business (Audretsch & Link, 2012; Pless, 2012; Spulber, 2014). The second discovered key enterprise area is creative, also referred to as the enterprise for art and design (Ramaswamy & Gouillart, 2010; Ely & Campbell, 2011; Bridge & O'Neil, 2012). The third and final key enterprise area is sport which can be mistaken as the enterprise for coaching, however sport covers a wide-range of enterprise involvements including; marketing, journalism and education (Santomier & Shuart, 2008; Kiani, Namazizadeh, Ansarimehr & Mostahfezian, 2014; Stewart, 2014). It is additionally proposed by Kaye (2010) and other academics (Marcus et al., 2011; Chen, McAdams-Jones, Tay & Packer, 2012; Jenkins & Sheehey, 2012) that enterprise has many more involved specialisms such as engineering, nursing and gardening, however, for the purpose of this paper the three selected enterprise standpoints are; Entrepreneurship, Creative and Sport. It is intended by the investigator to discover the key models within each of the examples, uncovering similarities and differentiations between each of the three key enterprise standpoints.

Student-Led Enterprise 2.2

Student-led enterprise refers to a group of Higher Education students within a society or organisation which has no input of an external or internal staff member (McMillan, 2011). Student-led enterprise can be implemented within a number of fields; Sport, Nursing, Gardening, Community work or support, Creative studies or

Business studies. Unfortunately, there is no contemporary recommendations advising a best practice student-led enterprise structure, however, literature has illuminated a consistent debate over the actual intentions and greatest benefits of a student-led enterprise set up. It currently appears that enterprises with an entire student core have the most beneficial significance (Bennet, Henson & Drane, 2003; Andrews, 2007; Bridge & O'Neill, 2012), however some academics (Cashman & Seifer, 2008; Price & Rae, 2012) would suggest the input of an internal or external staff member has the potential of enhancing the student experience through the level of success. Institutions across the UK have begun a surge of enterprise creation over recent years from the recommendations from contemporary literature and research covering the benefits of student-led enterprise, however, the critical issues of this structure have not yet been revealed. The benefits of student-led enterprise will be explored within this subheading.

Interestingly, Taggart and Crisp (2011) explore the synthesis of enterprise at the institution, the local community and businesses. It is discovered that social enterprise (an enterprise maximising social impact rather than profits) can be beneficial for not only the students but also the local businesses. Moreover, McMillan (2011) also alludes to the benefits student-led enterprise has on the local businesses around the institution. McMillan (2011) stated, local businesses, when employing recent graduates are hypothetically 'used' as a career progressive stepping stone, and have high rates of staff turnover. However, it is proposed that students involved with enterprise are only on temporary contracts, meaning, the students benefit from essential experience, meanwhile the business gets the job done for a much lower level of pay, this essentially eliminates the additional problem of high staff turnaround rates. By contrast, Thomas (2015) would suggest that the purpose of a student-led enterprise is to increase the employability of the involved students, and not to be free labour for the local businesses. Looking over both perspectives, Taggart and Crisp (2011) explore institution and community synthesis and would suggest a work experience placement for the involved students is the primary ambition of the enterprise structure, however, it would be expected that further involvement or even employment would be obtainable after the experience-fuelled labour.

New research has investigated the use of University students within the community, Rae, Martin, Antcliff and Hannon (2012) suggest the creation of student entrepreneurship generates the opportunity for undergraduates to pick up necessary experience whilst benefiting the community around their institution. Furthermore, Culkin (2013) explains, from an institutional perspective, student entrepreneurship is an impressive addition to a curriculum vitae (CV) as it demonstrates the students' capability to go beyond the basic expectations of the course. Although, it must be noted, for inexperienced and unqualified specialists such as an unqualified coach, an undesirable encounter could impair the individual and obstruct employment or supplementary community projects, alluded to as 'future opportunities'. Interestingly, over two decades ago Slater (1993) made a similar remark, suggesting that the use of inexperienced specialists such as an unqualified coach could create a negative effect on their psychological mentality when experiencing a similar condition. However, Price and Rae (2012) would disagree with the previous suggestions and consider 'undesirable encounters' to be the greatest learning opportunities. For example, in the opinion of Price and Rae (2012) students that encounter chaos whilst gaining experience have the sporadic capability to reflect upon and then learn from the experience they have acquired.

In support, previous literature has attempted to justify the necessity of student led entrepreneurship (Edwards & Muir, 2005; Defourny & Borzaga, 2001; Whiteley, 1995) and has discovered a trilogy of beneficial consequences: inexperienced students acquiring infrequent but necessary experience within a specialist field, the community benefit from a structured scheme aiming to improve a number of occupations, finally, the institution constructs an advantageous link with the surrounding organisations. Ridley-Duff and Bull (2011) suggest another crucial benefit of social enterprises is the link it can create between the organisation/institution and the community. Cuskelly (2004) explains, a corporative link between a university and the community is important as stereotypically local communities label Higher Education institutions with an undesirable persona. It is indispensable for many universities to create links with the local community, as there is commonly an incompatibility between the institution and the community it is established within. Additionally, it is stated within The University of Hertfordshire

strategic plan (UoH, 2015), “We will be internationally renowned for supporting our communities, raising aspirations and enriching lives by demonstrating and promoting our positive social, cultural and economic impact whilst sharing our knowledge, facilities and resources and providing local leadership in education, culture and innovation” (p.7). This suggests the concept of institutional entrepreneurship led by students is a beneficial opportunity for the community, the institution and the students (Kothari & Handscombe, 2007).

It has been suggested by McMillan (2011) that enterprise can be formed within a number of antithetical fields. Price and Rae (2012) additionally suggest enterprise can be structured and portrayed in diverse ways, including sporting projects, retail support and community developmental work. However, from a creative perspective, Bridge and O’Neil (2012) allude to the opportunity which allows their students to produce, advertise and sell their work. By comparison, Ely and Campbell (2011) also suggest fashion design students should be given the opportunity to publicly sell their created work throughout their degree. Interestingly, Ramaswamy and Gouillart (2010) suggest that within the US a selected few universities offer students the ability to maintain, and sell their personally created products within a public shop.

Recently this idea has been spread globally and has been noticeable within a number of institutions across the UK. Making an early link to the subheading of Service Learning (2.4) this innovative idea allows creative students to acquire the valuable (and rare) experience of, advertising and essentially retailing a product they have manufactured. Additionally, in the opinion of Ramaswamy and Gouillart (2010) this idea will be linked with the curricular courses, meaning students must be operational with the retailing business in order to pass their degree in creative design. The contemporary student-led enterprise literature has made several intentional links with Service Learning theory and models due to the benefits its has on the students as well as the local community. It is important to note that a student-led enterprise cannot be linked with Service Learning theory unless there is a dual beneficial outcome between the institution and the community, this will be analysed within the next subheading.

Service Learning 2.3

Service learning has been gaining attention from academics since the 1970's due to a lack of literature and research around the subject (Bennett, Henson & Drane, 2003), however, Williams and Lankford (1999) suggest that the concept "dates as far back as Aristotle and is representative of the philosophy embraced by John Dewey" (p. 38). It was specified by Wieckowski (1992) that Harvard was the first university to employ a full-time director of student volunteer work which coordinated all charity exertion associated with academic courses. Additionally, in the 1930's it was acknowledged by Dewey (1933) that Higher Education is interrelated with societal apprehensions and predicaments.

Kaye (2010) states Service Learning is an educational and teaching strategy which syndicates meaningful service within the community with the university alongside student reflection in order to enhance the learning opportunity and strengthen the local community. In order to label an action with Service Learning there must be a dual beneficial outcome concerning the student/practitioner and the community (O'Grady, 2014). In simplistic terminology, Service Learning can be dissected into 'Service' which signifies to completing of service typically within the local community or schools, and 'Learning' which implies a learning experience must be evident for the student practitioner. It is valuable to note, the contemporary research and literature surrounding Service Learning is remarkably positive, however, a dearth of research has been established (Bentley & Joellison, 2005; O'Grady, 2014) linking to the challenging aspects of this theory.

Waterman (2014) explains that Service Learning can be completed in a number of specialisms: Management (Bennett, Henson & Drane, 2003), Sports (Lee, Bush, & Smith, 2005), Nursing (Bentley, & Joellison, 2005), Environmental Studies (Ward, 1999), and Public Services (Cashman & Seifer, 2008). Bennett, Henson and Drane (2003) suggest that, during Service Learning, students are guided through a volunteering involvement that enables them with the ability to perceive, practice and deliver skills that are taught within the lecture theatres. Additionally, Berson (1993) suggests, the experience can assist students when transferring theoretical

understanding to practical application of course concepts. The previous explanations advocate that Service Learning gives students the opportunity to first, develop a critical understanding of course content through lecture room discussion, and then develop this understanding in real world situations. Linking back to the previous discussion, this research intends on exploring current examples of Service Learning at universities within the UK to then exemplify the advantages of good practice to other national institutions.

It has been proposed by Morton (1995) that Service Learning is not always beneficial to the students involved as bad experiences can be created through bad planning and supervision. Although, it has been suggested by Waterman (2014) and Warren (2012) that further insight is required to expose both strands of positive benefits of student-led enterprises and Service Learning, but additionally understand if Service Learning can be unbeneficial to some institutions/students. Service Learning cultivates many multifaceted benefits. Contemporary research considers two principal strands of Service Learning benefit: Academic benefit (student organisers) and Community benefits (communal minority). Zlotkowski (1995) suggests Service Learning enables students to serve their selected profession in the 'real world'. More recently, Warren (2012) also considers the greatest benefit of Service Learning is the opportunity it gives practitioners to get some real experience. This suggests that students are benefiting from gaining valuable experience of cultural exposure within their selected specialism.

Johnson and Bozeman (1998) suggest that students predominantly benefit from the opportunity to practice newly studied skills in a serviceable and relevant environment. However, the benefits to the society and participating agencies are equivalently essential. Johnson and Bozeman (1998) state, alongside the academic benefits to the students, the communal minority and participating agencies are additionally enriched by the support of a member from a recognised organisation, i.e. a university. Alternatively, Morton (1995) has suggested that Service Learning, if performed incorrectly, can terminate the link between the university and the community. This suggests that Service Learning created by the university must be supported correctly to create the best benefits for all involvements. This is a rather

interesting suggestion as previous discussions have suggested a key benefit of student-led enterprise is the ability to increase the link with the community. Interestingly, Warren (2012) identified a similar weakness with Service Learning by suggesting, institutions which implement too many fields of practice have the inevitable capability of devaluing the quality of service given to the community.

The Five Stages of Service Learning (Kaye, 2010) 2.3.1

Linking to the theory of Service Learning, Kaye (2004;2010) has created a handbook guide to educate and enhance academics and theorist's understandings of the phenomena. It is proposed within Kaye's second edition (2010) that five stages exist within the theory of Service Learning; Investigation, Preparation, Action, Reflection and Demonstration. Interestingly, within Kaye's first publication (2004) only four stages were uncovered and explained. As a result, it is of value noting that between the two publications of *The Complete Guide to Service Learning* further research from other academics (Bringle & Hatcher, 2009; Andrews, 2007; Bentley & Joellison, 2005) has been conducted around the phenomena. Many academics have researched the theory of Service Learning, however Kaye's (2010) continual and reflexive model is a visual standpoint of contemporary exploration. The five stage model (figure 1) is a dynamic process guided and influenced entirely by the institutions curriculum. This is of significance because the present research aims to discover the academic benefits of Service Learning in relation to the involved students. Interestingly, O'Grady (2014) makes reference to the importance of a reflective model for students relating their 'field experiences' to their curricular modules, i.e. Work Experience and Entrepreneurship. Figure 1 distinctly demonstrates the use of reflection around the curriculum.

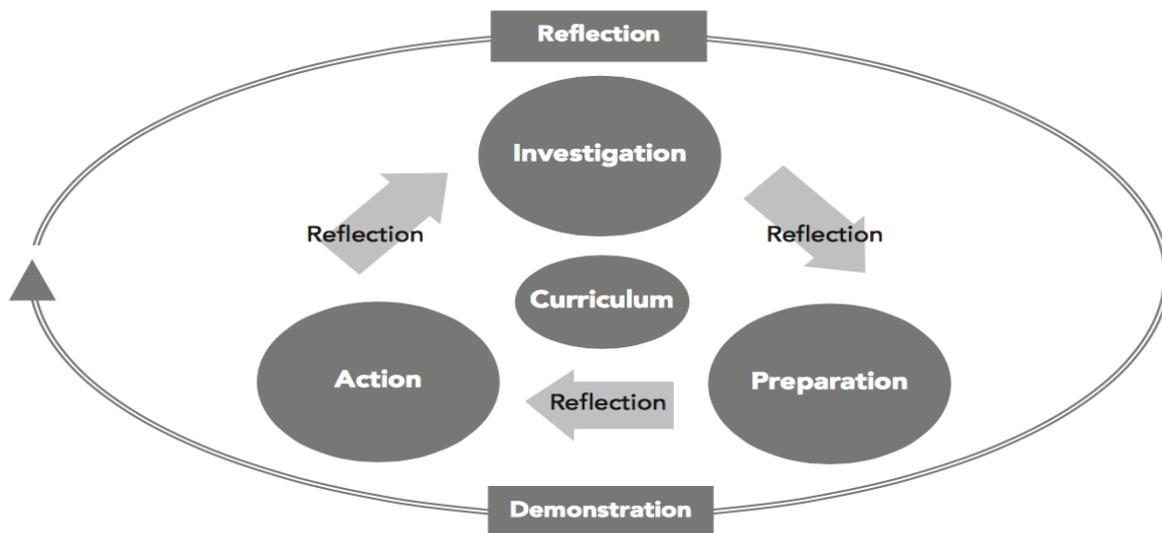


Figure 1: The Five Stages of Service Learning: A Dynamic Process. Retrieved from Kaye (2010).

The above model is a continual reflexive opportunity for students involved with entrepreneurial projects linked with their academic curriculum. Reflexivity, defined by Holland (1999), “Applied to that which turns back upon, or takes account of, itself or a person’s self” (p.464), and Archer (2009) as the spherical connections between the cause and the effect. This definition suggests that reflexivity is a unique illustration of reflection with the additional benefit of a follow up action. Moving forward, in relation to the Service Learning reflexive model, it is proposed by Kaye (2010) that the investigation stage refers to the coming together of the students, nominating a board of controllers, identifying a hierarchy and field research to reveal the authentic need that the students will address. It is mandatory to investigate the proposed field to realistically identify the need for the student enterprise (O’Grady, 2014). Moving forward, preparation follows the findings of the field research, students then clarify roles, create links to their curriculums and begin to develop the necessary skills required to successfully complete the proposed targets, described by Kaye (2010) as “the continued acquisition of knowledge that addresses any resultant questions from investigation” (p.16).

Kaye (2010) labels the action stage as the implementation of the service, creating reciprocal benefits for everyone involved. Linking back to Warren (2012) and Waterman (2014), there must be a dual-beneficial outcome between the institution and community in order to label a project as Service Learning. Reflection is an ongoing occurrence throughout Service Learning, students continually have the opportunity to reflect upon their own experiences to create academically enhancing benefits, and employment opportunities. Finally, Kaye (2010) uses the demonstration stage as the curriculum link. Demonstration is referred to as the ability of the students to demonstrate their experiences and gained knowledge within their curricular assessments. Linking to Lee, Bush and Smith (2005) the greatest academic and curriculum enhancer is personal experience, it is intended that the demonstration of acquired experience will enhance the student's academic capabilities.

From what has been explored in relation to Kaye (2010) it appears that an unconscious and conceivable link has been made with Kolb's (1984) experiential learning cycle (figure 2). Matheson (2014) describes the learning cycle as a continuous personal experience, linking to the doing, reflecting of, reflexing of and then redoing of the experience. In comparison, Kolb (2014) also describes the cycle as an endless, short-term and long-term personal enhancing model. In relation to the Service Learning dynamic process model (Kaye, 2010), Kolb's (1984) experiential learning cycle relates to the final sections; Action, Reflection and Demonstration. Interestingly, the evidence explored here indicates that Kaye (2010) may have unconsciously used previous work from Kolb's (1984) reflection research. However, this is a valuable finding as it evidences that the theory of Service Learning involves the ability to use reflection before, during and after conducting service within the community. It may even be valuable to suggest that students without the ability to reflect will not benefit from their involvement within a Service Learning project. In addition to the explored experiential approaches, it must be acknowledged that other learning techniques were considered for the purpose of this research i.e. The Reflective Cycle (Gibbs, 1988).



Figure 2: The Experiential Learning Cycle. Retrieved from Kolb (1984).

Academic Benefits 2.4

Although Service Learning promotes a number of beneficial outcomes, this paper aims to discover the academic benefits created for the students via their involvement with an enterprise hosted within their institutions. The general improvement to academia is the habitual reason behind institutional use of Service Learning (O'Grady, 2014). It is proposed by Bennett, Henson and Drane (2003) that students are drawn towards Service Learning to achieve academically rather than supporting the local community. Interestingly, it is argued by O'Grady (2014) that students and institutions are drawn towards Service Learning as it opens up opportunities and sporadic experiences for those involved. From a community perspective, Berson (1993) has suggested that some communities are dependent on Service Learning, signifying, as a consequence, a demand has been created towards other institutions across the UK. Fuller et al. (2015) supports previous suggestions by Berson (1993) and states, a continual demand has carried Service Learning to the UK, benefiting students academically and helping to improve the local communities. It is of value to acknowledge and understand how the increase in University tuition fees has amplified the amount of expectation each student has for the outcome of the completion of their degree. In previous years it is understood that

students pay fees, attend University and leave with a degree, however, in the modern climate of University tuition, more is expected from an undergraduate course in an attempt to prepare students for the competitive working environment. In recent years it is implied that a greater emphasis has been placed on the use of employability and enterprise within Universities. This is seen by Dunning (2014) as an attempt to enhance the employability statistics by giving students the unique opportunity of acquiring valuable experience throughout the duration of their course. Interestingly, Ellis (2014) would agree with Dunning (2014) by suggesting enterprise gives students the ability to 'test the water' and acquire valuable experience in their field of interest before leaving the safe environment of the University. To go a step further, Huntley et al. (2014) have understood that in the modern era, enterprise has the ability to add a learning edge on experience which allows students to put their experience into knowledge and link their service to their studies. This links to the previously discussed theory of Service Learning which will be used as a theoretical framework for this project.

Bennett et al. (2003) illuminate the effect Service Learning had on sports management students. It was indicated that these particular students required a significant amount of 'on-the-job experience' to stand any chance of a graduate position (Bennett et al., 2003). Abel, Deitz and Su (2014) entirely support the previous statement (Bennett et al., 2003) and indicate, in the current climate, one third of graduate jobs are given to graduates currently within their specific positions, and another third are given to graduates with experience within that particular setting. Ferrari and Chapman (2014) suggest, institutions are influencing their students to complete Service Learning to increase the rates of employment. As discussed by Bennett et al. (2003) and Abel et al. (2014), in the modern climate, employment requires more than just a degree, it requires a vast amount of experience within that particular setting. This is where Service Learning is introduced, Warren (2012) suggests, it is uncommon for modern students to have the capability of completing a degree and acquiring experience within their specialist setting. Service Learning was created to increase the amount of opportunities for students, enhance the community, but most importantly, make the students more employable post to graduation (Warren 2012; Yorio & Ye, 2012).

Here we establish the academic benefits for the student, over two decades ago, it was discovered by Berson (1993) and Wieckowski (1992) that students with the uncommon capability to acquire crucial experience, were also achieving academically. More recently, a similar correlation between acquisition of experience and achievement of academia has been discovered (Warren, 2012). On a slight curvature, within the specialism of coaching, Huntley et al. (2014) discovered sports coaching undergrads that were gaining additional experience externally were exceeding their peers. Huntley et al. (2014) suggested that this was consequential to two factors; immersed academics (students immersed and fascinated by their experiences), and a richer knowledge (students becoming more knowledgeable from their discoveries within experience). Linking back to Service Learning (Warren, 2012; Berson, 1993; Wieckowski, 1992) it could be anticipated that students are either becoming immersed within their experiences, or as a result of their community practice, gaining an immeasurable amount of real world understanding and knowledge around their academic specialism. These findings and relative links to Huntley et al. (2014) have illuminated the vast potential of Service Learning within higher education and the beneficial impact it can create for students across the UK. Inappropriately, there has been a dearth of literature looking into the authentic academic benefit of a service-learning programme within higher education however, genuine benefit to participating student's academic studies have been observable.

The Curriculum Links and Student Benefits 2.4.1

Following discussions from the previous subheading, it was clarified by a number of academics (Warren, 2012; Berson, 1993; Wieckowski, 1992) that the theory of Service Learning supports the academic and curricular development of 100% of the involved students through a number of adverse ways. Furthermore, Warren (2012) discussed the involvement of a student within Service Learning almost certifies an academic advantage. By comparison Celio, Durlak and Dymnicki (2011) stated "this review provides evidence that Service Learning programs have positive effects on students' attitudes, social behaviour, and academic performance." (p.178), this supports the current breadth of research around positive correlation between social enterprise participation and academic success.

Moreover, Strage (2004) discovered that conclusively, students within the Service Learning groups graded 4.8% higher than students within the non-service leaning group. By comparison, Fletcher (2003) suggests meaningful student involvement can, “Encourage motivation, commitment and connection with coursework; Promote positive academic, social, and cultural outcomes; Develop strong connections to other students and educators, and; Enhance lifelong critical thinking and community building skills.” (p.7). As a result, from the sizeable amount of discovered positive aspects of Service Learning research, many institutions worldwide have designed and implemented a student social enterprise in order to create meaningful links with the surrounding community. Moreover, this has been examined and dissembled in further Service Learning research. It was previously stated by Scott (2012) that local communities have a bad impression of their institution, linking to job taking and an emblematic disorderly nightlife. However, O’Grady (2014) recently discovered that the involvement of a student-led social enterprise enhances the communities view on the institution, creating a supplementary and meaningful positive of Service Learning. It has recently been remarked by Bringle, Hatcher and Jones (2012) that Service Learning is slowly becoming the normality within Universities worldwide meaning institutions without social enterprises are falling behind in regards to modern student enhancement.

The modernisation of institutions across the UK links to the primary purpose of this present work. With the use of current research and an exploration of existing good practice within the UK it is intentional that this work will present and promote a way other institutions can create such links with their local communities. Jones (2015) suggests that research is an ever evolving phenomena which is enhanced and supplemented by contemporary investigations. Moreover, Warren (2012) recommended that future research must examine the negativities and unbeneficial factors social enterprise and Service Learning brings to the students. As discussed within this subheading there are many positives surrounding social entrepreneurship and Service Learning involvement. However, within the next subheading, a few side effects and drawbacks will be analysed in order to understand the full effect of creating Service Learning opportunities within Universities across the UK.

The Challenges of Service Learning, are there any? 2.4.2

A breadth of previous literature around the theory of Service Learning and the academic/curriculum links of this theory has alluded to the positives and benefits of creating such a communal link between the institution and the community. Interestingly, Warren (2012) also referred to the lack of conceptual clarity exposing the negativities surrounding student involvement within social enterprise and Service Learning. By comparison O'Grady (2014) additionally requested future research exploration surrounding the unbeneficial factors for students involved with social enterprise and Service Learning throughout their higher education studies. Additionally, Bringle et al. (2012) necessitated the requirement for conceptual clarity of the negatives surrounding social enterprise and Service Learning for the students, but more importantly in the opinion of Warren (2012) what effect these factors have on the institutions. It has been discovered throughout the review of current literature and research within social entrepreneurship and Service Learning that all findings and breakthroughs (up to this point) have been positive and supportive. Andrews (2007) displays personal interpretations of 'good practice' within the United States (US) including constructional and hierarchal recommendations.

This research investigation intends on displaying 'good practice' from four current entrepreneurship schemes within the UK, but by contrast to Andrews (2007) it is intended to additionally display findings of challenging repercussions of social enterprise creation, for the students and the institution. Supported by Warren (2012) who states, research which is supportive of Service Learning requires all-encompassing research that assures the consequential drawbacks are not outweighing the pre-discovered positives for the theory. Moving forward, Bentley & Joellison (2005) suggested Service Learning has an undiscovered, consequential face covered by the positive research surrounding the theory. By comparison, and more recently, O'Grady (2014) also suggests student involvement with social enterprise has not received comprehensive research into each potential outcome of involvement. Moreover, it was stated by Bringle et al. (2012) that a recognised imperfection within the theory of Service Learning is the effect that extracurricular activity time consumption has on the involved student's academic grades and

achievements. Interestingly, Shamsudin, Ismail, Al-Mamun and Nordin (2014) support the previous statement, after researching the Malaysian university students it was evident that involvement with a varsity team or having an extracurricular involvement does (understandably) impact time spent on academic study. However, it was also discovered by Shamsudin et al. (2014) that the benefit of acquiring first-hand experience outweighed the reduction in time spent on academic study. Additionally, Strage (2004) alluded to the potentiality of a student acquiring a negative experience during their involvement within social enterprise and Service Learning. By comparison, Celio et al. (2011) also recognise the small possibility of students obtaining a challenging experience during their Service Learning. An example is constructed by Strage (2004), if a student was striving to become an educator, completes Service Learning within the community whilst educating others and has a challenging group, their ambitions will be annihilated and their aspirations will subsequently be changed following this Service Learning experience. Following on from previous discussions, from an experiential context, Kolb (1984) would argue that learning can only exist when the specialist has gained an adequate amount of experience within the field both positively and negatively. From a Service Learning viewpoint, Kaye (2010) discusses how diverse student experiences is also a beneficial factor of the involvement as it allows the student to learn from what they have experienced and apply a reflexivity effect within their next opportunities. The present work will explore current social enterprise good practice across the UK, explore the academic benefits for the involved students, but more importantly expose any discovered challenges in relation to the theory of Service Learning.

Chapter Conclusion 2.5

Following from the basis of the review of the literature, the project will specifically explore; the concept of Service Learning in practice in an attempt to uncover the empirical data from the participant's experiences and perceptions. Will aim to make tentative best practice recommendations for the utilisation of Service Learning as a tool for student development and academic enhancement. Evaluate the benefits of Service Learning in practice within the UK, and finally discover, what, if any, are the challenges of Service Learning and student-led enterprise.

Methodology

3.0

METHODOLOGY 3.0

Mixed Methods Approach 3.1

Subsequent to the determined research paradigm of interpretivism (Potrac et al., 2014, chap 4) (see 3.3.1), a supporting research collection method will additionally be selected. Previously, Jones (2014) proposed that the epistemological stance must be supported by the selected methods of data collection. The selected method for collecting the research data is multimethodology including interviews (qualitative) and a supporting questionnaire (quantitative). Nau (1995) suggests that combining qualitative and quantitative methods can create a concluding result which emphasises the meaningful contributions of both. Some academics (Creswell, 1994; Jayaratne, 1993, chap. 10), suggest that the two methods are incompatible as they produce contradictory epistemological assumptions. Additionally, Johnson and Onwuegbuzie (2004) discuss the persistent “qualitative and quantitative war” (p.14). However, Johnson and Onwuegbuzie (2004) suggest that mixed-methodological research approaches give academics the ability to use the positives from both research types. In comparison, Gratton and Jones (2003;2010) suggest that qualitative data can be used to support and clarify the significance of the collected quantitative data in terms of giving explanation to the developed statistics. Furthermore, one method may promote the other, it has been established by Davies and Hughes (2014) that quantitative research is used to identify the presence of a specific phenomenon whereas, in the opinion of Marshall and Rossman (2014) qualitative research subjectively explains and exposes how and why that pre-discovered phenomena exists.

The logistics of qualitative research is defined by Näslund (2002) as the thorough organisation and execution of a multifaceted procedure. It is proposed by the investigator to visit a minimum of one and a maximum of four different universities across the UK. These particular Universities have been selected as they have created and are currently delivering student involved enterprises which enable students to gain first-hand experience whilst improving the local community in relation to a sporting, business or creative offer. Within these institutions the

investigator will interview the representative of each enterprise (leader of the student entrepreneurship programme) to better understand the arrangement and practice within that particular institution. An additional four students will be selected from within each programme to gain an understanding of the student's perspectives. These interviews will then be analysed for themes to allow the investigator to meet the aims of the research as outlined in section 1.1. These interviews will be semi-structured to enhance the information collected through the use of interview probing and observances (see 3.4). In relation Doody and Noonan (2013) propose the use of semi-structured interviews to enhance the thematic analysis phase of the research. In relation, Chenail (2011) suggests, probing the interviewees and allowing them to elaborate on a particular question/point will accommodate new themes which could be interrelated across all participants.

In addition to the conducted interviews, an online questionnaire will be sent to every involved member of each programme, including, academics, staff, students, consumers and graduates. This will create a statistical result to support or contrast the qualitative data from the interviews. To supplement this research and make it financially feasible, a research expense of £1000 has been allocated by the Department of Psychology and Sport Sciences to finance transportation to each of the chosen Universities and any additional associated costs. It is proposed by Kealey and Nelson (1996) that researchers with a reasonable expense fee have a more realistic opportunity to complete the task of collecting sufficient data. In comparison, Hillman (2014) also alludes to the financial aspects of funding research, and suggests investigators with the opportunity to finance trips to interview field specialists will increase their chances of success and adding value to research.

Detailed Logistics of Methodology Process 3.1.1

To begin the extensive methodological process, the researcher acquired the contact details of four specialists within the niche field of Service Learning (one from each of the four Universities). A framework was then constructed by the researcher in order to contact each participant in the best way to gain their interest and support for the project. All four participants were contacted and responded rather quickly with

an unanticipated interest in the proposed research layout. Following from these conversations a snowball effect took place which consisted of the approached specialists taking control of the sampling process and contacting other academics and students from their Universities in an attempt to increase the number of participants for this research. Eventually, a date was arranged for the researcher to attend each of the institutions for an entire day, with itineraries in place to ensure every involved member within their enterprise was interviewed.

Following on from these scheduled dates, the researcher then transcribed each of the interviews which had been recorded on a Dictaphone. After the transcribing process had been completed, the thematic analysis procedure was then used in order to categorise and dissect all valuable data from the interviews. The software NVivo was used to support this. Once the qualitative data was collected, an online questionnaire was constructed and sent to the original four participants to then be forwarded to every involved member of their enterprise programmes. The software Qualtrics was used to assist this process. Once these questionnaires were completed, an online analysis was conducted to extract all the valuable and supportive data to be added with the qualitative findings. Both sets of data were then imputed into thematic trees and graphs to assist the reader before being imputed into the results section of this project (4.0).

<u>Logistics</u>	<u>Purpose</u>
Gatekeeper gives researcher four participants contact details	Allows the researcher to contact four participants within the niche area of Service Learning
Researcher contacts participants and begins the snowballing effect	This allows the researcher to acquire more participants with the knowledge of this field
Interviews are held with all participants	To gain qualitative and empirical data
Interviews are transcribed and thematically analysed	Valuable for the acquisition of analysed data for the results section of this project
Online questionnaire is created and sent to the original four participants	The questionnaire can then be forwarded to every involved member of the project
Questionnaires are analysed through qualtrics	Valuable for the acquisition of analysed data for the results section of this project
Both sets of data are displayed in thematic trees (Qualitative) and graphs.	For the results section, a visual aid of the findings.

Table 1: Visual example of logistics.

Sample Specifics 3.2

A total of eighteen participants from the four pre-selected institutions across the UK have been interviewed for the qualitative collection phase of this research. Additionally, thirty-six online questionnaires have been completed to supplement the qualitative findings with statistical quantitative data. Purdy (2014, chap. 15) uses the term 'gatekeeper' which is a person or supervisor who can help you gain access to participants for the study. Appreciatively, the supervisor for this project has a number of practical contacts that can be used within this research. Moving forward, Robinson (2014) and Merriam (2014) discuss the conceivable flaws and benefits of having limited participants within a study. It is first suggested by Merriam (2014) that few participants can be beneficial to the study if they are considered specialists within that area of research and would add a breadth of input into the investigation.

Additionally, Robinson (2014) discusses the added benefit of having close contact with the participants, with a high number of participants, continual contact would be considerably harder. Consistent contact between the investigator and all subjects remained proficient through the use of social networking sites, more specifically, Facebook and Twitter. The purpose of being consistency in interaction with the participants is to eliminate the chance of losing contact. Although we have examined the beneficial factors of a study with few participants, many academics (Marshall & Rossman, 2014; Lindlof & Taylor, 2010; Kuhn, 1962) suggest, studies with an excess amount of participants create an extensive insight into the selected area of research. For the present study it is imperative to understand the size of the target group and the access to these specialists.

Following discussions from Robinson (2014) and Merriam (2014) a smaller target group does have beneficial factors. Moreover, if the most eligible participants are selected, a breadth of research can still be created. Although the selected number of participants for this study may be anticipated by some academics as a weakness, it has been suggested by Marshall and Rossman (2014) that specialists must be selected for the research. Within this particular project, the participants are specialists within student-led enterprises and Service Learning or currently involved

students. As discussed previously eighteen participants were interviewed for approximately fifty minutes to acquire the qualitative data for this research. It was initially anticipated that five participants from each institution (four) would be interviewed, however, due to personal circumstances two of the participants were not interviewed. Additionally, the online questionnaire was dispatched to each of the four institutions to acquire a maximal possible number of completions. Fortunately, thirty-six involved members completed the online questionnaires and supported this research with a quantitative understanding to aid the mixed-methodological discussion. The preliminary participant involvement for the questionnaire was estimated to be higher than thirty-six, however, there was no minimal number set for the online results.

Method Design 3.3

This subheading will inform the reader of the selected design and logistics used to successfully underpin the selected methodological approach. A detailed exploration of each selected method of data collection and analysis will be produced alongside the discovery of an appropriate philosophical stance for the current research. The reliability and validity of these methods will also be reviewed and clarified within this subheading.

Philosophical Stance 3.3.1

To establish the foundations behind the proposal of this research, it is fundamental to explain that a constructivist and therefore an interpretivist-based paradigm will be used throughout the collection and analysis of the collected data. A paradigm is simply a belief system (or theory) that guides the way we do things, or more formally establishes a set of practices (Guba, 1990). Potrac, Robyn and Nelson (2014, chap. 4) deliberate that the interpretivist approach is guided by the belief that the social world is fabricated within individuals' prejudices, interests, emotions, and morals. Additionally, Stryker and Howell (2002; 2013, cited in Potrac, Robyn & Nelson, 2014, chap. 4) quoted, "the interpretive paradigm recognises that our perception of reality may be influenced by a number of political, cultural, and social

factors” (p.33), and this suggests to the author that the interpretive enquiry is an emotional affair. By comparison, Levers (2013) explains, an interpretivist paradigm has the acknowledgement of accepting that everyone involved with the study (the participants) are not equal, and each have different views on their social surroundings. In addition, it is understood that each individual has a unique social surrounding and multi political overview, suggesting that each subject will be distinctive and therefore, will have a different view in relation to the research topic. The interpretivist paradigm is suitable for this research as the discoveries and findings will be given from other individual’s perspectives and reflections on personal experiences. In contrast, Weaver and Olson (2006) explain the post-positivist paradigm. It is suggested, post-positivists believe that preserving the inevitability that complete truth is discoverable through science is unsustainable in today’s world. This suggests that, and in the opinion of Clark (1998), post-positivists presume to advance closer to the truth while distinguishing that breakthroughs are only fractional segments or estimations of the truth. The post-positivist paradigm is scientific and enables investigators to establish findings within current truths around a predicted phenomenon, as a result, this paradigm is not suitable for this research.

Progressing forward research ontology is the acknowledgement of what already exists, what the current social view is and respectively, what the nature of that social reality is (Levers, 2013). Relativist ontology has been selected for the current project. Guba (1990) explains the relativist believes that knowledge is a social reality, it is value-laden and it can only be discovered through individual interpretation. This explanation suggests the interpretation of an individuals’ experience is the only way knowledge of the social reality can be discovered. The relativist ontology has been selected for this project as, the prearranged methodology aims to gather the interpretation of the social reality from experienced individuals. In contrast, Letourneau and Allen (1999) explain realist ontology.

Realists believe there is a world that exists autonomously from the human mind but cannot be accessed in its completeness, rather only glimpses of partial fragments. Relating to the post-positivist paradigm, the realist ontology discovers and understands reality as something ‘out there’, as a law of nature just waiting to be

found. The current project does not use realist ontology because it is understood that the knowledge being discovered is already the current social reality. Experienced practitioners will be interviewed to understand their interpretation of that current social reality. Finally, Levers (2013) discusses two types of epistemology, subjectivist and objectivism. Subjectivist epistemology is defined by Fossey et al. (2002) as the belief that knowledge is continually filtered through the sight of gender, social class, race and ethnicity. Subjectivist epistemology recognises that everyone has individual interpretations, but social reality is not possible without these individual perceptions (Guba, 1990).

Objectivism, as defined by Crotty (1998), is the understanding that certainty and value is uninhibited of human subjectivity. Objectivists believe all contextual factors must be removed so the phenomena can exist independently. The selected epistemology for this project is subjectivism. This research is dependent on the acknowledgement that the social reality is not possible without personal beliefs and perceptions. Following the establishment of the present research design of multimethodology, it is inevitable to note that epistemological assumptions between qualitative and quantitative research are contradictory. It is suggested by Reichhardt and Rallis (1994) that the mixed-methods paradigm problem arises from the so called 'paradigm wars' of the 1970s. Furthermore, Onwuegbuzie and Leech (2005) would class such a thesis with a multimethod framework as 'incompatible' linking to the incompatibility of qualitative research and quantitative research paradigm, thus, Teddlie and Tashakkori (2009) define a paradigm as "a worldview, together with the various philosophical assumptions associated with that point of view" (p.84). Contradictory, Morgan (2007) would argue, although a multimethodology design can create many implications, alternatively mixed paradigms can extract the benefits from each epistemological assumption in an attempt to enhance the research significance. For the present research epistemological assumptions will be traversed with an attempt of enhancing the findings with support from an interpretivist paradigm base incorporating some post-positivist attributes for supportive data.

Interview Construction 3.3.2

Supporting previous discussions, interviews have been selected for the qualitative data collection phase of this research. Jones (2014) exposes three interview alternatives, structured interviews (pre-determined questions with no flexibility), semi-structured interviews (pre-determined questions with flexibility) and unstructured interviews (some key areas, but spontaneous). The selected interview type for this project is semi-structured interviews. Purdy (2014, chap. 15) illuminates, “semi-structured interviews include pre-determined questions but also process the flexibility for you to explore additional areas which may emerge throughout the discussion” (p.162). Interestingly, Cleary, Horsfall and Hayter (2014) eliminate the use of focus groups as it is understood that more than one participant can create background noise and affect the process of collecting data.

Furthermore, Gratton and Jones (2010) highlight the concept of ‘open ended questioning’. Open-ended questions are used as probes within interviews as they grant the participant with the flexibility to decide the direction of their response, for example, ‘Tell me what you expect to experience within that setting’. Purdy (2014, chap. 15) discusses, the location of an interview could damage the quality and breadth of the information collected, as the participant may be reluctant to share too much confidential and personal information. Purdy (2014, chap. 15) labelled this as a “neutral, less formal setting” (p.166). Following recommendations from the literature, the investigator will imply a quiet location to improve the quality of data.

It is proposed that a minimum of one and a maximum of five participants from four different institutions across the UK will be interviewed in depth. Furthermore, Doody and Noonan (2013) recommend that all interviewers use probing to capture something that wasn’t made aware of during the proposed questioning. By comparison, Rubin and Rubin (2011) discuss the use of ‘interviewer observances’ which relates to the interviewers’ ability to multitask during an interview and additionally note any changes to the interviewee. Common interviewer observances include; chuckles, pauses, hesitant/thoughtful answers, pointing and lowering/raising

the frequency of their voices. In contrast, Qu and Dumay (2011) suggest making interview observances can impair the quality of the interviewers' ability and data collected.

By comparison, Chenail (2011) agrees with Qu and Dumay (2011) by suggesting an interviewer taking notes of observances can miss key comments or moments throughout an interview which could dramatically alter the quality of the collected data. However, it has been noted by Chenail (2011) that, if the interviewer is using a Dictaphone or another recording device to assist with the follow up transcription then observances will not impair, but enhance the data collection phase. These are all valuable discussions and as an attempt to raise the value of the collected data, the investigator will note any observances made by the interviewee throughout the interview. The interviews have been created using a structure based on Kaye's (2010) 5 stages of Service Learning model (2.4.1). The first section of the guide relates to the creation of the enterprise, when referring to Kaye's (2010) model, these are stages; Investigation, Preparation and Action. The second section of the interview guide is investigating the beneficial factors of the enterprise, when referring to Kaye's (2010) model, these are stages; Reflection and Demonstration. The interviews were based on Kaye's (2010) findings as the investigator understands the model divided into two separate processes, the creation and then the benefits of the enterprise. These are the processes of social enterprise that most relate to this research.

Qualitative Analysis (Thematic) 3.3.3

The data generated by qualitative methods (i.e. interviews) is voluminous, in the opinion of Patton (1980, cited in, Taylor, 2014, chap. 17) there is no way of preparing students for the overwhelming amounts of field notes collected throughout the interview process. Patton (1980) describes two techniques regularly used to analyse qualitative data; Thematic Analysis and Coding. Thematic Analysis is described by Guest, MacQueen and Namey (2011) as the pinpointing, examining and process of recording patterns within the collected data. Furthermore, Jones, Coviello and Tang (2011) explain, the themes discovered within the data are

repetitions which are important to the explanation of a phenomenon. Moreover, Gratton and Jones (2010) describe coding as “the organisation of raw data into conceptual categories. Each code is effectively a category or ‘bin’ into which a piece of data is placed” (p.219). This suggests that unlike Thematic Analysis, Coding is more categorical, such as a repeated word, phrase or interest from the participant. It is understood that the current project will be analysing regular themes within the participant’s interview transcriptions rather than categories of regular words and phrases. Following recommendations from Jones et al. (2011), it is important to the current research method that regular repetitions and themes will not be consistent because of the number of participants. The pre-discussed method of analysis (Thematic) will be conducted by using a deductive approach. Crabtree and Miller (1999) describe, deductive thematic approaches are theory-driven, the analysis is typically less descriptive as the analysis is restricted to a preconceived framework.

However, Boyatzis (1998) implies, the results tend to be more focused on specific aspects of data determined prior to data analysis. The Thematic Analysis data will then be represented within a table and an analysis report. Finally, it is recommended by Taylor (2014, chap. 17) to use one of a number of new software packages (i.e. NVivo) to assist with the transcribing and analysis of interview data. To supplement with the previous suggestions by Jones et al. (2011) and Guest et al. (2011) a Thematic Analysis method will be used to underpin the transcriptions from the data collected throughout the interview procedures. Although a thematic analysis has been selected to create the research findings, it is imperative to explore coding in more depth to understand why it is not worthy for this research. For the qualitative analysis of this research, the six phases of thematic analysis will be followed to make a procedural and critical analysis of the interview transcripts. In relation with thematic analysis, Braun and Clarke (2006) proposed six complex phases with an ambition to educate other researchers with the process undertaken to accurately complete an analysis thematically. These six phases have been critiqued, admired and apprehended by a number of academics, thus, Guest, MacQueen and Namey (2011) labelled the process as reflexive and essential to researchers proposing to use a qualitative methodological design. The first phase refers to the awareness of the data, rereading interview transcriptions to gain familiarity.

The second phase is understood by Guest et al. (2011) as the researcher's opportunity to create concrete codes based on dialogue which are descriptive in nature. The third phase enables the researcher to begin searching for themes from the concrete codes created within the previous phase. The fourth phase instigates the reviewing process of the discovered themes, these are segregated into two levels by Braun and Clarke (2006), the first level is identifying if themes form coherent patterns, if this is successful, the second level is moved to which includes considering the validity of individual themes. The fifth phase is the definition and refining of the existing themes for presentation within the final analysis and finally, the last phase is defined by Guest et al. (2011) as the production of the final report. Moreover, Guest et al. (2011) states, "Conversely the status quo for qualitative research is to provide thick description of a phenomenon without indicating the variability of the findings (i.e. thematic analysis)". (p.198). Interestingly, "thick description" refers to the work of Geertz (1973) in anthropology, where 'thick' or 'rich' description is referred to as a description that justifies not just the behaviour but its context as well, such that the behaviour becomes significant to an outsider. This suggests that Guest et al. (2011) perceives thematic analysis and the six phase model (Braun & Clarke, 2006) as descriptive and all-encompassing.

Coding is an interpretive technique, which arranges the data to provide a means to initiate the interpretations of it into assured research methods (Saldaña, 2012). Additionally, Pierre and Jackson (2014) suggest, most coding necessitates the analyst to read the findings and establish sections within it, completed at different times throughout the process. In contrast, thematic analysis requires the analyst to transcribe and read the findings in order to establish relevant and frequent themes across all conducted interviews (Vaismoradi, Turunen & Bondas, 2013). Moreover, Bazeley (2013) remarks, coding requires a smaller amount of data than thematic analysis and can be constructed in such a way that the investigator can create their desired outcome. By comparison, Vaismoradi et al. (2013) adds, thematic analysis is most beneficial with long transcripts from a niche selection of participants, this is because similar answers will be given to the interview questions and thematic analysis will give the investigator the opportunity to review regular similarities within the transcripts. With this in mind, following review of research method literature, it is

evident that establishing themes and relations throughout the participant's answers can lead to successfully answering the proposed research outcomes for this project.

Questionnaire Construction 3.3.4

The second selected method of collection is the quantitative questionnaire. Questionnaires are conceivably the most frequently used method in developmental-related research. Defined simply by Jones (2015) "a questionnaire is a standardised set of questions to gain information from a subject" (p.126). Additionally, Gratton and Jones (2003;2010) segregate questionnaires into four categories; Postal questionnaire, Online questionnaire, Telephone questionnaire and Face-to-face questionnaire. In relation to Gratton and Jones (2003;2010), the selected questionnaire category for this method is the online questionnaire. Smith (2011) explains the online questionnaire gives the respondents the ability to complete the questions electronically and the results are downloaded directly back to the researcher.

On a positive note, Matthews and Ross (2014) expose the advantages of using a questionnaire to collect data. Accessibility, a reduction of bias, structured data and time for respondents are all examples of the advantages of creating a questionnaire for a wide-pool of subjects. Moreover, in contrast, Pickard (2012) makes note of the disadvantages of questionnaire creation. Over complex questions, no control over who completes the questionnaire, no opportunity to probe and a low response rate are all examples of the disadvantages of questionnaire creation. A questionnaire was created for the participants in order to get a wide-spread statistical result to support the collected qualitative data from the interviews. Finally, this questionnaire was created by using predicted themes from the work of Kaye (2010). Each section of Kaye's (2010) model became the predicted themes which would later support or deceive the qualitative research findings.

The questionnaire was completed by thirty-six participants from each of the four contacted institutions for this research. Referring back to the term 'gatekeeper' (Purdy, 2014, chap. 15), a leader/director of each enterprise was discovered within

the interview phase of the data collection and was later contacted with the link to the supporting online questionnaire, they then generously distributed the questionnaire to everybody currently and previously involved with that particular project. As discussed a simplistic structure was created with the use of Kaye's (2010) five stage model. With the additional support from previous recommendations involving Smith (2011), Purdy (2014, chap. 15) and Jones (2015) unsophisticated questions were designed to prevent any confusion or misinterpretation from the participants. Pickard (2012) would agree by acknowledging the inevitable vulnerability that the completion of this questionnaire is not monitored by the investigator, making misinterpretation of certain questions unavoidable. For clarification, 75% of the questions were accompanied with a 'Yes' or 'No' answer, 20% of the questions were accompanied with a 'Scale' answer (i.e. 1-10) and the remaining 5% consisted of other question types (i.e. Elaborative or Choice Questions).

Quantitative Analysis 3.3.5

Subsequent to the completion of the online questionnaires a statistical analysis must be conducted on the conclusive data. It has previously been acknowledged that a mixed-methodology will obtain the unfortunate but uncontrollable outcome of contradictory epistemological paradigms. Howell (2012) suggested mixed epistemologies would interrupt the data analysis and overall value, however, Onwuegbuzie and Leech (2005) suggest multimethod consumes the benefits from both epistemological stances in an attempt to enhance the research value with supporting data from each methodological approach. As stated previously within this chapter, this research contains an interpretivist paradigm with support of a quantitative, post-positivist analysis. This questionnaire will be analysed in a post-positivist manner, in an attempt to state the specific data findings in a descriptive and/or inferential style. Relatively, Loether and McTavish (1988) discuss, these two quantitative analysis processes can be contrasted in an attempt to double the probabilities of assembling a significant outcome. Inferential statistical analysis is defined by Loether and McTavish (1974) as the inference of properties from a population including the examination of a pre-discovered hypotheses. Additionally, Loether and McTavish (1988) examine descriptive statistics as the discipline of

quantitatively labelling itself or the description of the main information and features of the collected data. Interestingly, Howell (2012) would agree with Loether and McTavish (1988) by suggesting the significance and quality of the data can be enhanced by using both statistical analysis techniques.

Following the recommendations from previous literature, descriptive and inferential statistical analysis will be conducted on the research questionnaire findings. As stated previously, 95% of the questions were simplistic and non-sophisticated enabling descriptive analysis to take place on this data. However, for the additional 5% of questions, inferential analysis will be essential to discover the true meanings and value of that collected data. Howell (2012) additionally states that inferential data is also significant for accumulating two or more response percentages together in order to divide answers into two significant groups or areas. Within the questions containing scale answers, groups will be constructed in an attempt to eliminate the middle answers 'fence sitters' to enable the top scale and bottom scale answers to be more significant to the findings. Finally, Thomas, Silverman and Nelson (2015) describe the term 'attrition rate' as the number of participants which started the questionnaire in relation and comparison with the number of completions. Howell (2012) suggests, the attrition rate is substantial to the research discussion as it enables the reader to understand the scale of participants desiring not to complete the questionnaire they started. The attrition rate for the online questionnaire will additionally be analysed and inputted within the upcoming results chapter.

Reliability and Validity 3.3.6

The reliability of a study is defined by Hughes and Garrett (1990) as the replicability of your research and the accurateness of the methods and techniques used. Salkind and Rainwater (2003) explain, the reliability of research is represented by the ability for that research to be repeated and the outcome of results being the same. In relation to the present study, the proposed methods and techniques can be replicated. Furthermore, Atkinson and Nevill (1998) comprehend research reliability as the accuracy and consistency of the data collection. It was proposed by Gratton and Jones (2010) that reliability of the collected data concerns the trustworthiness of

the data collected. Relating to the previous proposition, the investigator will use member checking throughout the data collection/analysis. Member checking refers to the transcribed data being returned to the participant to ensure the points interpreted by the investigator are understood correctly. Furthermore, in relation to the collected data, in order to increase the level of reliability, the investigator proposes to record each of the conducted interviews, fully transcribe each interview (with observations), member check each transcription to acquire the participant's approval of the investigators understanding and then submit each recording and transcription with the submission of this thesis. Additionally, Corbin and Strauss (2014) explore the use of software and programmes such as NVivo in research methods, and the damaging consequence of using this assistance when analysing your data. It is proposed by Corbin and Strauss (2014) that using software to transcribe results or employing a person to transcribe the collected data can restrict the value of the outcome to the investigator as a valuable piece of transcription could be missed by an employed individual. In relation to the research questionnaires, the reliability of a questionnaire refers to its capability of receiving similar results repeatedly from different subjects (Smith, 2011) although, it cannot be calculated exactly, it can be measured by approximating the correlation coefficients.

A relation is not definite within questionnaires, but an accurate assumption can be made if the questionnaire is designed for a similar group of individuals/specialists (Jones, 2015). Campbell and Stanley (1966) segregate research validity issues into 'Internal Validity', relating to the legitimacy of the procedures used to obtain the information and 'External Validity', relating to the generalizability of the information collected. Linking to the methods of the data collection phase of this investigation, Kvale (1989) found that validity was at its highest when the interview was highly structured and conducted by one person. The interviews for this research will be semi-structured meaning the interview will remain on the proposed research outline, but also allow the participant to elaborate on the points discussed. Additionally, Salgado's report (1999, cited in Marshall & Rossman, 2014) suggested that highly structured interviews have a typical validity coefficient of around .5, whereas those with minimal structure have coefficients of approximately .2, this suggests that interviews with more structure will create a more effective response. Additionally,

Marshall and Rossman (2014) suggested with fewer participants it is essential to complete the proposed method of collection, as the data will become more valuable to the investigation. This is a validity issue as this investigation aims to acquire a maximum of twenty interview participants making all of the collected data valuable to the findings. It is important to note, the eighteen selected participants are specialists within a niche field and were interviewed in depth to gain the required information to complete the research aims and objectives. From what has been explored in relation to validity issues, it is evident that the number of participants selected for this research could be deemed as problematic and damaging to the overall value of these research findings. Supporting the previous comment Trafimow (2014) suggests that quantitative research has a higher 'real world' value as typically, a higher number of participants/subjects are used to gather a significant outcome.

In contrast, Leung (2015) supports qualitative methodologies and suggests that having a smaller number of specialists within a niche field of study is more beneficial to the research outcome than having a widespread collection of subjects with no understanding of the research area. To avoid this predetermined issue with validity a mixed-methodological approach has been selected in an attempt to increase the number of participants involved within this research. The questionnaire will be created by the investigator to acquire a 'base' finding from the statistical response of the subjects. Furthermore, these statistical phenomenological findings will then be supported by valuable discoveries and quotations from the interviews with the field specialists. The questionnaires will be designed by the investigator and completed by a number of involved students of the entrepreneurship at the four selected institutions. The formally discovered validity issues (Trafimow, 2014) has been reduced by the supplementary information collected by the quantitative questionnaire.

Ethics 3.4

The process of acquiring ethical approval is all-encompassing and requires an in-depth consideration of all the risks of conducting a specific piece of research. The ethical process for this research required the acknowledgement of the qualitative

data collection methods, and what protocols would be followed in order to keep the process risk-free and effective. Miller, Birch, Mauthner and Jessop (2012) describe the ethics process as exhaustive but indispensable, this suggests that ethical consideration is essential in the creation of modern research. Interestingly, Hammersley (2014) suggests that the ethical process can assemble and improve the quality of the research methodology by restricting the complications before the data collection phase begins. In relation to the current research, it was essential to expose the proposed interview processes with the ethics committee to ensure that no protocols are violated during the data collection. Finally, in contrast of Hammersley (2014), Merriam (2014) describes the ethics process as damaging to research as it creates a limit to the potential of the research findings.

Additionally, Merriam (2014) recommends the use of semi-structured interviews as it gives the researcher a higher chance of ethical approval than unstructured interviews, and allows preparation for probing throughout the interview procedure. The evidence explored here appears to indicate that the ethical process can hinder or advance the proposed research outline/procedure. These were valuable perspectives that made an impact on the current study because, this research has successfully been given approval by The University of Hertfordshire Health and Human Sciences Committee with the Ethics protocol number: acLMS/PG/UH/00420(2).

Limitations and Delimitations 3.5

Although this research was carefully organised and was successful in terms of achieving its aims, it is inevitable to be conscious of all limitations or shortcomings. Shipman (2014) describes the limitations of research as unavoidable but essential for the reader's knowledge and creation of future research. First, because of the distinctiveness of the research questions, this research was conducted only on a selected few participants within a niche specialism. Therefore, to generalise the results for other fields and researchers the study could have involved more participants from within each institution. Price and Murnan (2004) acknowledge the importance of critiquing research and reporting all research limitations including

inevitable consequences and personal difficulties. As a result, the second limitation of this research, because of time constraints, this research has been completed over a one-year period. Therefore, a case study formatted investigation exploring the progress and fluctuations within each institution could not be recorded. Additionally, to increase the value of the data this study could be continued over a prolonged period of time in an attempt of exploring the instabilities and developments within each programme.

Alongside the conceived limitations of this study, few delimitations have been standardised by the researcher. Price and Murnan (2004) defines delimitations as choices made by the researcher which are declared that clarifies the boundaries set for the study. Additionally, Simon (2011) states “The delimitations are in your control. Delimiting factors include the choice of objectives, the research questions, variable of interest, theoretical perspectives that you adopted and the population you choose to investigate.” (p.2). Firstly, because of the niche specialists within the selected research field, it was decided by the investigator to visit the top four institutions within southern UK in an attempt to acquire a surplus of significant data from the unique experts. Finally, the choice to select a multimethodology approach has removed the influence of a selected qualitative or quantitative paradigm. A solitary method approach could enhance or defect the data, it was the investigators discretion to mix the approaches.

Generalizability 3.6

Referring to generalizability of research, Lindlof and Taylor (2010) discuss the applicability of the study into other research settings. This suggests that the generalizability of research is dependent on the capability of specialists within other areas of research being able to replicate the study and get a beneficial outcome within the chosen subject area. In contrast, Leung (2015) understands the generalizability of research as the importance of making the findings relevant in other areas of specialism. As a result, it is intended by the investigator to find good practice in line with the research aims that can be used across the UK within community sport development and further into a broad range of specialisms. Linking

to previous literature discussions, establishing a finding that can be used across the UK within a number of dissimilar fields creates research generalizability.

Interestingly, when relating to data collection, Robinson (2014) describes research generalizability as the quantity and broad range of subject perspectives, this provides breadth to the research discoveries. Put differently, Watts (2014) suggests having a small number of subject specialists adds breadth and generalised results to a specific phenomenon. These are helpful perspectives for two reasons. First, the proposed research method has been supported, regarding the questionnaire, a broad finding will be discovered (Robinson, 2014) which will then be supported by specialists adding breadth to the discovered phenomenon within the statistical findings (Watts, 2014). Secondly, after reviewing previous literature, it is understood that the findings from this research will be applicable to other fields of study, making this research generalizable.

Chapter Conclusion 3.7

This research used a multimethodology design. Eighteen interviews were administered by the researcher with a supporting online questionnaire which was completed by thirty-six people. The interviews were semi-structured and open-ended which allows the researcher to probe the participants for supplementary data. The sample were selected from the niche specialism of Service Learning within four institutions across the UK. Ethical consideration has been obtained by the University of Hertfordshire to enable this research to be conducted over a one-year period. Anonymity and confidentiality was ensured during the implementation of the interviews and online questionnaire within the written report. Reliability and validity was increased by using techniques such as member checking and using multimethodology to ensure an adequate number of participants and specialists were used throughout this research. Finally, this chapter clarified the research methodology which included the sample, data collection and data analysis with additional strategies used to ensure the ethical standards, reliability and validity of the study were of a substantial standard.

Results

4.0

RESULTS 4.0

Introduction 4.1

The principle purpose and intention of this research was to explore current student-led enterprise practice across the UK in an attempt to establish the true meaning of Service Learning and whether there are any constructive drawbacks linked with the involvement in such a programme. From this research, four primary areas were initially identified and were selected for further analysis with the additional findings from the supporting questionnaire. The primary intention of this chapter is to discuss the discovered results from the data collection phase of this research and describe the findings. The significant topics identified from the interviews were, the benefits, the academic links, the creation of an enterprise and the challenges. Additionally, the statistical, post-positivist data from the questionnaires will be analysed descriptively and inferentially in order to support the qualitative and interpretivist data from the interview transcriptions. The meaning units are displayed in numerical form and highlighted in red to indicate the amount of participants which made a similar statement.

Disaggregation of Respondents and Findings 4.1.1

It is of value before the breakdown of results from this research to briefly discuss who the respondents were, how they were gained and what differences were found from each of the Universities. Firstly, the respondents from all of the Universities consisted of, Undergraduate Students, Postgraduate Students, University Alumni, University Staff, University Academics and Externals (e.g. Local Authority workers or the consumers from these projects). All of these participants were acquired through the technique of snowballing, this could be considered by some academics as bias sampling because the original participants could be cherry picking the best members to be part of this research, however, it was persisted to each participant that a varied selection of interviewees was essential and a member for each section of the enterprise programme which resulted in the acquisition of participants from each of the above roles. Secondly, although the snowballing was in

effect for the acquisition of participants, as stated previously Service Learning is a niche field of research and resulted in the researcher relying on the original four participants given by the gatekeeper to increase the amount of participants for this research. As a consequence, if this sampling method was not considered then the quality and significance of this data would not meet the requirements of the research as far fewer interviews would have been conducted. Finally, it is valuable to note that each institution contained different incentives, were geographically diverse, had different levels of funding and targeted different consumers as a project. The breakdown of each University can be found within the upcoming subheading, however, all of the findings throughout this section have been merged between all four intuitions to acquire a widespread perspective of what benefits and drawbacks are involved with the current practice of Service Learning.

Overview of Each Project 4.1.2

University 1 facilitates a project which is entirely run by students. Each year a student board is elected which will take action and control of the organisation for the following year. A single academic is connected but is in no means involved with the project, but is considered as an advisor for the board of students. This project is university owned and is a voluntary association which is based on the standing principles of social enterprise.

University 2 is the base for an award winning project which similarly to University 1 is entirely run by students. This project is managed slightly differently in a way that no academics are involved, yet facilitates an external board of members including retired local authority workers. This student-run enterprise specialises in sustainable inclusive sport for the local area. Each year, sports students are selected to lead the business and are contracted to deliver a variety of projects.

University 3, unlike the previous, houses a staff and academic run organisation which focusses on the entrepreneurial and business aspects of student research and study. The students do not lead any aspect of this project, it is overseen by paid members of staff for the benefit of students. This project is University owned and

trades with external organisation acting as a pivotal anchor for local companies and businesses to invest and create partnerships with the involved students.

Finally, University 4, considered to be the most evolved, holds a creative and fashion enterprise which is student and academic run. This project is owned by the University and is a shop within the local shopping mall which is managed and staffed by students and is supplied with clothes, photography, art and much more by final year students from the creative school at the University. This project generates money which is then put back into the project to evolve it further

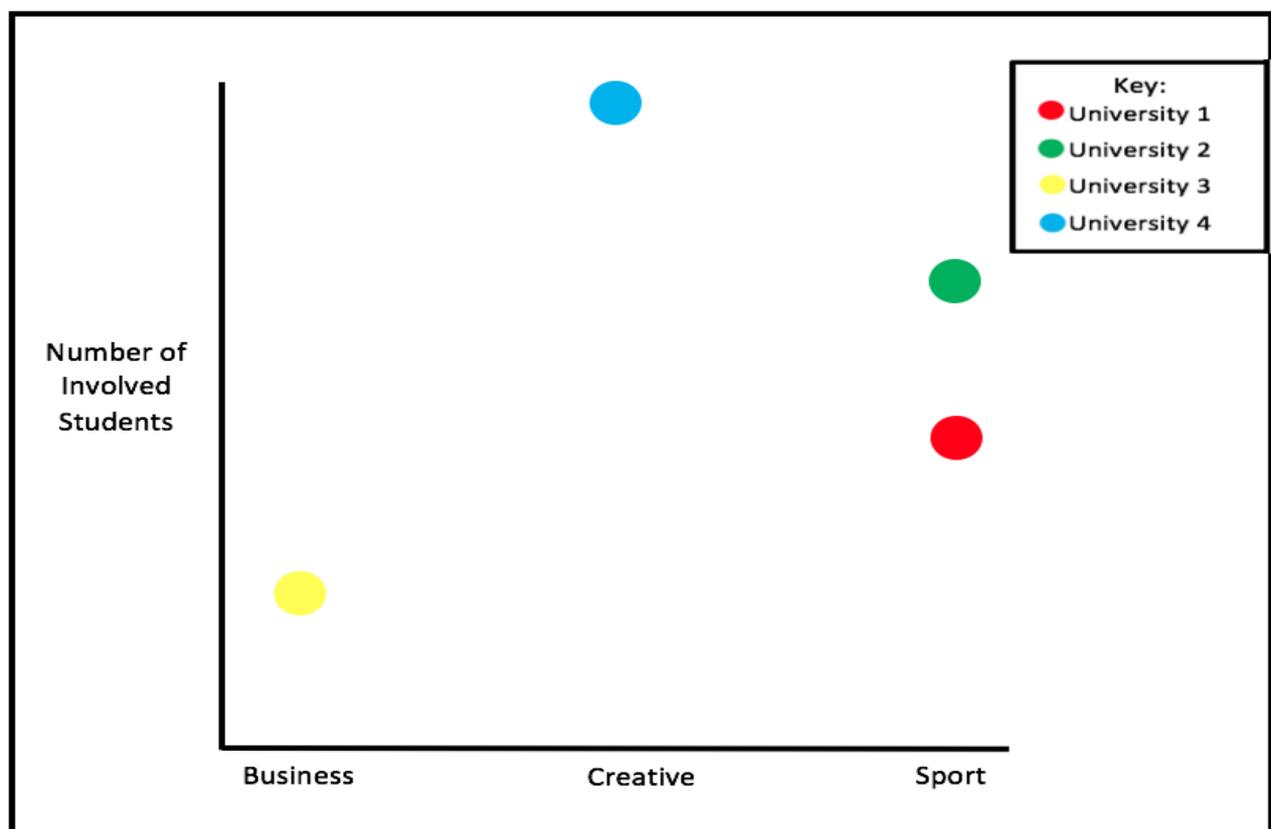


Figure 3: Visual Demonstration of the four University project aims.

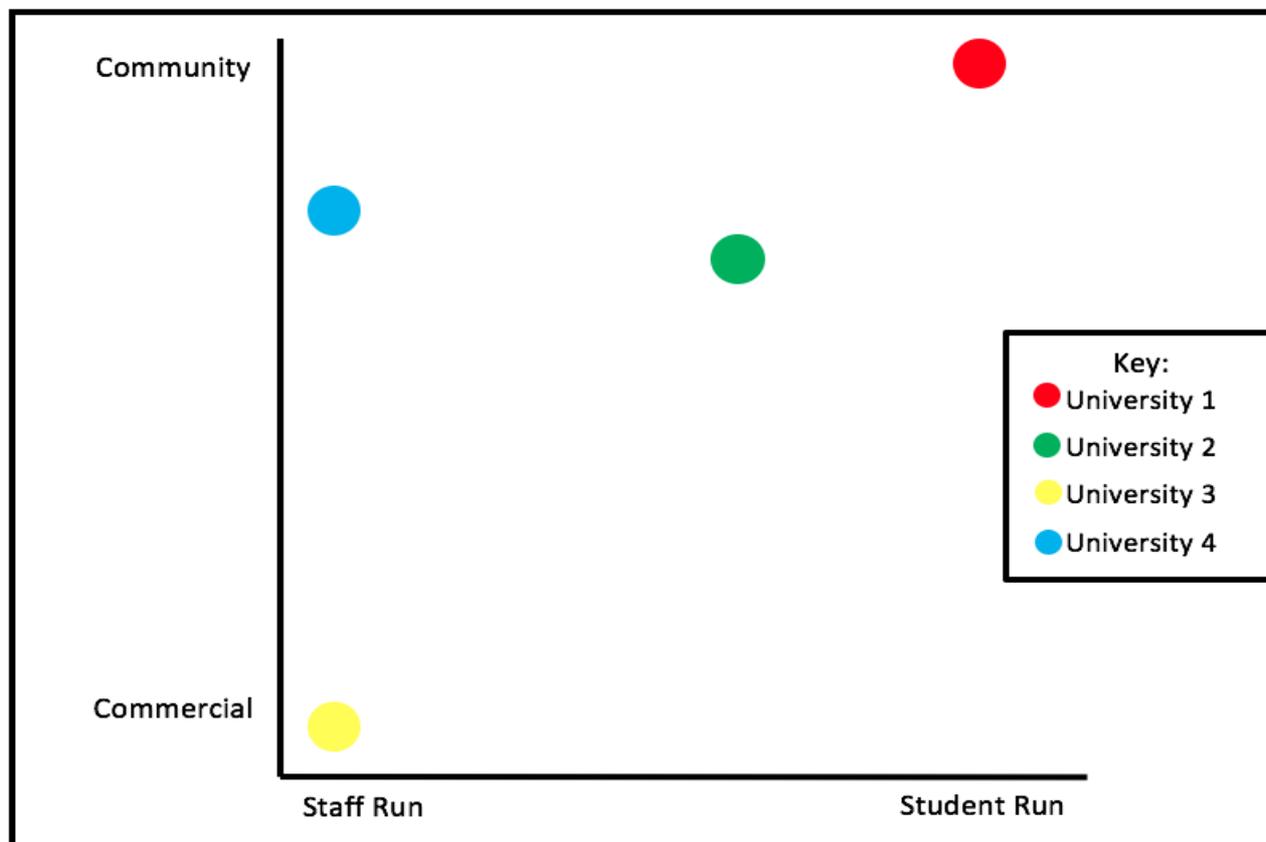


Figure 4: Visual demonstration of the four University projects key approaches.

The Benefits of Service Learning 4.2

The first significant topic aimed to discover the practical benefits of Service Learning in action on both the students and the community. The first crucial observation from the thematic analysis method was the uncovering of employability recognition from the student involvement within these programmes, not only from the students but additionally from the supporting academics and staff members. It was evident within the review of the literature that Thomas (2015) was suggesting the main intention of a student-led enterprise is to increase the involved student's employability. In comparison, it was remarked by one participant, "it helps with applications and it teaches you things a lecture doesn't" suggesting that the acquisition of real world experience has benefitted this participant more than the theory taught within the lecture room. Relatively, another participant noted, "It is supportive for the CV and increases their interview discussions" this was an

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academic reflecting on the benefits Service Learning creates for the involved students. Interestingly, Edwards (2015) supports the previous quotations by stating, the valuable trait of a student-led enterprise is giving the students the capability of putting theory into practice in order to enhance their CV and applications. This links to another valuable finding within this topic, it was discovered that personal reflection contributes a substantial amount to Service Learning and student-led enterprise.

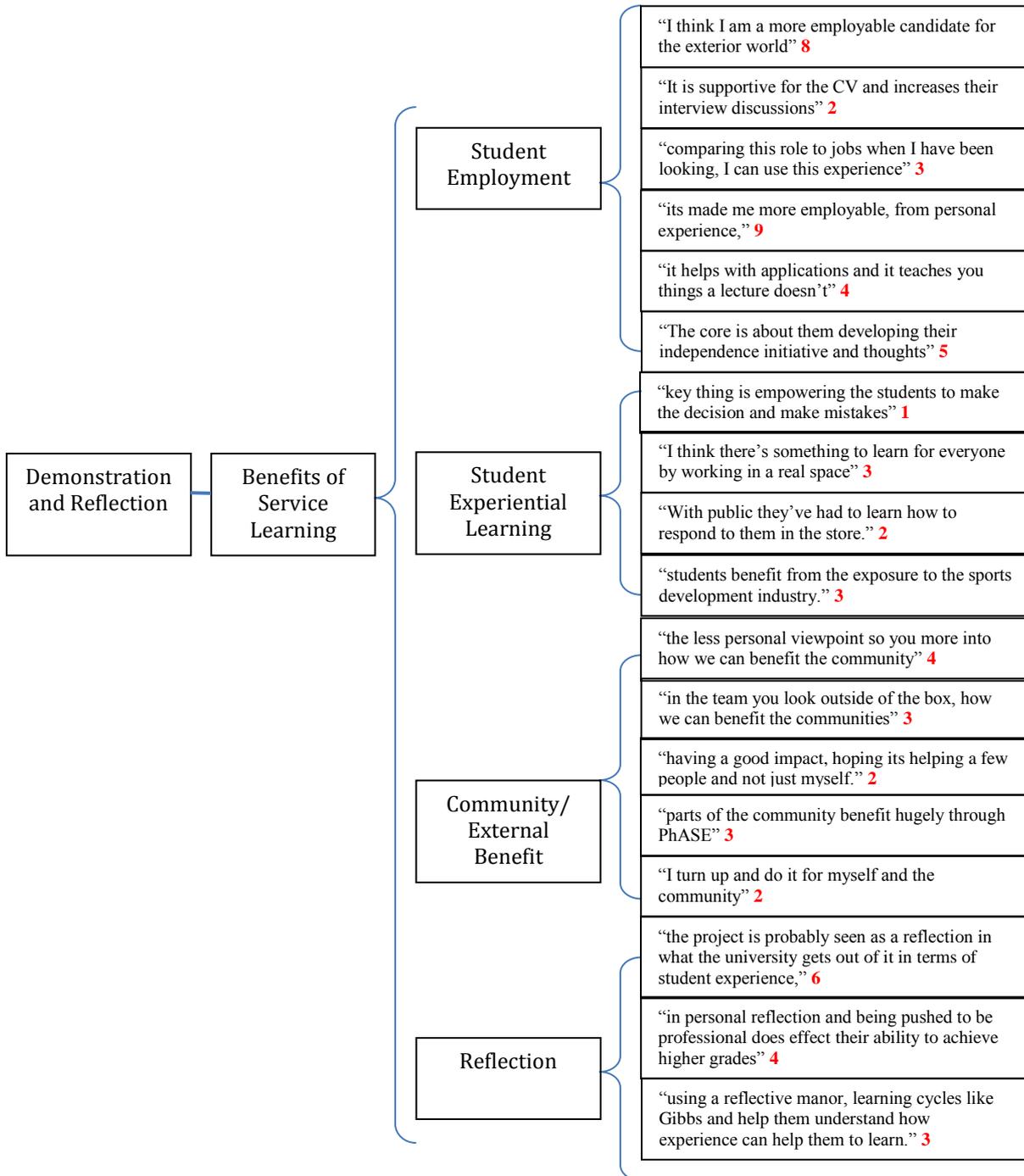


Figure 5: Results for the Benefits of Service Learning.

It was stated by one interviewee, “it helps in personal reflection and being pushed to be professional does affect my ability to achieve higher grades”, thus, signifying this student is using their ability to reflect to further enhance her academic grades. This is very interesting as Service Learning is portrayed as an academic enhancing phenomena, linking back, it was stated by Strage (2004) that students involved with Service Learning grade 4.8% higher than students within the non-service leaning group. Could this be linked to the reflective opportunity and capability of those involved? Finally, another noticeable and predicted outcome was the benefit to the community, it was highly interesting to discover that some students were involved within these enterprises to help and improve the community rather than themselves. One student stated, “we must look from the less personal viewpoint, so your looking more into how we can benefit the community”. Additionally, another student quoted, “we are aiming to have a good impact, hoping its helping a few people and not just myself”, it’s a unique and remarkable discovery to find a benefit to many students is the community enhancement rather than their personal grades or employability.

The Academic Benefits and Curriculum Links 4.3

The second significant topic targeted the academic benefits and curricular links of a student-led enterprise. The initial decisive observation made from the thematic analysis was the discovery that the academic benefit of Service Learning was segregated into two subdivisions, informal (student links) and formal (mandatory and direct curriculum links). Informal academic links relate to the crossover a student makes between the involved enterprise and their academic studies. For example, it was valuable to note one participant stated, “the board members over my time with this enterprise used the enterprise as their dissertation” this is an unblemished example of students using their experience to enhance their academic statuses. Interestingly, this links with the work of O’Grady (2014) who recognises Service Learning must benefit the student. Additionally, Kaye’s (2010) five stage model is created to revolve around the curriculum, made beneficial through the representative's ability to reflect. Furthermore, another student remarked, “this enterprise is also a module for board members in the final year if they choose to take

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it”, this suggests that under the involved students discretion, they may select to obtain a module linking directly to their entrepreneurial experiences.

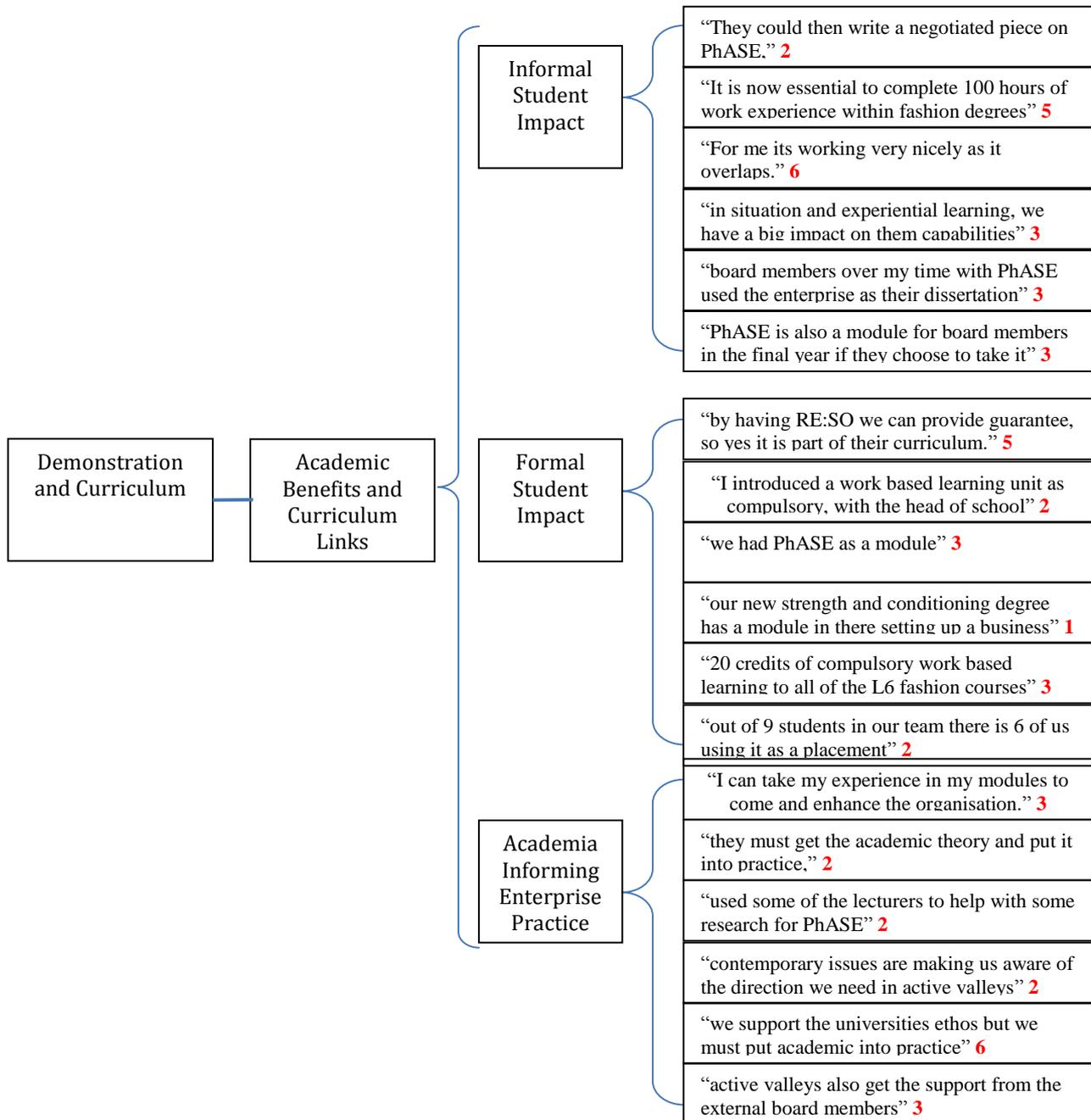


Figure 6: Results for the Academic Benefits and Curriculum Links.

Moving forward, a formal impact on the student, described by Waterman (2014) as a mandatory involvement or link with the institution, can alternatively be labelled as unwanted pressure (Bridge & O’Neill, 2012) or structured assistance (Price & Rae,

2012). Relatively, one participant quoted, “as a department we added 20 credits of compulsory work based learning to all of the L6 fashion courses”, this clearly outlines a mandatory link created between the curriculum and student involvement with enterprise. Additionally, another participant stated, “It is now 0 to complete 100 hours of work experience within creative and business degrees”, this is another compulsory link between enterprise and the curriculum. Finally, it was captivating to discover a reversible link between the enterprise and the academic curriculum. It was discovered within the data analysis that many participants considered the curriculum to enhance the enterprise conception and maintenance. One student stated, “I can take my experience in my modules and lectures to come and enhance the organisation” this was an unanticipated breakthrough. Interestingly, Jones (2015) suggested that research is an ever evolving phenomena which is enhanced and supplemented by contemporary investigations. It is possible that student-led enterprise is supplementing contemporary research with modern external investigation within the community.

The Creation of a Student-Led Enterprise 4.4

The third significant topic targeted the general creation and design of these student-led enterprise programmes and additionally discover the aims of these programmes. The initial decisive observation made throughout the thematic analysis was to segregate this topic into, initial creation (investigation and preparation) and current image (aims, structure and action). It was previously acknowledged by Kaye (2010) that a number of different models and fields are used within the creation and design of enterprise. Interestingly, one participant noted, “I would like to imagine that all student learning is in that professional environment”, this is quoted from the involved academic within one of the selected programmes, suggesting that the main intention of the programme is to insure all learning is in the professional environment and not within a lecture theatre. Additionally, one student remarked, “Its student made, student run and the current board will recruit for next year”, exposing the design of this enterprise as entirely student-led with no academic or staff guidance. Moving forward, with regards to the second research question of this thesis, it is inevitable to explore best practice designs of Service Learning in an attempt to

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enhance student development. One participant quoted, “we aim to provide the students with a stepping stone from being a student into employment, the main intention is to give students an environment, which is safer than doing it on their own”, it is clear that student ownership is an ongoing theme here. Intriguingly, this enterprise is labelled as a ‘safe zone’ and considered to give students the independence to make mistakes with a safety net. Finally, it was fascinating to discover all of these programmes had been supported and funded by the institution.

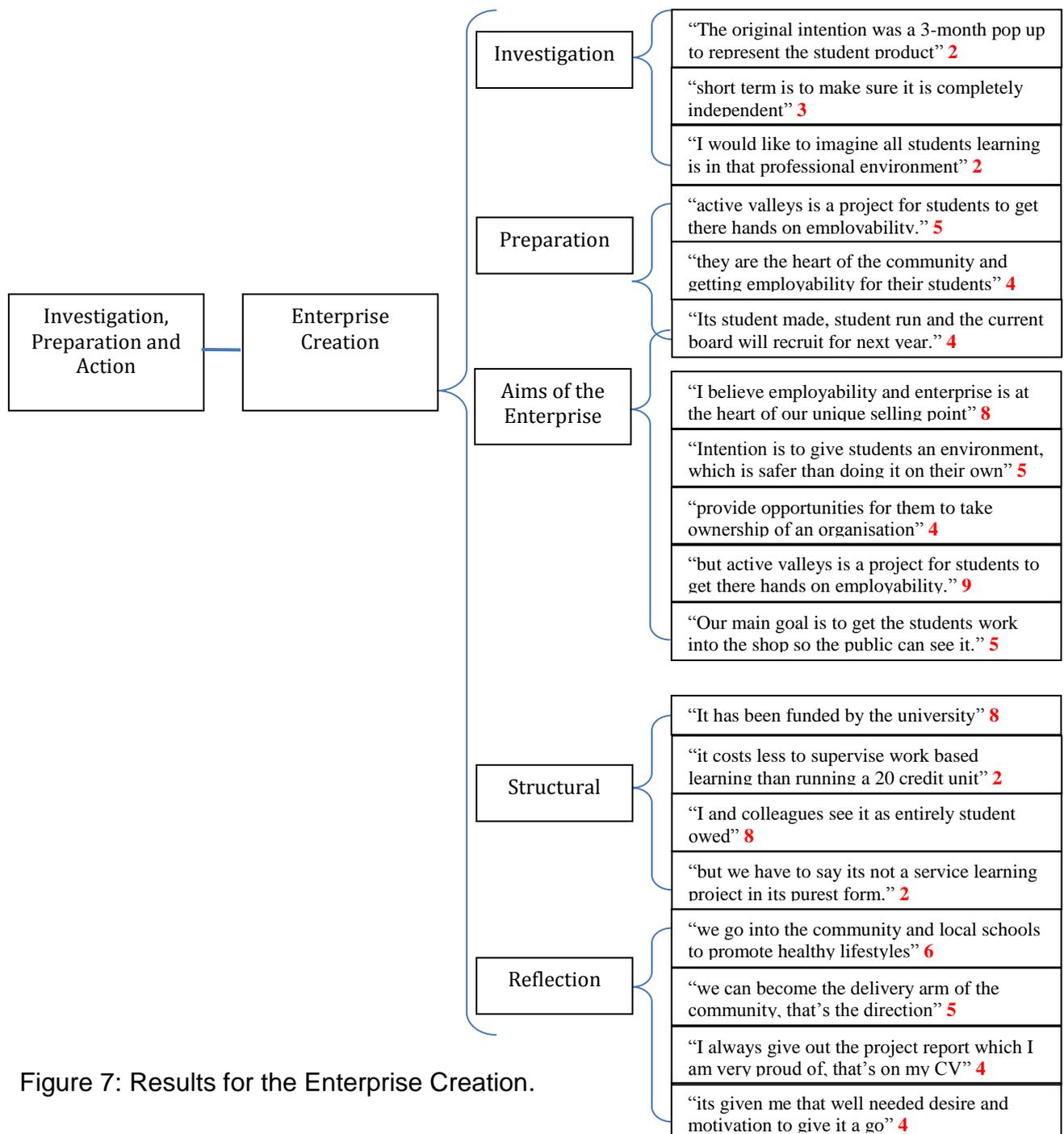


Figure 7: Results for the Enterprise Creation.

One participant stated, “it costs less to supervise work based learning than running a 20 credit unit”, suggesting the university input money into the project and insist on work based learning rather than supporting a full time academic within a credited module. Another captivating discovery was one academic stating, “we are obliged have to say it’s not a Service Learning project in its purest form”, this will be analysed in more detail within the discussion section, however, it is inevitable to note this statement followed explanation that this programme does not guarantee community enhancement which removes the label of Service Learning. Linking back to O’Grady (2014) this would be corresponded as its understood for an enterprise to be labelled as Service Learning, it must benefit both the student and the community.

The Challenges of Service Learning and Student Enterprise 4.5

The fourth and final significant topic aimed to discover the challenges of Service Learning and student-led enterprise. The initial decisive observation was to segregate each negative response into three distinctive groups, these were, personal (linking directly to the student or involved member), internal (referring to the enterprise) and external (referring to the consumers). Linking to the fourth research question of this thesis, it was anticipated to add contemporary research of the challenging aspects of such a programme and involvement. It was expressed by multiple participants that continuity and student support is a key issue of student-led enterprise. One participant stated, “unfortunately we don’t know what’s happening from one week to the next. Its inconsistency” and, “there’s no consistency, the third year students move on, who is there to take place?”, these are two clear examples of inconsistent support within these programmes. Relatively, Kaye (2010) acknowledges the continuity flaw in enterprise, additionally, Waterman (2014) recognises the ‘conveyor belt system’ which refers to final year students leaving, second year students needing to step up and first year students to enrol. From a leadership perspective, a notable drawback was a personal argument into how much an academic or member of staff should guide the programme. One participant stated, “this is an issue, if we get too involved does that impair the opportunity for the students?” supported with, “I’d accept the criticism that it can achieve more, but we want student autonomy”, these are clear examples of a leader wanting to guide the

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enterprise without limiting student independence. Linking back to Kaye (2010) it is recognised that involvement of a staff member can impair the learning experience for the students. However, it was suggested by Warren (2012), the involvement of a staff member can increase the enterprises capability to eventually increase student opportunities and autonomy.

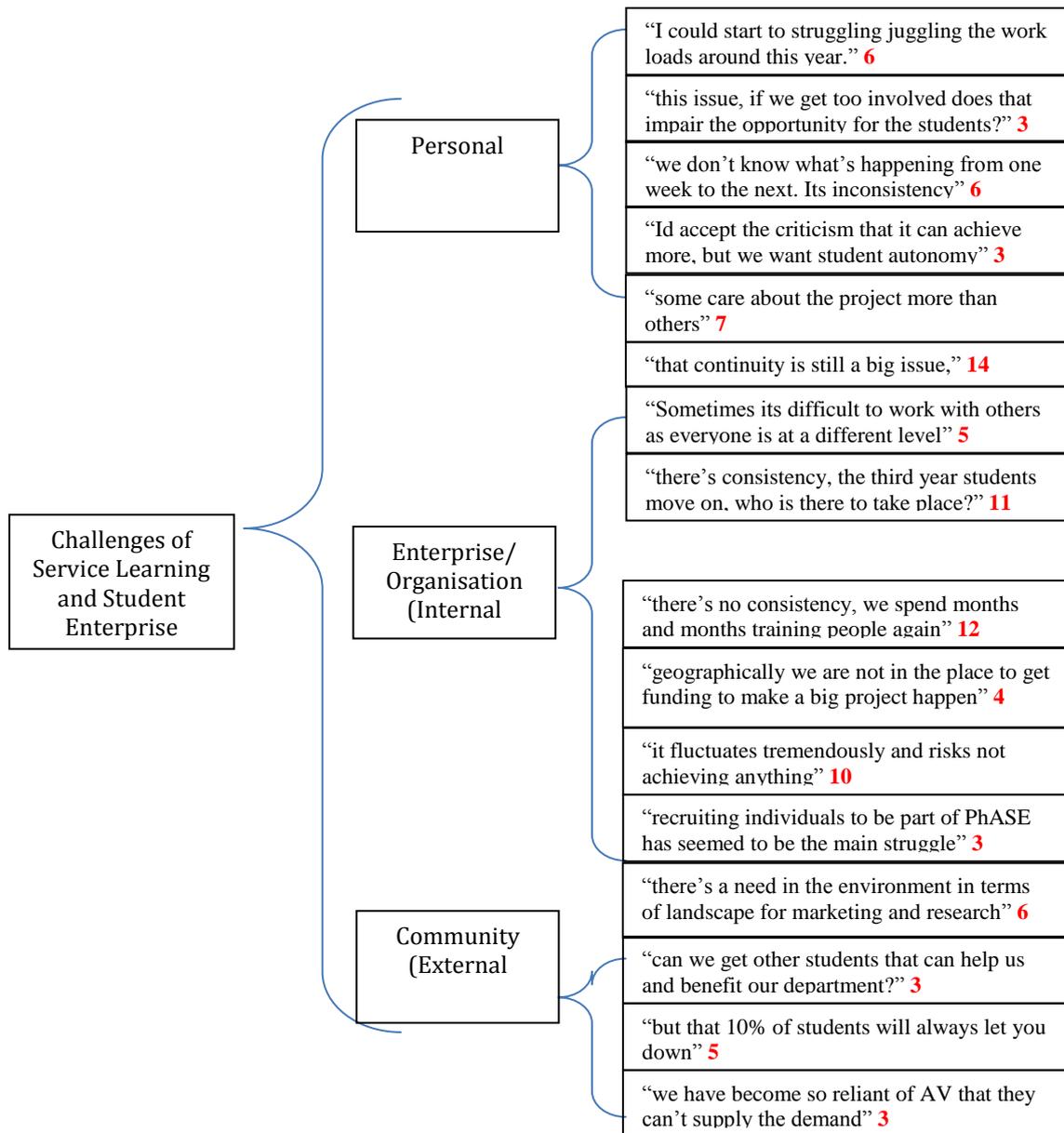


Figure 8: Results for the Challenges of Service Learning and Student Enterprise.

Finally, an interesting remark from a local authority executive, "we have become so reliant of the enterprise that they can't supply the demand anymore" suggests the enterprise is incapable of supporting the community demand for their services. This

interestingly links back to the first quotations illuminating the consistency issues, it is possible that the poor continuity of these programmes is actually causing implications on the local consumers. In addition, one participant stated, “we do query, can we get other students from other fields that can help us and benefit our department?” this relates to the individuality of the student-led enterprise. This participant is suggesting that other fields and specialists are added to the enterprise in an attempt to benefit more organisations. Linking back to Ellis (2014), it is suggested that a social enterprise has the capability of drawing different departments and practitioners together to improve the offered product to the consumers.

Summary of the Key Themes 4.6

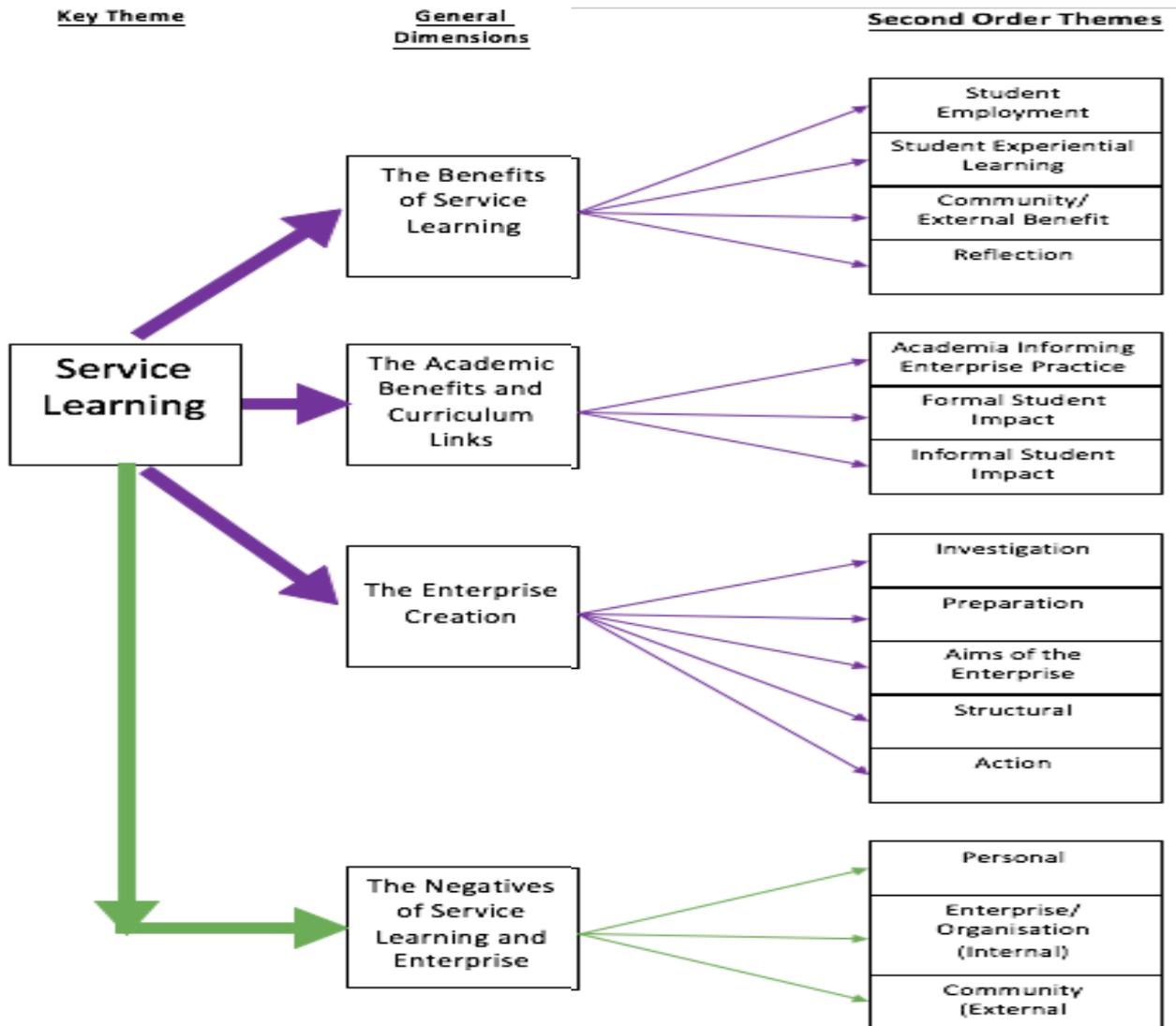


Figure 9: Summary of the Key Themes.

The Questionnaire Findings (Descriptive and Inferential) 4.7

Within this results subheading the researcher will explain and expose the data gathered, and only the data gathered. This task is to simply explain and expose the findings without consigning significance, value or meaning. This task displays the researchers understanding of the collected data whilst remaining neutral and unbiased in confronting the pre-discovered phenomena. An attempt to ascribe significance, value and meaning to the data is the purpose of the discussion chapter. As discussed within the Methodology, two quantitative analysis types will be used, inferential and descriptive to expose the true findings of the online questionnaire data collection.

Demographic underpinning 4.7.1

The opening questions were constructed to give the researcher an awareness of who was filling out these questionnaires by asking for the University name and their occupation. It is revealed that n=11 of the participants were from University 2, n=8 of the participants were from University 3, n=9 of the participants were from University 1 and n=8 of the participants were from University 4 (n=36 in total). This demographical underpinning is displayed within Figure 10.

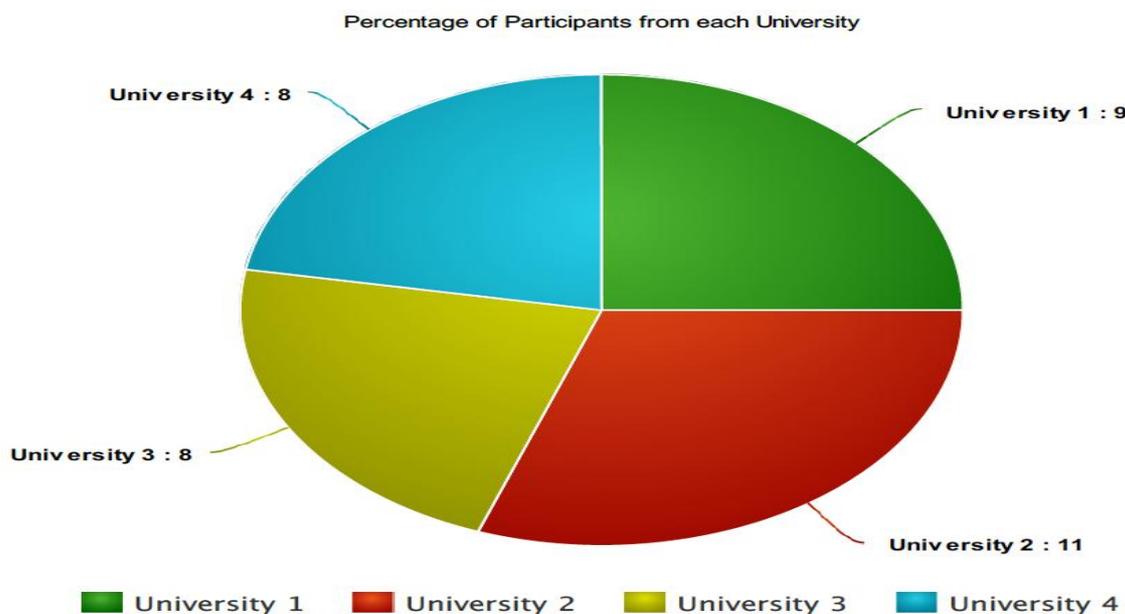


Figure 10: Percentage of Participants from each University.

Additionally, it was exposed that n=11 of the participants were staff members, n=15 of the participants were students, n=1 participant was a lecturer, n=6 of the participants were academics and n=3 of the participants were external to the institution (n=36 in total). The completion rate of each question will be displayed within each subheading with an overall attrition rate stated within the chapter conclusion. This demographical underpinning is displayed within Figure 11.

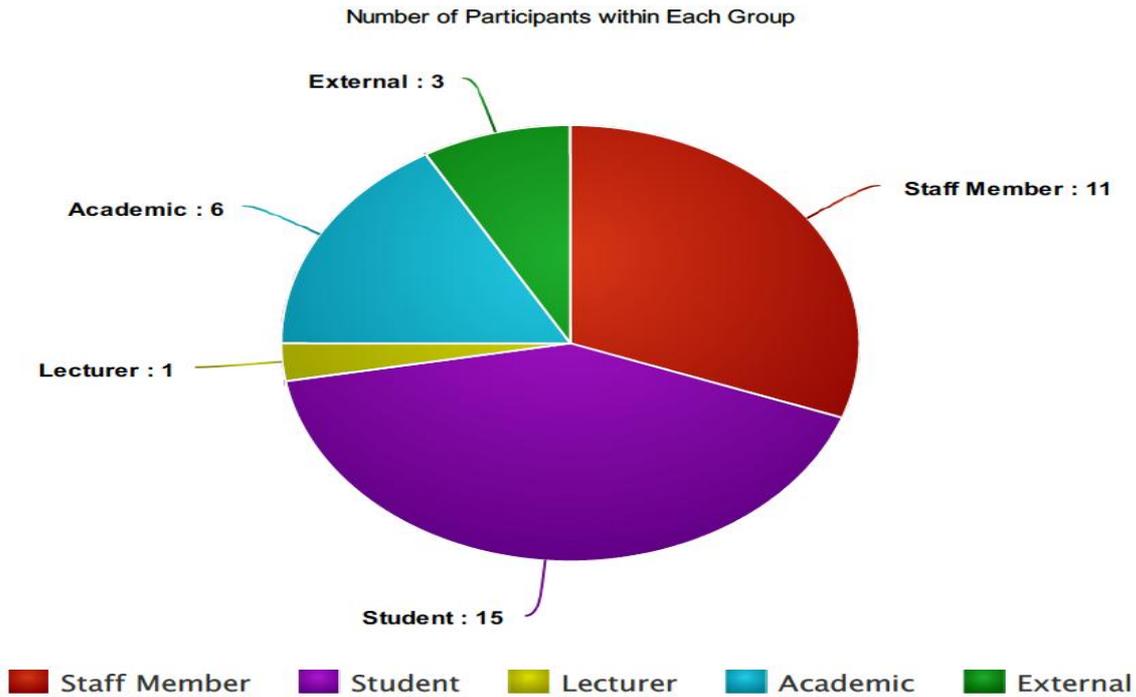


Figure 11: Number of Participants within Each Group.

Investigation 4.7.2

The first block of questions was designed to explore the first of Kaye's (2010) five stages of Service Learning model. The participants were given a short briefing on investigation: Investigation refers to the research and examination before creating an enterprise at an institution, for example, is there a need for the enterprise? What is the need for the enterprise? If there is a need, how are you going to create the enterprise? The next four questions explore the participant's knowledge of the enterprise and what investigation advised its creation.

The Concept of Service Learning in Practice: A vehicle for university student development?

Question 1: Does your scheme follow any recommendations from current research? 4.7.2.1

The response rate for this question was 89%, such that 32 people provided answers. Available responses were “yes”, “no” and “don’t know”. The results are shown below in Table 2.

	Yes	No	Don't Know
Percent of Responses (number of responses)	66% (21)	9% (3)	25% (8)

Table 2: Showing the percentage of people who answered yes, no and don’t know to question 1.

It is clear from Table 2 that most people said their scheme followed recommendations from current research.

Question 2: Has any academic literature/research influenced the creation/hierarchy of your programme? 4.7.2.2

The response rate for this question was 89%, such that 32 people provided answers. Available responses were “yes”, “no” and “don’t know”. The results are shown in Table 3.

	Yes	No	Don't Know
Percent of Responses (number of responses)	59% (19)	9% (3)	31% (10)

Table 3: Showing the percentage of people who answered yes, no or don’t know to question 2.

It is clear from Table 3 that most people said their scheme was influenced from academic literature and research,

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Question 3: When you created/got involved with this programme was there a noticeable need from the local area/community? 4.7.2.3

The response rate for this question was 89%, such that 32 people provided answers. Available responses were “yes”, “no” and “don’t know”. The results are shown in Table 4.

	Yes	No	Don't Know
Percent of Responses (number of responses)	81% (26)	3% (1)	16% (5)

Table 4: Showing the percentage of people who answered yes, no or don’t know to question 3.

It is clear from Table 4 that most people said their scheme was created with a noticeable need from the local community.

Question 4: Is any funding offered/given from the internal department/institution? 4.7.2.4

The response rate for this question was 89%, such that 32 people provided answers. Available responses were “yes”, “no” and “don’t know”. The results are shown in Table 5.

	Yes	No	Don't Know
Percent of Responses (number of responses)	81% (26)	3% (1)	16% (5)

Table 5: Showing the percentage of people who answered yes, no and don’t know to question 4.

It is clear from Table 5 that most people said their scheme was offered funding from the institution upon initial creation.

Preparation 4.7.3

The second block of questions have been designed to explore the second of Kaye's (2010) five stage model. Relatively to the previous section, the participants were given a mutual and short briefing on preparation: Preparation refers to the creation of an enterprise within an institution, you have gathered research and understanding that there is a need, how are you going to set this enterprise up successfully? Subsequently, the next four questions explore the participant's knowledge of the preparation phase of the enterprise framework.

Question 5: How are students enrolled onto this programme? 4.7.3.1

The response rate for this question was 86%, such that 31 people provided answers. Available responses were "Approached", "Interviewed", "Open to all" and "Mandatory through curriculum". The results are shown in Table 6.

	Approached	Interviewed	Open to all	Mandatory through curriculum
Percent of Responses (number of responses)	13% (4)	29% (9)	55% (17)	3% (1)

Table 6: Showing the percentage of people who answered Approached, Interviewed, Open to all and Mandatory through curriculum to Question 5.

It is clear from Table 6 that most people said their programme is designed to be open to all.

Question 6: Is there always an adequate amount of student support allowing this programme to run effectively? 4.7.3.2

The response rate for this question was 86%, such that 31 people provided answers. Available responses were only "yes" and "no". The results are shown in Table 7.

	Yes	No
Percent of Responses (number of responses)	58% (18)	42% (13)

Table 7: Showing the percentage of people who answered yes or no to question 6.

It is clear from the results in Table 7 that mixed views are apparent, the majority of people consider their programme to have an adequate amount of student support.

Question 7: Is there any staff support with the running/maintenance of this programme? 4.7.3.3

The response rate for this question was 83%, such that 30 people provided answers. Available responses were only “yes” or “no”. The results are shown in Table 8 below.

	Yes	No
Percent of Responses (number of responses)	58% (18)	42% (13)

Table 8: Showing the percentage of people who answered yes or no to question 7.

It is clear from Table 8 that most people said there is sufficient staff support with the running of the programme.

Question 8: Are the community/local area links permanent or temporary? 4.7.3.4

The response rate for this question was 81%, such that 29 people provided answers. Available responses were “Permanent”, “Temporary” or “Don’t know”. The results are shown in Table 9.

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	Permanent	Temporary	Don't Know
Percent of Responses (number of responses)	66% (19)	14% (4)	21% (6)

Table 9: Showing the percentage of people who answered permanent, temporary or don't know to question 8.

It is clear from Table 9 that most people said their scheme had permanent links with the local community.

Action 4.7.4

The third block of questions have been designed to explore the third section of Kaye's (2010) five stage model. Relating to the previous section, the participants were given a mutual and short briefing on action: Action refers to the 'doing' of the enterprise, who is your audience? What is the aim for the enterprise? The action of an enterprise is the students and staff actually completing experience within or outside of the institution. Subsequently, the next four questions explore the participant's knowledge of the action phase of the enterprise practice.

Question 9: Do you have links to local businesses around the institution? 4.7.4.1

The response rate for this question was 83%, such that 30 people provided answers. Available responses were "yes", "no" and "don't know". The results are shown in Table 10.

	Yes	No	Don't Know
Percent of Responses (number of responses)	70% (21)	17% (5)	13% (4)

Table 10: Showing the percentage of people who answered yes, no or don't know to question 9.

The Concept of Service Learning in Practice: A vehicle for university student development?

It is clear from Table 10 that most people said their programme has links with local businesses around the institution.

Question 10: Do you work with Schools within the local community? 4.7.4.2

The response rate for this question was 83%, such that 30 people provided answers. Available responses were “yes”, “no” and “don’t know”. The results are shown in Table 11.

	Yes	No	Don't Know
Percent of Responses (number of responses)	77% (23)	17% (5)	7% (2)

Table 11: Showing the percentage of people who answered yes, no or don’t know to question 10.

It is clear from Table 11 that most people said their programme is linked with schools within the local community.

Question 11: Do you feel this programme benefits both the student and the community? 4.7.4.3

The response rate for this question was 83%, such that 30 people provided answers. Available responses were “yes”, “no” and “don’t know”. The results are shown in Table 12.

	Yes	No	Don't Know
Percent of Responses (number of responses)	90% (27)	0% (0)	10% (3)

Table 12: Showing the percentage of people who answered yes, no or don’t know to question 11.

It is clear from Table 12 that enterprise is benefiting the students and the community.

The Concept of Service Learning in Practice: A vehicle for university student development?

Question 12: Are there any institutional benefits for having such a programme? 4.7.4.4

The response rate for this question was 78%, such that 28 people provided answers. Available responses were “yes”, “no” and “don’t know”. The results are shown in Table 13. An additional opportunity to elaborate was offered to the participants, these answers can be found in Table 14.

	Yes	No	Don't Know
Percent of Responses (number of responses)	86% (24)	0% (0)	14% (4)

Table 13: Showing the percentage of people who answered yes, no or don’t know to question 12.

It is clear from Table 13 that most people said their programmes created institutional benefits.

Yes	No
raises profile, attracts new students, gives students employability skills	-
Meets strategy of achieving 100 new start-ups by 2020, develops students's employability skills and contributes towards DLHE stats	-
inclusion	-
supports enterprise activity	-
Employability opportunities/experience	-
Shows that the University is giving something back to the community via its students = good PR	-
Enhances curriculum; supports enterprise and employability	-
Employability opportunities	-
Employability of students; recruitment; partnership working	-
marketing, student satisfaction	-
Networking, gets the university more recognisable, students and staff make new partnerships for during and after university	-
It provides an experiential learning opportunity for students producing higher quality students upon graduation. It's an added opportunity the institution provide and can promote to prospective students. It encourages students to volunteer and have an impact in the community, raising the status of the institution in the local area.	-
Hands on experience	-
Links with the community	-
Enhancing student opportunities and employability.	-
Student employability and academic success, everything here links, it is a valuable asset to the university and student community	-
Improving local links and student employability	-
Linking with the local community, makes the university look good and carry a positive persona	-
Increases the communities perceptions of the university, makes the institution look better and increases student employment rate	-
increasing their student employability status	-
community links and views	-
getting their students out there can only benefit the institution and make us look better	-
Something like this brings more students to the university, not many institutions offer such a programme, its highly unique	-

Table 14: Showing the elaborative answers from Question 12.

Reflection 4.7.5

The fourth group of questions have been designed to explore the fourth section of Kaye's (2010) five stage model. With relation to the previous sections, the participants were given a mutual and short briefing on reflection: Reflection is the ability to think back over a completed experience, pulling out the positives and negatives from what was just experienced. It's the idea of improving your personal capabilities from the experience and opportunities you have gained. What went well? What would you change when you next complete this experience? Subsequently, the next four questions explore the participant's knowledge of the reflection phase and capabilities of the enterprise experience.

Question 13: Are the involved students able to reflect on their experiences? 4.7.5.1

The response rate for this question was 61%, such that 22 people provided answers. This was a Likert scale questions with available responses being 1 (disagree) to 10 (agree). The results are displayed within Figure 12.

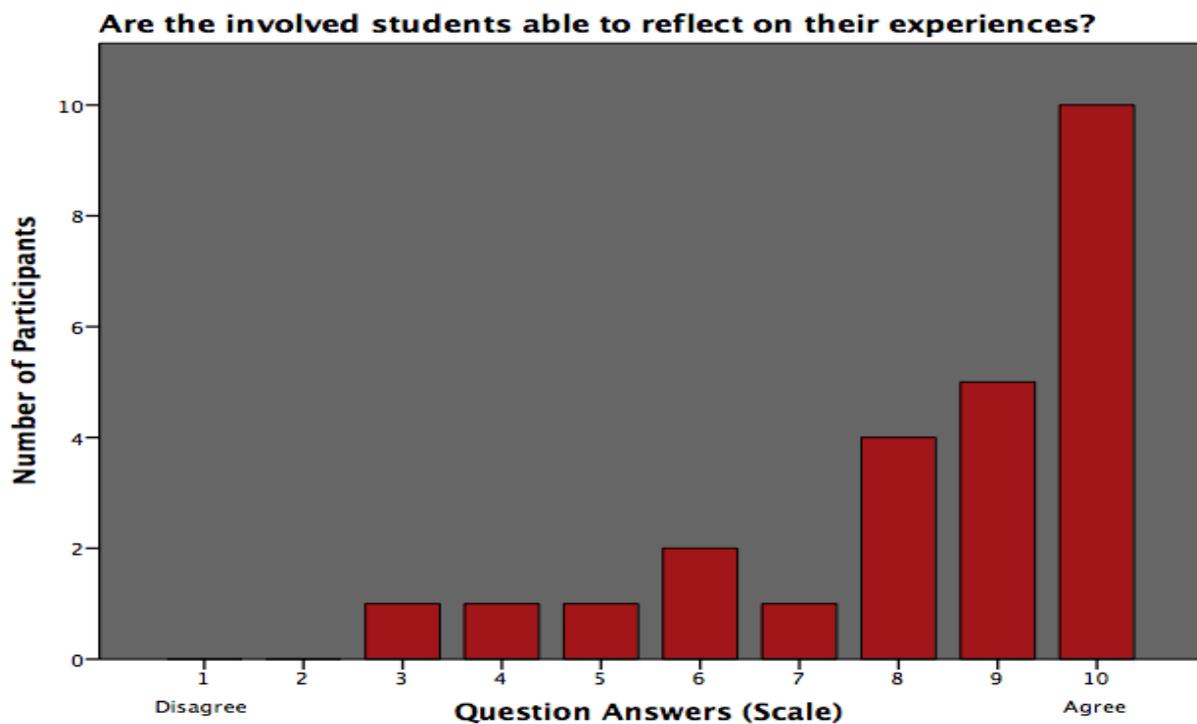


Figure 12: Bar graph displaying responses from the question: Are the involved students able to reflect on their experiences?

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It is clear from Figure 12 that the majority of all responses were agreeable with the question.

Question 14: Are the involved staff able to reflect on the running/success of the programme? 4.7.5.2

The response rate for this question was 72%, such that 26 people provided answers. Available responses were “yes”, “no” and “not relevant”. The results are shown in Table 15.

	Yes	No	Not Relevant
Percent of Responses (number of responses)	88% (23)	4% (1)	8% (2)

Table 15: Showing the percentage of people who answered yes, no or not relevant to question 14.

It is clear from Table 15 that the involved staff are given the opportunity to reflect on the running of the programme.

Question 15: Are there any positive reflections from your involvement with this programme? 4.7.5.3

The response rate for this question was 64%, such that 23 people provided answers. Available responses were “yes”, “no” and “no”. The results are shown in Table 16. An additional opportunity to elaborate was offered to the participants, these answers can be found in Table 17.

	Yes	No	Don't Know
Percent of Responses (number of responses)	100% (23)	0% (0)	0% (0)

Table 16: Showing the percentage of people who answered yes, no or don't know to question 15.

The Concept of Service Learning in Practice: A vehicle for university student development?

It is evident from Table 16 that only positive reflections are acquired from the participation within these programmes.

Yes	No
The progress that students have made in terms of their skills and confidence. The links we have made with academics and other staff.	-
yes, working first hand with students has given me an insight into a range of different opinions and how important it is to understand the individual needs of each student.	-
Facilitating learners	-
Need to build the skills/knowledge into the curriculum	-
Its benefitted my current role as AV act as a partner of ours	-
Yes the programme has been fantastic and has forced me to consider the way I interact with students	-
Experience gained for working industry, employability skills, networking opportunities	-
Too many to mention! Mainly around the level of support given to students, structure of the Enterprise and succession planning challenges	-
links to employers, management experience, great on cv, good fun, feeling of responsibility	-
Gaining skills to be more employable, make individual partnerships	-
I gained a huge amount of experience sitting on the PhASE committee as an undergraduate and studying for a Masters as a scholar with PhASE. It allowed me to put theory into practice. I made links with local community groups which opened up job opportunities.	-
Successful programmes each year	-
Creating links	-
Increase in academic success	-
Seeing peers and myself benefiting from gaining first hand experience in our selected profession.	-
Acquiring a dream career following involvement here. Also having the ability to reflect and enhance academic success	-
Having the ability to help the community and local schools whilst enhancing student skills and employability	-
Academic capability is increasing through input of this enterprise. Having the capability to link real world experiences with academic and study is useful.	-
Student employment, without a matter of doubt. The autonomy of the enterprise enhances the students learning experiences	-
Made numerous links with local people within my area of sport, hopefully this will increase my employment opportunities.	-
students can relate their experiences in the real world to what they are writing about in their studies	-
it makes the institution look better from the community, also enables students to get real world experience before graduating	-
academic improvement has been noticeable for me, having the ability to reflect on real experiences within the curriculum	-

Table 17: Showing the elaborative answers from Question 15.

Question 16: Are there any negative experiences from your involvement with this programme? 4.7.5.4

The response rate for this question was 61%, such that 22 people provided answers. Available responses were only “yes” or “no”. The results are shown in Table 18 below. An additional opportunity to elaborate was offered to the participants, these answers can be found in Table 19.

	Yes	No
Percent of Responses (number of responses)	77% (17)	23% (5)

Table 18: Showing the percentage of people who answered yes or no to question 16.

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It is evident from Table 18 that most people have experienced negative aspects to their involvement within these programmes.

Yes	No
Some overlap between our activities and SU and Careers - currently being worked out.	We do face challenges but it is all part of the experience and not seen as a negative experience
There are a huge amount of underqualified individuals working in entrepreneurship and enterprise education	I don't see that any of the experiences are negative - just learning or development points
Only when students don't engage fully in process	All good
Sustainability - recruitment of students year on year and continuity of initiatives	
Stressful sometimes because it's so fluid	
Unsuccessful projects in the past which makes it hard to rebuild partners	
Lack of students wanting to volunteer	
having to juggle time	
The link with academia	
Time and students being at different levels, makes it hard to progress and work as one.	
The lack of continuity, its poor, if we don't encourage enough people to join, the enterprise will not run	
the autonomy of the enterprise. sometimes it would be useful to have some support	
continuity	
sometimes there is a lack of support, whether this is intention or not, we do need more support	
juggling time seems to be tough for the involved students at times	
continuity, from what we've seen, the support is not continuous and is a constant battle for the enterprise	
continuity. thats a major problem at the moment	

Table 19: Showing the elaborative answers from Question 16.

Demonstration 4.7.6

The fifth and final group of questions have been designed to explore the fifth section of Kaye's (2010) five stage model. Linking to the previous sections, the participants were given a mutual and short briefing on demonstration: Demonstration is the link your completed experience has to the curriculum. The student's ability to demonstrate their new knowledge and experience into their academic work and explain their acquired experience to their peer and lecturers. Subsequently, the next four questions were designed to explore the participant's knowledge and experiences of the demonstration phase of the enterprise service.

Question 17: Is this programme linked with the curriculum? 4.7.6.1

The response rate for this question was 67%, such that 24 people provided answers. This was a Likert scale questions with available responses being 1 (disagree) to 10 (agree). The results are displayed within Figure 13.

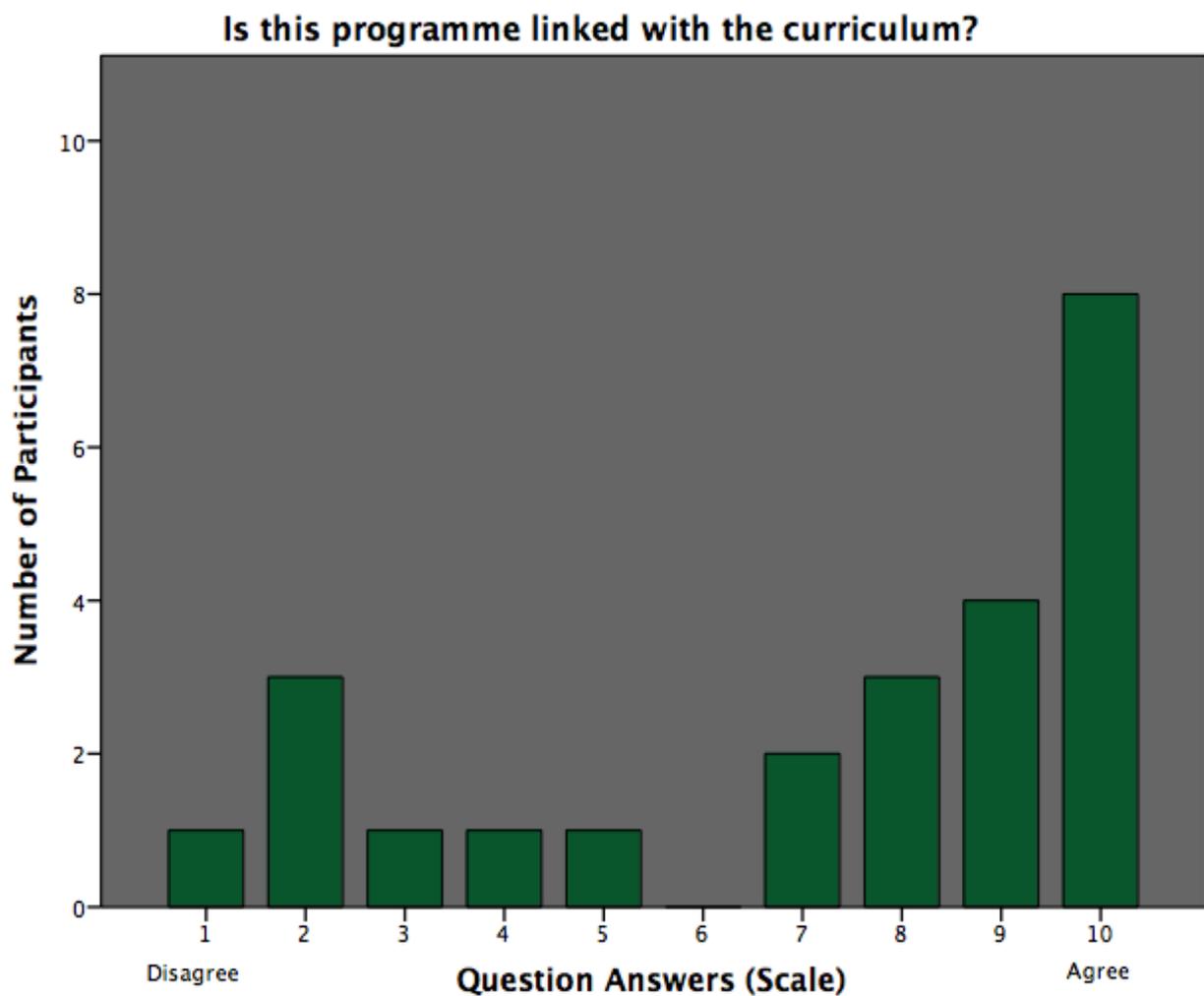


Figure 13: Bar graph displaying responses from the question: Is this programme linked with the curriculum?

It is clear from Figure 13 that the majority of all responses were agreeable with the question.

Question 18: Do students within the institution require any involvement with this programme to pass part of their final classification? 4.7.6.2

The response rate for this question was 69%, such that 25 people provided answers. Available responses were only “yes” or “no”. The results are shown in Table 20 below.

	Yes	No
Percent of Responses (number of responses)	28% (7)	72% (18)

Table 20: Showing the percentage of people who answered yes or no to question 18.

It is clear from Table 20 that these programmes are not made mandatory to the curriculum to pass a final classification.

Question 19: Do you feel your involvement with this programme has benefited you academically? 4.7.6.3

The response rate for this question was 61%, such that 22 people provided answers. This was a Likert scale questions with available responses being 1 (disagree) to 10 (agree). The results are displayed within Figure 14.

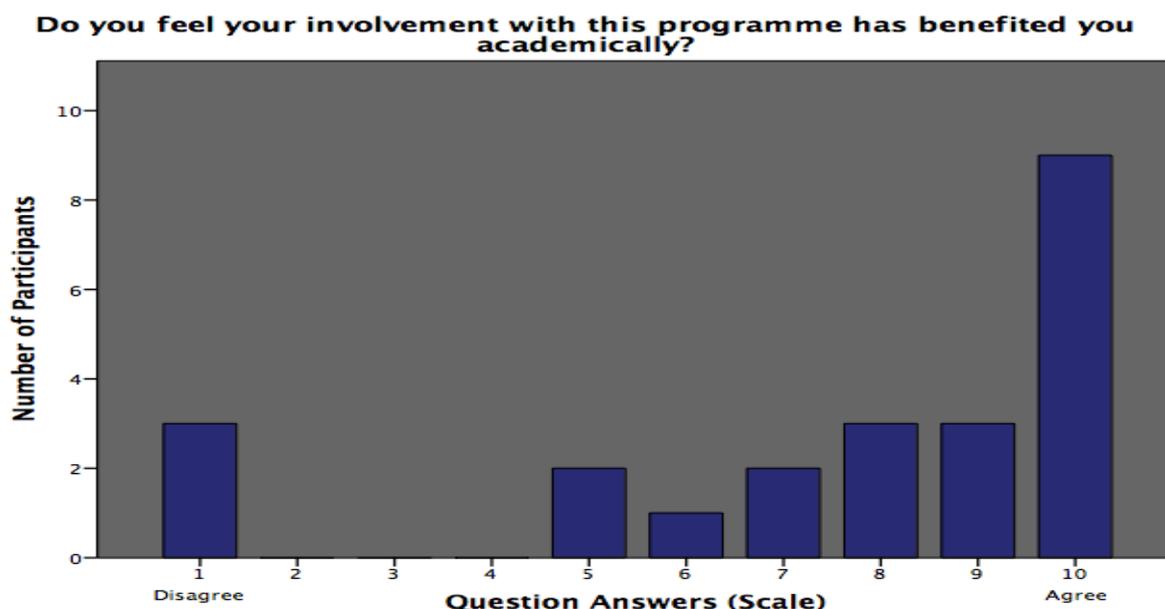


Figure 14: Bar graph displaying responses from the question: Do you feel your involvement with this programme has benefited you academically?

It is clear from Figure 14 that the majority of all responses were agreeable with the question.

Question 20: Do you feel your involvement with this programme have made you more employable? 4.7.6.4

The response rate for this question was 61%, such that 22 people provided answers. This was a Likert scale questions with available responses being 1 (disagree) to 10 (agree). The results are displayed within Figure 15.

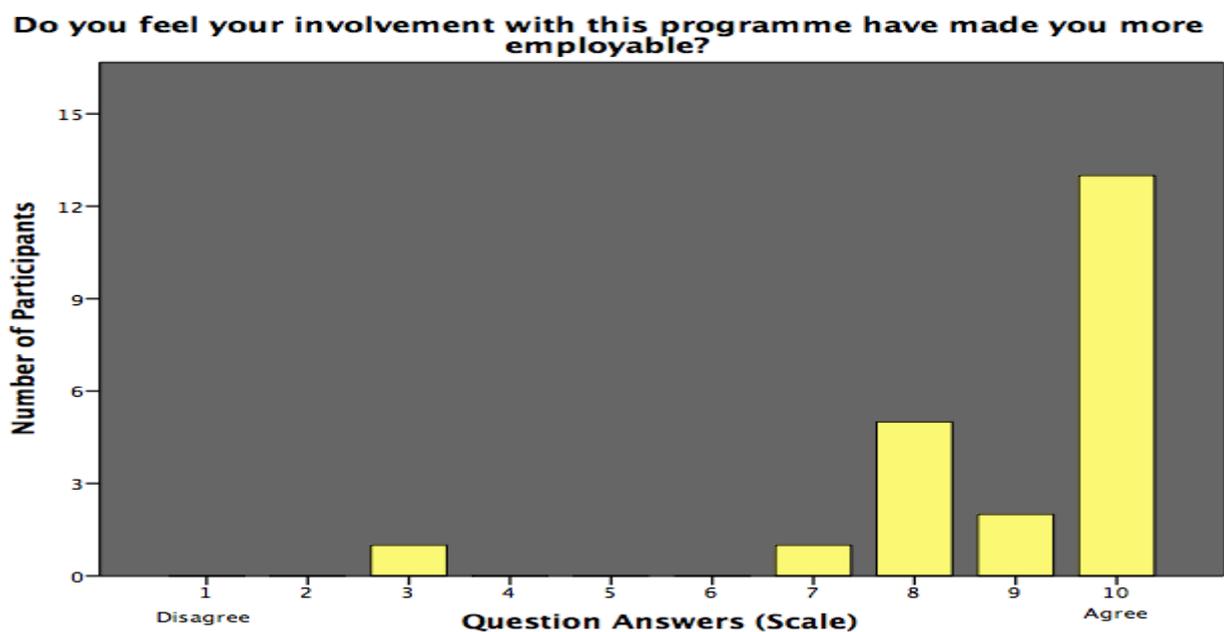


Figure 15: Bar graph displaying responses from the question: Do you feel your involvement with this programme has made you more employable?

It is clear from Figure 15 that (apart from 1 outlier response) all of the given responses were agreeable with the question.

Conclusion 4.8

This section displayed the key findings and meaning of the data collection phase. The attrition rate of this questionnaire was n=36 to n=22 concluding in a 39% drop-off rate. From the qualitative findings it is valuable to note the main discoveries were, the 'pedagogical confusion' which related to the fact that the academics did not

necessarily ground their practice in any theoretical frameworks, consequently, the interviewed academics and staff members at these institutions were not able to correctly or significantly answer the questions asked revolving around the theoretical framework of Service Learning. Secondly, it was fascinating to discover the motivations of the students did not compare to the predicted hypothesis of the researcher. It was anticipated that students would be focused on the project and instrumental desires around their own self development and career progression, however, it was discovered they actually had an altruistic orientation. The next section will be consigning significance, value and/or meaning to the data displayed above.

Discussion

5.0

DISCUSSION 5.0

Introduction 5.1

The purpose of the present study was to explore four contemporary Service Learning based student-led enterprises within Higher Education institutions across the UK, in an attempt to determine how and to what degree they generate positive outcomes associated to social capital development for their students. Secondly, it was aimed to discover the structures of these programmes with the ambition to ascertain best practice from the participants of the study, which will influence other institutions and academics across the UK to embark and create similar programmes. Finally, it was intended that this study will supplement to the contemporary dearth in research and attempt to discover the challenges of a student-led enterprise. Fundamentally, it was discovered that the concept of student-led enterprise is visible through a variety of contradictory structures, each of the four institutions detained focus on dissimilar specialisms, obtained differential support from the institution and the local community and each deliberated distinctive outcomes and intentions.

From an academic viewpoint, it was discovered that a number of the beneficial aspects of Service Learning based student-led enterprise link with the curriculum, however it is noteworthy that the anticipation of the academic benefits in Service Learning concluded with an anti-climax as the participants related their enterprise contribution as beneficial to others rather than themselves. Finally, a key aspect of this research related to discovering any challenging aspects of enterprise creation and involvement of the students from an institutional perspective. Consequently, many challenging qualities were discovered when interviewing a number of participants, the main one being consistency (5.5). Using The Five stages of Service Learning (Figure 1) (Kaye, 2010) as a theoretical foundation, the results demonstrated that the first three stages were interrelated with the creation and maintenance of the enterprise (Service), however the final two stages were connected to the Learning phase and the student's ability to relate their experiences with their curriculum and future opportunities. This is the important theoretical contribution of the current work as very few studies have examined the creation and

maintenance of a Service Learning based enterprise with additional exploration of the beneficial aspects and drawbacks of such involvement. No studies could be found that have examined the capabilities and challenges of Service Learning initiatives employing a student-led focus. This chapter will explore the previously displayed results from the data collection and analysis in depth with an attempt to explain the discoveries and their true meanings in detail.

The Enterprise (Kaye, 2010) 5.2

With regards to the second research question, the qualitative results have demonstrated the creation and maintenance of a student-led enterprise is conducted in a number of differential methods. Interestingly, Cashman and Seifer (2008) previously remarked, a Service Learning project can be displayed in a variety of ways with unique focuses and intentions. Jenkins and Sheehey (2012) also stated, the individuality of each programme is what makes this theory a niche field of research. It is remarked by O'Grady (2014) that contemporary research is conducted which exposes best practice and individual interpretations on experiences within these programmes to better educate other academics on the necessity of such an opportunity. It was remarked by nine interviewees that the purpose of their programme is "to provide the students with a stepping stone from being a student into employment" supplemented with a further five participants stating "the intention is to give students an environment, which is safer than doing it on their own". Instantaneously this exposes that the intention of over 50% of these programmes is focused on the employability aspects for the involved students.

As stated previously, McMillan (2011) considers the primary intention of a student-led enterprise is the enhancement of employability. Interestingly, in relation to McMillan (2011), the below participant consistently relates to the appreciation of employability through the use of enterprise. In support, Caulking (2013) additionally states, the key importance and necessity of student enterprise is future employability. Finally, it has also been noted that the success of a Service Learning programme is reliant on the enrolment of 'good students' each year. When relating to Kaye (2010), the below extracts refer to the preparation phase of the Five Stage

Model (fig. 1), exposing the unique methods used within this particular programme in order to gain student interest and involvement. The following extracts draw attention to the operationalisation of the Service Learning programme:

"I give students the standard, in 2 years' time you will be after jobs, a stat saying 1500 students studying sport at any one time in a 50-mile radius from here, and then a handful of jobs so we used to say what makes you different to the person next to you, you come for an interview with me what makes you different? And it's that experience on that CV, that's the 1 thing we try to sell, but like everybody that doesn't go far, students live in that moment, it's the ones with a mature attitude that see the bigger picture and all my staff are university students that have gone above and beyond their coursework and done extra whilst studying. The students that come out of their degree with jobs are the ones doing voluntary work and extra outside of their curriculums." (Patrick, University 2).

"Any experience can be linked to employment so there is an ability to make you more employable. I think I am a more employable candidate for the exterior world, I think that's due to the fact I am kind of left to my own devices here in this programme, I'm learning from my own experience and what I am doing, experiential learning is definitely taking effect." (Jamie, University 3).

"I am definitely more employable yes, having that on your CV, people mention it and question it in interviews it is a big benefit and a powerful thing to have on your CV yeah." (Steve, University 1).

Captivatingly, linking to the questionnaire, when questioned 'How are students enrolled onto this programme?' 55% of the overall answers stated 'Open to all'. This supports the previous quotations when referring to their methods of enrolment. It is evident that these programmes have an 'Open to all' employment allowing staff to advertise and offer the opportunity to all students across the institution. Interestingly, Taggart and Crisp (2011) advocated an entrepreneurial opportunity would require an open application process in order to receive an adequate amount of student

representation. By contrast, Thomas (2015) previously stated, the enrolment of students into enterprise and community schemes stereotypically require an interview process. It is evident that over the years, the image of student-led enterprise has changed, however it seems these participants use unique methods to acquire an adequate amount of support for the programme.

In contrast, the following quotations have been selected from an institution which holds a mandatory connection between the academic curriculum and student involvement with the enterprise. In relation to O'Grady (2014) this is an alternative vision of the concept which implements a Service Learning philosophy, meaning whilst enhancing the local community these students are greater benefiting themselves academically. The below statements comes from two participants uncovering the formation of the curriculum link. Relating to Fuller et al. (2015) it is acknowledged that cuts may be necessitated in order to create or maintain the institutions programme. Interestingly, comparable to the previous quotations, these participants perceive the enterprise as an employment opportunity, however, it is additionally perceived as an academic enhancer. The following extracts draw attention to the intentional aspects of the Service Learning programme:

“by introducing the work based learning module, some of the costs of staffing the individual modules is off-set, because it costs less to supervise students on work based learning than running seminars on a 20 credit unit, so there's a little less in academic time, the university have a contribution, the money put into the project is probably seen as a reflection in what the university gets out of it in terms of student experience, employability gains, enterprise, and general marketing and credibility.” (Sarah, University 4).

“the commitment and belief from this university is genuine, they want to support the employment opportunities of the students, absolutely want to help the students achieve and not just let them get their qualification, but support this organisation, that's why I am involved otherwise I wouldn't be here.” (Ronnie, University 2).

When questioned 'Is the programme linked with the curriculum?' 80% of the respondents selected the 'agree' half of the presented Likert Scale. This suggests, that the majority of these programmes do have a noticeable connection with the institutions curriculum. Moreover, Warren (2012) acknowledges the lack of curriculum links made by student-led enterprises. However, the above statement demonstrates a mandatory link with academia meaning students must participate in the running of the enterprise in order to complete their degree. Strage (2004) states, a curriculum link from a student-involved enterprise would boost support which will enhance the community, whilst improving the involved student's academic capabilities. This is a clear link to the theory of Service Learning as this enterprise was originally employability and externally focused, however with the recent link to the curriculum it has added an academic focus.

Linking back to Warren (2012), it is accredited that mandatory links on the students will create more pressure on the enterprise and may impair the overall experience and employability skills created by the involvement. In relation to this, the next participant acknowledges the programme as a student enhancer, however, when questioned about Service Learning, the participant did not consider this programme to be linked with Service Learning. This quotation exposes that the focus of this programme is personal development and is not structured enough to adequately enhance the community. It must be acknowledged that previously O'Grady (2014) stated, the Service Learning label can only be accredited if the programme enhances both the student and the community. In the comparable understanding of the participant, this removes the label of Service Learning from the programme.

"It depends on your definition of service learning, from my ignorant reading of service learning, if it's different by suggesting it must have community benefit involved, then I think I'm not sure that it is explicitly enough explained in the aims and objectives of any one project that we do. It does in the mission statement state about student and community benefit. But my understanding of service learning, part of every project design understands the community benefit whether its development or personal development we would have to accept it is more ad-hoc than that. It does go on but we have to say its not a

service learning project in its purest form. An experiential learning opportunity yeah, but we are into the subtle differences between their differences of experiential or situated learning.” (Jack, University 1).

It is understood that this participant understands the programme as a student enhancer. Dunning (2014) implies that Service Learning is comprehended as a misconception of student enterprise as the key focus for each institution is the student’s personal development. In contrast, Rice (2013) acknowledges student development is a vital aspect of enterprise, however, the link with the local community is the driving force for the students. This participant considers their understanding of Service Learning to be ignorant, yet does not believe the programme deserves the label of Service Learning because of the indefinite links with the local community. When linked with O’Grady (2014) it was previously acknowledged that Service Learning in its purest form must personally and academically enhance students whilst benefiting the community.

It is understood that this participant does not consider the community benefits to be greater than the student learning aspect of the programme. The autonomy of such programmes may be damaging to the outcomes both internally and externally. It is clear that student autonomy does excel the personal enhancement of students through personal discovery and experiential learning. However, it may be impairing the overall capability of the programme. The below statement is made by a participant who confesses they have many visions and ideas which could excel and enhance the programme for the student’s experience and the community development, however they do not want to impose on the performance of the programme and eliminate the overall student autonomy. The second quotation is made by a participant acknowledging the benefits of enterprise autonomy. This is an ongoing concern within academia, a contemporary debate between programme autonomy and staff involvement.

“I and colleagues see it as entirely student owed and we make a very definite decision not to get involved unless we are asked, my expectations for this enterprise, they are only ever going to be what they want to be. I have more

ambitions, of an organisation which deliver this service in benefit of another partner or school or the university, but as soon as I begin to impose that on it and push them along them lines I risk losing the value of them being wholly responsible and feeling they are in control, there are things I would like to see but I have to stop myself as I risk losing elements which are very important in terms of student experience and learning.” (Jack, University 1).

“All of it has been done by myself so far. The university has put me touch with a designer. Academics and staff members don’t really get too involved, it is down to me to get everything in place, and do all of my research, get everything done. At the end of the day, the more I do, the better outcomes there are for me.” (Jamie, University 3).

This is a interesting outcome as when questioned ‘is there any staff support with the running/maintenance of this programme?’ the most relatable, with 58% of total responses was ‘Yes’. This outcome illustrates, the majority of the participants believe these programmes do receive an adequate amount of staff support. This is an innovative discovery in terms of the contemporary literature, it is understandable that this participant controls a continual debate regarding their involvement with the programme. Warren (2012) acknowledges the autonomy of the student is the key aspect of student-led enterprise, however, it is understood that a staff or academic member should oversee and progress the enterprise when given the opportunity.

Linking to the previous quotation, it seems the contemporary debate overseeing the use of staff within student-led enterprise has been altered suggesting that within the majority of these programmes the understanding of student autonomy has been overruled. Kaye (2010) would disagree with the statement from Warren (2012) as student autonomy is considered to be the pure meaning and purpose of a student-led enterprise. It is considered to be more beneficial to the students to have guidance and consistent support by an academic/staff member, however, as stated within the previous quotation, it is vital for the maintenance of the student-led enterprise that students are given full autonomy to make potentially precarious decisions.

Benefits 5.3

With regards to the third research question, the qualitative results have demonstrated the creation and maintenance of a student-led enterprise has many concealed benefits for the institutions, the involved students and the local community. It was previously stated by O'Grady (2014) that a student-led enterprise requires a link with the student's academic curriculum. In contrast, Celio, Durlak and Dymnicki (2011) admire the variation of benefit created by such a programme and uncover "positive effects on students' attitudes, social behaviour, and academic performance." (p.178). Moreover, Chang et al. (2014) acknowledges the society engagement as a beneficial factor for both the local community and the institution.

It has been necessitated by a number of academics (Kaye, 2010; McMillan, 2011; Defourny, 2014; Thomas, 2015) that an addition to contemporary research which evaluates and exposes all current benefits of student involvement within a Service Learning programme. It was remarked by nine interviewees "It has made me more employable from my own personal experience". In contrast, a fascinating finding from the qualitative data exposed the benefits for 25% of the interviewees was linked with supporting and enhancing the local community. It is evident that many benefits exist within student enterprise, however, students acknowledging the less personal benefits of their involvement is a finding which has not yet been exposed in contemporary literature. Below are the five discovered benefits from the data collection process.

Employability:

"we have the aim of providing and supporting the development of graduate and undergrad students to make them more employable, it's not only about the community it's about the experience we can give the students" (Hollie, University 2).

Self-Motivation and Enhancement:

"it's given me that reason to get up in the morning and look forward to coming in and doing different things" (Ross, University 3).

Community/Organisational Benefit:

“I’ve worked with other colleges, the standard of student isn’t up to scratch, with AV the people they recruit want to do stuff” (Patrick, University 2).

Student Autonomy:

“I guess by students, students running it for the gain of other students, so everybody gains, the students running it learn masses and the students they run it for are working with peers, yeah I think it’s just about by working with other students they are teaching each other things” (Sarah, University 4).

Academic Benefits:

this enterprise allows us to take that knowledge and make it an action it gives us the opportunity to link what’s already here with the curriculum and put it out into practice.” (Kevin, University 2).

As discussed previously, Bridge and O’Neill (2012) state the primary intention behind each student joining an entrepreneurial programme is personal enhancement. In comparison, Taggart and Crisp (2011) remarked, community development is a modernised motive for each student within a Service Learning project. However, in contradiction, Andrews (2007) also suggests the key purpose of a student-led enterprise scheme is to improve student employability and overall development. Relating to the previous statement (Taggart & Crisp, 2011), a significant and unexpected discovery from the interview process was the below participants exposing they joined the programme to selfishly enhance their own future, however, they are now inspired and immersed in developing the local community rather than themselves. This exposes that not every enterprise is entirely student focused. Referring back to O’Grady (2014), each Service Learning enterprise must be both student and community enhancing, in relation, the first participant explains the process as looking at themselves less personally.

“The initial pitch is to inform the students that it benefits them, that they will develop these crucial skills which they can use in the future, you will have the opportunity to manage people and recourses and budgets, once you’re in the team the focus shifts to the less personal viewpoint so you more into how we can benefit the community, the selling point is personal and it is the main core

objective for us but as you're in the team you look outside of the box and how we can benefit the communities. I don't see it as part of the university, because it's my chance to be part of the sporting body, I see this as employment or my step into employment, when I turn up I don't actually consider my education, I turn up and do it for myself and the community, I don't bring the university into it." (Kevin, University 2).

"we aimed to go into as many different institutes as we could; i.e schools, local clubs, university. We wanted to make sport accessible to all; age, money, transport, disability, gender were all areas we wanted to target to ensure individuals had opportunity." (Will, University 1).

When referring back to the questionnaire, when questioned 'When you created/got involved with this programme was there a noticeable need from the local area/community?' an astonishing 81% of all responses were 'Yes'. This supports the previous quotations when linking to the interviewee wanting to develop the community rather than themselves. Interestingly, when linking back to Taggart and Crisp (2011) the modernisation of these programmes is creating a student interest and desire to enhance the local community whilst developing themselves. Bridge and O'Neill (2012) would argue a student's key intention should be the enhancement of their employability or academic studies rather than the service they are conducting. Kaye (2010) would disagree as the understanding and contemporary knowledge of Service Learning refers to the conducting of service to enrich the students learning opportunities. In relation to the previous quotations the below participants also acknowledge the community enhancement by unselfishly benefiting others and rather than themselves. Interestingly, the first interviewee also recognises the personal benefit of the "well needed desire to get up in the morning" and do something productive. Linking back to Culkin (2013) the involvement in enterprise demonstrates the students' capability to go beyond the basic expectations of the degree. This is evident from the below quotation, the participants' involvement with enterprise has given the student the opportunity to be driven and go beyond basic university requirements.

"I think intrinsically it's given me that well needed desire and motivation to give it a go and for when I leave university, it's given me that reason to get up in the morning and look forward to coming in and doing different things, extrinsically, having a good impact, hoping its benefiting a few people and not just myself." (Ross, University 3).

"stops us being shy because we hate talking with people. It depends on what you need when you set up and getting a guideline of where you are at, accounts is one of the massive things and daunting for us so its important to us to meet and see these people." (Charlie, University 4).

Within the elaborative answers to Question 15, 'Are there any positive reflections from your involvement with this programme?' one participant quoted "Acquiring a dream career following the involvement here, and also having the ability to reflect on and enhance my academic success". When linking to the previous quotations, it is evident that this participant also became motivated from their involvement with the programme. Interestingly, referring back to Johnson and Bozeman (1998) it has been previously discovered that a benefit of such a programme is the increase in student motivation and desire to succeed. Furthermore, it was remarked by Warren (2012) that informal curricular links are created independently by the motivated students wanting to improve their academic success alongside the entrepreneurial opportunity. Ferrari and Chapman (2014) consider the greatest benefit of student enterprise involvement is the opportunity to examine the real working environment. When linking with the experiential learning ideologies of Kaye's (2010) Service Learning model, the below participants understand the programme as an opportunity to prepare the students for the contemporary working environment. Linking back to Fletcher (2003) the fundamental anchor of student-led enterprise is autonomy. The below quotations uncovers the true benefits of autonomy in an attempt to prepare students for future employment.

"I guess by students, students running it for the gain of other students, so everybody gains, the students running it learn masses and the students they

run it for are working with peers, yeah I think it's just about by working with other students they are teaching each other things, if one of this team don't fulfil their roll they are directly impacting on their peers role, that teaches them a lot about the work place and business as they would let each other down if they don't provide what they should." (Sarah, University 4).

"student employability. It's about providing that real life experiential learning opportunity for the students. Without being in the shackles of a situation where they are contently controlled and led, it is all about getting them to a stage in their final year where they can apply their principles and theories and put that into practice, so what we try to do is implement that into the undergraduate programmes, they do it as part of a placement." (Harry, University 2).

"Doing real things in the community, broadly in sports development, but that has a broad definition, they do school based work and internal projects with the SU, its wherever they can get involved in doing sport and activity work, ideally with externals, but a mixture, their POV its to get that experience of managing that and supporting other students." (Jack, University 1).

Contradictory with the above statements, within the elaborative answers to Question 16, 'Are there any negative experiences from your involvement with this programme?' one participant stated "There are a huge amount of underqualified individuals working in entrepreneurship and enterprise education", this is additionally supported by "Students at different levels makes it hard to progress and work as one". These are interesting findings as they expose discovered drawbacks of the student-led enterprise concept. Previously stated by Strage (2004), this is a common weakness to the autonomy of such a programme. In contrast, O'Grady (2014) recognised the additional benefit of students working with different levels of experience and knowledge. It is understood that in the working environment a fundamental aspect of success is the ability to work as part of a team, responsively, these enterprises give students the desired experience. It is suggested by Huntley et al. (2014) that local organisations are benefiting from the higher quality of students

graduating from university with a level of understanding about employment. The below quotations comes from a Local Authority (LA) director viewpoint and an academic who considers the enterprise as a great employment opportunity from their organisations perspective. Linking with Huntley et al. (2014) it is believed that the programme allows external organisations to gather more experienced and an overall better quality of graduate.

“I’ve worked with other colleges, the standard of student isn’t up to scratch, with AV the people they recruit want to do stuff, you have your bads and your goods, in the university it’s the same, because they have this enterprise and its voluntary they genially want to do above and beyond, when we approach the programme from students, the students we get go above and beyond, its not just about numbers it’s the quality followed by numbers.” (Patrick, University 2).

“I guess it’s just creating links, that’s what a lot of them want and making connections within the university, making connections with us as well as the students. These are new possible employers or partners so anyone with their own business is all about networking and meeting new people which is what they are benefiting for. They just want to help.” (Zoe, University 4).

An elaborative quotation from Question 15 ‘Are there any positive reflections from your involvement with this programme?’ stated “A positive is the experience gained from working in the industry, increasing my employability skills and my networking opportunities”. This is a detailed link to the previous quotation as this participant clearly sees themselves as a more advanced candidate from their entrepreneurial involvement. This is an innovative discovery, however, Abel et al. (2014) states that within the modern climate employment requires more than just a degree. It is apparent that involvement within this programme is giving students the superiority over other graduates. From an organisational perspective, enhanced employees are being created which additionally enriches the local community.

Academic Benefits 5.4

With a direct link to the third research question, a key intention of this research was to explore the academic benefit (if any) of such programmes. The qualitative results have discovered a number of diverse connections between enterprise practice and the institutions curriculum. Interestingly, it was previously remarked by Warren (2012) that the essential requirement of a student-led programme is to guarantee academic enhancement for those involved. In contrast, Bringle et al. (2012) would argue academic enhancement is a fundamental benefit of enterprise involvement, however, several enterprise programmes do not create a mandatory link between the two, it is down to the students to create the crossover. Finally, Abel et al. (2014) recently compelled the need for modernised research discovering the empirical data of those involved to ascertain in which way academic success is achieved through entrepreneurship. It was remarked by six interviewees that an informal link had been created to overlap the work produced within the enterprise to their academic studies. However, a further five interviewees stated “By having this enterprise we can create a guarantee, so yes it is part of the curriculum”. Instantaneously, this exposes the contemporary argument within enterprise practice disputing whether a mandatory or an informal link with the curriculum is more meaningful to the students.

A truly interesting finding from the collected data was remarked by the below participant stating their academic studies have alternatively enhanced the programme rather than themselves. This is an entirely contradictory alternative to the contemporary research which states the enterprise typically enhances the student’s academic success. As discussed previously, Warren (2012) states the essential requirement of student-led enterprise is the enhancement of the student’s academia involvement. By contradiction this participant is stating they take their experience from their degree to enhance the enterprise practice, seen as a less personal viewpoint. This was a unique finding from the interview data collection phase. Interestingly, Scott (2012) recognised the benefit of having a higher quality of student creating opportunities within the community. However, this interviewee has created a crossover between the curriculum and enterprise which is beneficial for the

programme and not themselves. Linking back to O'Grady (2014) this would no longer be identified as a Service Learning project as the student is not benefiting as much as the community.

“in regards to modules, placement modules are used by students, sport policy and contemporary issues are making us aware of the direction we need in our project, I can take my experience in my modules to come and enhance the organisation.” (Kevin, University 2).

Interestingly, this statement is supported within the qualitative findings, within the question ‘Do you feel this programme benefits both the student and the community?’ 90% of the overall respondents selected ‘Yes’. This finding shows the clear enhancement a student-led enterprise is having on the community through students taking theory and putting it into practice. This is a direct link to the previous quotation as these quantitative results are displaying that not only the student benefits from these programmes. By contrast, it was previously stated by Warren (2012) that the programmes fundamental responsibility is the enhancement of the institutions students. The below quotations support contemporary literature by contradicting the previous statement. These participants recognise the formal connection with the curriculum and uncover the programme links to placement modules whilst completing academic assignments. Fuller et al. (2015) suggest a mandatory curriculum link is the vehicle for the modernisation of institutional enterprise. However, Thomas (2015) views the revolutionised vision of student-led enterprise as the increase of student employability. With relation to Fuller et al. (2015) the below students view the enterprise as an academic enhancer.

“definitely, in the past I can't say there has been a definite link to the curriculum apart from personally link them together. One of our main links is placement, we do career support placement, it requires 140 hours, out of 9 students in our team there is 6 of us using it as a placement, so the benefits of that link to the curriculum, coming to writing assignments is massive.” (Hollie, University 2).

“there is yes, it can, in recent years, we had enterprise as a module so students who were members of the enterprise board could actually take the module for 15 academic credits assigned to it. It linked to their experiences with enterprise, which was obviously a significant opportunity. They could then write a negotiated piece on enterprise, either the managing of the project or a project they were currently working on.” (Jack, University 1).

When questioned ‘Do students within the institution require any involvement with this programme to pass part of their final classification?’ 78% of all given responses selected ‘No’. It is understood that compulsory links with the curriculum is a new concept to Service Learning and student-led enterprise. Scott (2012) previously suggested, compulsory enterprise involvement is a damaging addition to enterprise practice as it forces uninterested students into a responsible role. Linking back to Warren (2012), it could be considered that a mandatory curriculum link will cause damaging responses to the enterprise practice as dispassionate and uninterested students will be forced into roles within the community. The below participant makes a similar remark to the previous quote by recognising the mandatory and formal link with the academic curriculum. It is noted that compulsory work placement hours have been added to the student’s curriculum which help staff the programme and enable students to gain a more valuable experience during their studies. It is understood that the addition of work placements within this institution has increased the level of support. Linking back to Scott (2012), it is evident that this is a positive example of a mandatory curriculum link as it is enhancing the enterprise rather than damaging the practice. It is clear that the curriculum link has enabled continuity and increased the production of the programme.

“at the moment there’s about 40 students working for the enterprise as part of their 3rd year student, I introduced a work based learning unit as compulsory along with the head of school agreement, from all the fashion courses we introduced 20 credits of compulsory work based learning to all of the L6 fashion courses, that then means that 220 students, I run that unit, them students are looking for work experience, we get a few of those, the reason we could make it compulsory is because we have this platform so we can

guarantee to employ a good number of those students and we can always find a project, role or job for any students that come to our programme so I would never be saying no to somebody, I would be working with them to find something for them to have responsibility, and contribute to something we do, the two went hand in hand, we could make it compulsory without finding them work experience, by having this here we can provide guarantee, so yes it is part of their curriculum.” Sarah, University 4).

Linking with the questionnaire, when questioned ‘is the programme linked with the curriculum?’ 71% of all respondents agreed and selected ‘Yes’. This suggests that the majority of the programmes used within this research are connected with the institutions curriculums, however, when linking back to earlier statements, it is interesting that so few programmes are formally linked to the student’s academic studies. Abel et al. (2014) made future research recommendations to discover the true benefits of enterprise curriculum crossovers, it is evident that mandatory links are a relatively modern concept, however the majority of all interviewees questioned have recognised the formal link with the curriculum. Bringle et al. (2012) suggested enterprise requires students to create their own links and crossovers between the curriculum and enterprise practice. In relation, the below participants acknowledge the informal link with the curriculum, meaning, unlike the previous quotations, a mandatory link between this enterprise and the curriculum has not been established. In relation to Bringle et al. (2012), these participants are ensuring there is a personal crossover by creating their own link from the enterprise practice and their academic studies.

“yes I would say to because it is relevant and I am making sure it is relevant to me, so my dissertation, my ideas and the modules I am making all link up, I’m making sure they over cross, if they didn’t I don’t know whether I would benefit from it, it would probably be more stressful as it would only increase the workload. For me it’s working very nicely as it overlaps.” (Ross, University 3).

“not a direct link with regards to one module but we develop the industry based knowledge with regards to contemporary issues in sport what effects

we are going to have, this enterprise allows us to take that knowledge and make it an action it gives us the opportunity to link what's already here with the curriculum and put it out into practice.” (Kevin, University 2).

Interestingly, within the elaborative answers to Question 15, ‘Are there any positive reflections from your involvement with this programme?’ one participant stated, “Academic capability is increasing through the input of this enterprise. Having the capability to link real world experiences with academic study is useful”. It is conceivable that without a mandatory connection to the curriculum, students have the opportunity to construct their own connections between the two and create their own crossovers. Warren (2012) suggests a compulsory enterprise curriculum link is the most successful method of giving the enterprise an importance. However, in support of Scott (2012) it has been uncovered within the previous quotations that a mandatory link creates challenging aspects for the enterprise practice. In contrast and linking with Bringle et al. (2012), it is evident, that without a compulsory relation to the curriculum, students have the capability to construct their own links and create their own benefits for their involvement with the enterprise. It was previously discovered by McMillan (2011) that a better standard of student is typically willing to go above and beyond to support a student-led enterprise alongside their academic studies. It is considered that a mandatory link will bring uninterested and under qualified students to the responsible roles within the enterprise and the community.

Challenges 5.5

With direct relation to the fourth research question and in contradiction to contemporary literature, the results have uncovered a number of challenging aspects of Service Learning and student-led enterprise. Warren (2012) remarked, Service Learning contains a trilogy of benefits with relation to the student, the institution and the community. Similarly, Waterman (2014) also suggested Service Learning creates beneficial opportunities for both the students and the community. In contrast, it was previously deliberated by Bringle et al. (2012) that negatives must exist within enterprise practice, and additionally, Bentley & Joellison (2005) suggested drawbacks are apparent in student-led enterprise practice, however, contemporary

research is required to uncover the side effects of such a programme. O'Grady (2014) states that future research is required with exploration into the unbeneficial factors for students involved with social enterprise and Service Learning throughout their higher education studies. Fascinatingly, it was remarked by a staggering fourteen participants, "continuity is still a big issue", this was supplemented by a further six interviewees stating "I could start to struggle with juggling the workloads". As stated previously, it is evident from the results that challenges do exist within Service Learning, the findings from both the qualitative and quantitative data will be explored within this subheading. Below are the three discovered challenges from the data collection process.

Continuity:

"there was no consistency, the third year students move on, who is there to take place?" (Hollie, University 2).

Lack of Expansion:

"my question is, you can keep ticking along, but now can you add something else, don't open the flood gates, but there's a huge need in the local environment in terms of landscape for marketing and research" (Patrick, University 2).

Student Autonomy:

"I would accept the criticism that it can achieve more, but we want student autonomy." (Jack, University 1).

The initial and most common challenge discovered from the interviews was with relation to the consistency of the programmes. Interestingly, this is a relatively new discovery in comparison to the contemporary research. As previously discussed by Celio et al. (2011) it was recognised that dissimilar commitment values are apparent in the controlling of a student-led enterprise. Comparably, Strage (2004) alluded to the unrelated interests of each participant and implies, students will intuitively be at different levels of commitment to the programme. In relation to Celio et al. (2011) these interviewees have recognised that students turn down the challenge and would prefer to enrol onto an easier project. Moreover, in relation to the issue of continuity, the below participants have considered an option to increase stability and

eliminate this recognised drawback. Continuity is a distinguished weakness of enterprise maintenance, the following extracts draw attention to the issue of consistency within enterprise continuation.

“the one at the minute is continuity, the start of this year we were struggling as we didn’t have enough students coming through the second year wanting to continue into the third year because they feel there’s too much responsibility there and don’t want to get involved so they do something easier. That continuity is still a big issue, we are now already looking forward at next year to see which first and second years will continue being involved for the following year. That’s where we need a postgraduate.” (Harry, University 2).

“exactly what I’ve said, the weakness is that it fluctuates tremendously and risks not achieving anything, we don’t know what’s happening from one week to the next. Its inconsistency. That would be the weakness, some people would say scale, its not big enough, its current problem is we can’t say it’s going to be the same, and have the same amount of success each year.” (Jack, University 1).

“A lack of consistency, with a staff team, obviously I have to explain and ask a colleague to do training repeatedly and repeatedly, students will do their 100 hours experience, so we have very little consistency, the managers are paid so they tend to stay once they are on the payroll, apart from them we have a huge change of staff, even the graduate associate position changes each year, so I have to start with somebody new every year, its good because it provides opportunities for one person, there’s no consistency and we spend months and months training people again, but that’s the nature of the project, but it is a weakness, we need to cope with the turnaround of staff.” (Sarah, University 4).

Interestingly, linking to the quantitative data, when questioned ‘Is there always an adequate amount of student support allowing this programme to run effectively?’ 58% of the selected answers was ‘Yes’. Fascinatingly, in contrast, within the

elaborative answers to question 16 'Are there any negative experiences from your involvement with this programme?' 9 of the given answers alluded to the discovered drawback of continuity. This finding relates back to Strage (2004) by displaying an adequate amount of student support without increasing enterprise continuity. It is understandable that the involved students have diverse commitment levels and interests which results in the lack of continuity. Within the above quotation the participant suggests a postgraduate position is the answer to this critical factor. The next interviewee creates a direct link with the previous, by suggesting this programmes downfall is consistency. It has previously been remarked by Shamsudin et al. (2014) that an ongoing difficulty within student enterprise is the conveyor belt system, an ideology that final year students move on and enrolment of first year students must be productive in order to maintain the enterprise. In relation to Shamsudin et al. (2014) the below participant recognises the conveyor belt difficulty and acknowledges that the consistency of these programmes is reliant on their ability to continue enrolling first year students.

"there was no consistency, the third year students move on, who is there to take place? That's where I'm hoping the board would support, we are overcoming the problem with the board. It's hard with Uni as the year finishes in May and people go home because the student accommodation ends and we lose people in May, if we were in a position to have 1 paid position, maybe even a 2-day part time paid position as business manager, that would bring continuity, I think that's what would help us to improve that, but we are not in that position yet." (Hollie, University 2).

It is of value to recognise, comparable to the previous quotation this interviewee has also implemented a notion to eliminate the challenging factor of continuity. It is recognised that this programme has now created a board of consistent external members to oversee the maintenance and running of the programme. This is another finding which does not link with contemporary research, however, in relation to Shamsudin et al. (2014), this alteration has facilitated consistency with the external board members as they are exempt from the conveyor belt ideology. Below is a very interesting statement from an external organisation representative who

suggests the programme could produce or offer more, from different fields of study. It was previously remarked by Kaye (2010) and Ellis (2014) that a number of varied enterprise programmes are in action expanding from the specialism of sport to the more extravagant specialism of gardening. However, there is no contemporary research which links specialisms and practices together within a single programme. It is stated by the below participant that this programme has been successful with their methods, however there are a number of different fields of study which can be included within the enterprise practice. Linking to the previous quotations, it could be questionable that this programme is unable to offer additional specialisms because of stability, could the conveyor belt ideology be the reason behind the lack of expansion?

“I think, don't want this to come across the wrong way, the core of their volunteers, are sports students, and that will benefit us as we are sport development, there are other avenues, it's a huge university, but I'm guessing the majority is sport, as a sports development department we could do with, we are not good at marketing, there are marketing courses here, can we get other students that can help us and benefit our department? Selling themselves to organisations like us, people with social media, administration, statistics, it may only be short term, use the student which lends us to do stuff we are supposed to be doing. they've done it the right way, they started with sport and got that right, but my question is you can keep ticking along, but now can you add something else, don't open the flood gates, but there's a huge need in the local environment in terms of landscape for marketing and research, lets open that door, that happen for two year, then grow again, that's how a company in the private sector would do it, concentrate on one thing and then add something else, they have done it right but now need to move onto the next things.” (Patrick, University 2).

This is a very interesting discovery which did not appear within the quantitative data collection. It is predicted that this finding links to the previous statement with suggestion that continuity and a lack of support is damaging the enterprise. It is conceivable that if an adequate amount of support was deceptive, then these

enterprise programmes would have the capability to expand in an attempt to involve other fields of study. Finally, the below participants imply the weakness of this enterprise is the autonomy of the programme. Previously, Fletcher (2003) suggested the fundamental anchor of student-led enterprise is autonomy, whereas, Warren (2012) acknowledged autonomy as the key aspect of student-led enterprise, but, suggested the programme should be overseen by an academic member of staff. Kaye (2010) would disagree with this statement as student autonomy is the pure meaning and purpose of a student-led enterprise. This is considered to be an ongoing concern within academia, it is considered that students benefit more from guidance and support from a staff member, however, agreeable with the below quotations, student autonomy is a vital element of student-led enterprise. Linking to the previous statements, these academics have educated and experienced ideas on expansion and consistency, however, these methods cannot be forced upon their students, the ideas must be created by them autonomously.

“I feel I have to be careful as to how I approach that advice to them so it doesn't reduce their autonomy of their decisions. It is important to stress, in terms of types of learning I absolutely accept that we will take different approaches to maximise the learning they can undertake and we will run a number of sessions on understanding on what its like to be reflective, how to keep diaries and how to write in a reflective manor, learning cycles like Gibbs or Kolb and help them understand how they approach learning can help them to learn. I would accept the criticism that it can achieve more, we want student autonomy and resource and time, if I could finance those things then I think I would pursue them.” (Jack, University 1).

“I have got some ideas but I am hoping it would come from the students so they know how to grow the programme. The students when they come here they will aspire to be part of it, profile raising and marketing, people understanding what they hell it is, and what an impact it can make, the students want to get involved and us having to turn people away and making it really competitive, they aspire to be here and the best students will be part of it.” (Ronnie, University 2).

Linking to the questionnaire, when questioned 'Is there any staff support with the running/maintenance of this programme?' 58% of the responses said 'Yes'. However, in support of the previous statements, within the elaborative answers to question 16, 'Are there any negative experiences from your involvement with this programme?' one participant also stated "a negative is the autonomy of the enterprise, sometimes it would be useful to receive some support", this was supported with "there is sometimes a lack of support, whether this is intentional or not, we do need more". This is a very interesting and a contemporary debate within Service Learning literature. Fletcher (2003) and Kaye (2010) note that student autonomy is the vehicle of these programmes, without autonomy, the students lose the full benefits of Service Learning. In contrast, it has been suggested by Warren (2012) that an academic staff member should oversee the programme. Supporting literature has suggested that students do benefit by the guidance of an academic, their input can successfully develop the programme. To conclude, student autonomy will be an everlasting debate within Service Learning research, however, these findings have displayed the diverse findings of the challenging side of student autonomy. There is a fine balance to be explored by any institution planning on implementing enterprise activity.

Chapter Conclusion 5.6

In conclusion, the crucial finding from this study is the understanding that Service Learning can be constructed to enhance and predominantly benefit the student either through employability or academic success. Additionally, the results of this research have also displayed challenging consequences of creating a student-led enterprise programme. These discoveries do not relate to contemporary research and has not been examined within present literature. A truly remarkable and unanticipated finding relates to students wanting to enhance the community rather than themselves. This came from a number of interviewees, referring to the "less selfish view" of enhancing others. Another finding was the developing debate over staff input and student autonomy. It was evident within a number of interviews that students were under the impression that staff contact and input was vital in the

running and effectiveness of the enterprise. However, from the more knowledgeable and experienced viewpoint of the academic staff members, the fundamental aspect of these programmes is the autonomy and responsibility the students are given.

It was essential for this study to create tentative best practice recommendations for the utilisation of Service Learning as a tool for student development and academic enhancement. It is evident that Service Learning is predominantly a student enhancing and beneficial theory. However, it is evident that few drawbacks must be considered when creating a student-led enterprise. It has been discovered that student-led enterprise is a concept that must be inhabited into Higher Education institutions to offer students these additional benefits alongside their curriculum. From these findings alone, it is perceivable that these programmes must be managed and organised by the students alone to increase the autonomy and student enhancement. However, it has been deemed beneficial to have an academic overseeing the maintenance of the programme and input only where entirely necessary, to increase the student enhancement. Finally, it has also been discovered that, although student employability is the main outcome of these programmes, a link with the curriculum has increased the involvement numbers and commitment of the students. From the qualitative findings it is valuable to note the main discoveries were, the 'pedagogical confusion' which related to the fact that the academics did not necessarily ground their practice in any theoretical frameworks, consequently, the interviewed academics and staff members at these institutions were not able to correctly or significantly answer the questions asked revolving around the theoretical framework of Service Learning. Secondly, it was fascinating to discover the motivations of the students did not compare to the predicted hypothesis of the researcher. It was anticipated that students would be focused on the project and instrumental desires around their own self development and career progression, however, it was discovered they actually had an altruistic orientation.

Conclusions

6.0

CONCLUSIONS 6.0

In conclusion, the benefits of creating a student-led enterprise vastly outweigh the challenging aspects. It has been discovered within this research that Service Learning as a theoretical framework is predominantly beneficial for the student, institution and local community. A dearth in the literature indicated a necessity for contemporary research to explore the challenges of a student-led enterprise. It is perceivable that drawbacks do exist within these programmes, such as, consistency and student autonomy. However, these challenges are responses to fundamental Service Learning benefits such as, employability and academic enhancement. With supplement to the discovery of weaknesses, the fascinating discovery of students becoming less egotistical and enhancing the local community rather than themselves is a finding which complements a somewhat intriguing area of contemporary research. Finally, when exploring Service Learning as a student enhancer, it is evident that each of the selected institutions prioritise dissimilar objectives from one another. From the mixed-methodological data collection, it was evidenced that students learning is increased when student autonomy is retained. Additionally, these findings have uncovered the true beneficial factors of curriculum links, it is evident that a mandatory link with the enterprise will increase continuity, however, it is perceived by the data that the academic benefits for the students are enhanced when they are given the opportunity to construct their own crossover with the curriculum.

Firstly, when relating to the creation of student-led enterprise, it was discovered that each programme has a unique structure, this exposes that the concept of enterprise is a relatively innovative notion with no definite structure. Furthermore, two key debates were discovered within the interview and questionnaire data collection. Student autonomy has been a recognisable debate within the Service Learning literature and continued to be deliberated by the participants of this research. Many participants related to the work of Kaye (2010) by suggesting student autonomy is a fundamental aspect of the learning process of Service learning. In contrast, it was additionally suggested by several participants that the input of a staffing member is essential to the progression and expansion of a student-led enterprise programme.

Conclusively, it is uncovered that student autonomy must remain to maximise student enhancement, however, it is considered that an academic member of staff should control the programme to create the best opportunities for the involved students. The second discovered debate within the mixed-methodological data related to the link between the programme and the curriculum. Within Service Learning literature it is suggested that a mandatory link must be created to encourage student input and increase their academic capability. However, it was discovered within the data collection that students are actually at a greater benefit when personally-constructed curriculum crossovers are created.

Furthermore, five key beneficial aspects of Service learning have been discovered. Firstly, and adjacent with contemporary Service Learning literature, employability has been recognised as not only the primary enrolment influence for the involved students, but the greatest benefit of such a programme. The academic enhancement of a Service Learning project has also been recognised as an influential factor for the enrolment of students into the programme. Moreover, it has been discovered that the academic benefit can be applied either formally with a curriculum link or by a constructed crossover by the student. Student autonomy has been uncovered as a beneficial factor by many participants, it is acknowledged that autonomy allows students an additional experience in leadership and decision making. The community benefit from having a Service Learning project within an institution is acknowledged by the participants of this study. It is accredited that many students support a Service Learning project to enhance themselves, however, it has been discovered that these students become less egocentric and inspire to enhance the community rather than themselves. Finally, a new addition to contemporary Service Learning literature is the discovery that these projects have been inspirational for the involved students, motivating them in other areas such as academia and employment.

The academic benefits of a Service Learning project have been discovered within modern research and has been uncovered as a beneficial aspect from the participants of this study. It has previously been acknowledged that the Learning aspect of Service Learning must include a link with the student's curriculum to

ensure the student is benefiting from their programme involvement. A debate within the findings of the current investigation explored a mandatory link with academia and a student constructed link to their academic studies. Notoriously, the ideology of academic benefit refers to a mandatory link between the enterprise and the student's academic curriculum. Alternatively, it was discovered that many participants had constructed their own links to benefit themselves academically rather than a compulsory connection to their studies. Interestingly, both examples of academic benefits are regarded as advantageous for the involved students, however, students from the institutions without a compulsory link were considered to be at more of a benefit. This consideration is contemplated with the student's capabilities to connect to their own curriculums, with no obligatory and pressurising link with academia and their studies. It was understood that these constructed links allowed the involved students to treat the enterprise as an extra-curricular project and focus on their own intentions rather than the institutions.

Three challenges of a Service Learning project were discovered within this research. It was first revealed that the main drawback of these Service Learning projects is continuity. It was distinguished by each participant that the dilemma of continuity was preventing expansion within the programmes. An ideology of a conveyor belt system was described by the participants as the final year students leaving the programme at the end of each year, meaning as a consequence, the reenrolment of new students each year was a vital aspect of the enterprise preservation. Secondly, linked with continuity, it was recognised that the lack of expansion within these projects was a drawback from local organisations and businesses. Noted by a number of participants, the programmes had a primary focus in the field of sport, however an expansion into additional areas of study was required by the local community. Finally, the notion of student autonomy, considered a beneficial factor by many participants, is likewise considered a challenge to the maintenance of student-led enterprise. Already a debate within contemporary literature, it has not yet been uncovered whether student autonomy or staff involvement benefits the Service Learning project further. Additionally, within this research the debate continued between the interviewed participants. It has been uncovered that student autonomy does enhance the student's individuality, motivation, leadership and managerial

capabilities. However, it has been suggested that an academic staffing member can excel the enterprise with well-informed and experienced viewpoints which enables students to experience a higher standard of enterprise production.

It is finally and most valuable to note that the main discoveries were, the previously discussed 'pedagogical confusion' which related to the fact that the academics did not necessarily ground their practice in any theoretical frameworks, consequently, the interviewed academics and staff members at these institutions were not able to correctly or significantly answer the questions asked revolving around the theoretical framework of Service Learning. And finally, it was fascinating to discover the motivations of the students did not compare to the predicted hypothesis of the researcher. It was anticipated that students would be focused on the project and instrumental desires around their own self development and career progression, however, it was discovered they actually had an altruistic orientation.

Research Limitations 6.1

Comparable to all studies, there were several limitations that could have impacted the findings of this research. It must first be acknowledged that the findings from this research are indisputably positive. All interviewees had positive and beneficial aspects to discuss with regards to their involvement with the institutions enterprise programme. While this outcome is creditable, it could be perceived that the involved participants were 'cherry-picked' by the researcher. As deliberated earlier within the methodology, these participants were all selected within the niche field of Service Learning within UK Higher Education institutions. The chosen participants for this research were currently or previously involved within a Service Learning project and held valuable empirical data with relation to the research questions. In addition, the time-scale given for this piece of research was not long enough to visually perceive each of the programmes in action either during the construction of the enterprise or in action within the community. This is an unfortunate limitation as this research could only comprehend and gather results from the participant's experiences and empirical responses, it would have been

beneficial for contemporary research to evidence the organisation and practice of the student-led programmes.

Future Research Recommendations 6.2

Several clear directions for future research emerged from this study. First, it would be beneficial for the contemporary debate of autonomy to discover, in practice, whether similar programmes and students benefit further with complete autonomy or with support from an academic member of staff. Secondly, with consideration to the curriculum links of Service Learning, it is necessitated to discover, in practice, whether students are benefiting more from mandatory curriculum links or personally constructed academic cross-overs. In relation to the limitations of this research, future investigations should use a similar methodological process with allowance of a wider participant spectrum, this would eliminate the notion that participants have been 'cherry-picked' from a niche field of Service Learning. It must also be acknowledged that the institutions used within this research were all based within southern UK. It is understood that these are not the only institutions currently housing a Service Learning project, it is necessitated that future investigation explores a wider geographical example of Service Learning practice. Finally, future research is required to explore in a deeper depth, the emerging ideology that students are becoming less selfish and prefer to enhance the enterprise and community rather than themselves. It is understood that this links to an experiential outcome, however, it was exposed that students were more focused on enhancing the community rather than their own academic capabilities.

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Appendices

A-G

(SUPERVISORS LOG OF HOURS)	A
(INTERVIEW GUIDE OUTLINE)	B
(PARTICIPANT DEMOGRAPHIC SHEET)	C
(ONLINE QUESTIONNAIRE OUTLINE)	D
(ETHNICAL CONSENT)	E
(UNIVERSITY PSEUDONYMS)	F
(VISUAL DEMONSTRATION OF EACH STUDENT-LED ENTERPRISE)	G

Appendix

A

Supervisors Log of Hours

PROJECT SUPERVISOR'S LOG

MSc by Research Project Supervisor's Log

Please use this card to keep a brief record of your meetings/discussions with your supervisor.

Supervisor's initials: RS/JR/PL

Others initials: JO/SS/NT

Student's name: Danny Buckley

Date	Approximate times from:.....to:	Attended	Remarks <i>(eg help/instructions given, student failed to keep appointment, etc.. Student to complete and supervisor to initial</i>
13/01/2015	12.00-13.00	JR	A meeting with Julia was arranged to discuss the idea of a funded masters by the HSP. Holding research and working for the partnership.
03/02/2015	11.30-12.30	JR/JO	A meeting with Julia and John O'Callaghan was arrange to discuss the masters and work option further. John Informed myself and Julia that this unfortunately will no longer be an option as the University did not want to create a link with HSP.
07/05/2015	11.00-12.00	JR/SS	Julia arranged a meeting with me a Shivani to discuss a new idea where I would conduct research for the department, and funding will be created for the masters by research.
22/05/2015	09.00	JR	Pre-planned work experience starts. I am completing 160 hours within the department in order to receive my funding for the degree.
10/06/2015	14.45-15.45	PL	Meeting with Peter Lovatt. Talk about my research and how he plans on supervising me. Getting on the same page was important as Peter required knowledge of my research.
18/06/2015	15.00-16.00	JR	Discussing the proposal for Peter ahead of a potential IRA date. Literature that could be used and potential methodologies were discussed.
13/08/2015	15.00-16.00	SS	An update with Shivani. Showing my current work and progress I had made. Discussions of an internal questionnaire to understand the staffing and student perceptions of this research.
02/09/2015	14.30-15.30	PL	Meeting with Peter to run through a submitted proposal. Acknowledging the weaknesses and strengths of the current work and methods. Peter asks testing questions to prepare me for the upcoming IRA.
21/09/2015	10.00-11.30	RS	An initial meeting to 'get on the same page' and bring all concerns to the knowledge of the supervisor. Another meeting agreed to assist with moving forward.
23/09/2015	12.30-13.30	RS	A 20 minute presentation is performed by Danny to Rebecca to show where he is with the project and receive recommendations and alterations on the methodology.

08/10/2015	14.30-15.00	RS/AC	Rebecca and Ali meet with me to discuss my queries and worries going forward. They discuss the admin implications and how they will track my questions down.
12/10/2015	11.00-11.30	RS	Rebecca is now primary supervisor, we meeting to discuss my trip to Southampton where I will be conducting my first interviews. A change is made to the methodology (mixed methods).
14/10/2015	10.30-11.30	NT	I meet with Nick to introduce ourselves and discuss admin surrounding my degree, finances are agreed, and discussions of stationary degree freezing are also discussed for the following year.
20/10/2015	12.30-13.00	RS	Meeting with Rebecca to update with current position, new discoveries and deliberate about the meeting with Nick. Looking forward to the next steps for both of us.
02/11/2015	13.00-14.00	RS/PL	I conduct a short 20 minute presentation for Rebecca and Peter to ensure we are all on the same page and have the same visions when going forward.
06/11/2015	15.00-16.00	PL	Meeting with Peter to help with the creation of a questionnaire to support the current methodology. Ethic changes will be made to ensure no mistakes are made.
02/12/2015	11.00-12.00	RS	Preparation for the IRA assessment. Drawing together some collected data and trying to finalise the proposal which will be submitted for the IRA assessment.
18/12/2015	11.00-13.00	RS/JR/NT	IRA assessment.
18/12/2015	14.00-15.00	RS	Thematic Analysis discussions. Rebecca advising me on literature to read over the Christmas break on thematic analysis and helping me get started with the data I have already collected.
07/01/2016	11.00-11.30	RS	Going through the progress made with regards to thematic analysis. Looking through the created trees and where the analysis must go from the current position.
28/01/2016	11.00-11.30	RS	Looking through drafts work and results sections.
05/02/2016	14.00-15.00	RS	Planning the next few steps of the research, what the discussion chapter will look like.
17/03/2016	09.30-10.00	RS	Looking through discussion and conclusion layout.
29/03/2016	13.00-13.30	JR	Talking through conclusion first draft, alteration of future research recommendations.

Appendix

B

Interview Guide Outline

Interview Guide on Student Entrepreneurship Creation and Maintenance

Demographic Accompanying Sheet for the Participant

Base Questions:

1. What is the name of your current entrepreneurship?
 - What is the aim of the programme?
 - What are the objectives?

NOTE: find out what direction this interview will head in, (student based, company and outcome based).

2. Do you have a student lead section of your programme?
 - Is there a link to the curriculum?
3. Who is involved with the social enterprise? (Discuss Academic Model?)
 - Are academics involved?
 - If so, how many?
 - Are students involved?
 - If so, how many?

Can you provide some specific examples?

4. If there is a leader, who takes leadership of this social enterprise?
 - (if academics) Why? Examples of how they lead?
 - (if students) Why? Examples of how they lead?
 - Who Decides this? How? Examples?
5. What are the main intentions of this social enterprise?
 - What types of things does the social enterprise do?
 - Do you have any examples of projects?
 - How to you monitor progress?
 - What are the benefits of the programme?

The Creation:

6. How has the student lead programme been funded?
 - Where does the money come from?
 - Does this create any issues?

7. How do academic members of staff or staff members from sport development support the programme? (If at all).

- **Examples in practice?**
- **Why do they need to be involved?**

8. Do you use a current hierarchy? If so, what does the hierarchy look like?

-Why?

-Who decided it would look this way?

If possible, get a copy of this. Would be good to use within the thesis, if not get a transcribe-able description.

Is this in your opinion the best model to use? Why? Examples?

9. Is there any academic research that has influenced the design or practice of this enterprise?

- **Why? Examples?**
- **How has this been important?**
- **Have these been successful? Why?**

10. Are there any external contributors to this enterprise?

-Who are the consumers?

-Why?

-Who decides who the consumers will be?

-Do they give feedback?

-Why?

Linked to their pre-suggested targets and outcomes? Who actually is this enterprise aimed towards?

The Maintenance:

11. What do you think are the strengths of this enterprise?

-Why? Examples of good practice?

12. What do you think are the weaknesses of this enterprise?

-Why?

-How do you try to overcome these?

-How do you manage these weaknesses?

13. Are you able to maintain staff/student involvement? If so, how is this done?

-What techniques are used?

-Why?

How are they enrolled in the first place? Do they reenrol?

14. Do you have any consumers for the enterprise? If so, how do you maintain them?

-What techniques are used?

-Why?

-How is this done?

15. Over time and throughout your experience within this enterprise, have your views/opinions changed? If so, how?

-Why have they changed

-What caused the change

-What were the main similarities

-What were the main differences

Interview Guide on the Academic Benefits of Service Learning Involvement

1. What is your base knowledge around the theory of Service Learning?

-(if none) explain Service Learning in depth so the participant understands

Will be interesting to see if the student involvement has been linked at all to this theory. If no link has been made service learning must be described in detail in order to get relevant answers to the questions.

Mutual Definition: Service learning is coming together of the community and the institutions students for a dual beneficial outcome. The students benefit from the field experience and the community benefit from the student having an involvement and being there.

2. Is your service learning related to sport or other disciplines?

-Why?

If other disciplines, which ones, can these/are these other disciplines be linked together?

3. Does your enterprise offer the opportunity to have Service Learning?

-If yes, why do you offer service learning to your students/employees?

-If no, why do you not offer service learning to your students/employees?

4. (if yes to Q3) Could you explain how your social enterprise encourages and implements the theory of Service Learning?

-Why is it encouraged/implemented in this way?

5. Does your programme incorporate the involved students learning experiences into their curriculum and academic studies?

-Why?

-What benefit does this have?

If they do not link the experiences to the curriculum, I need to discover why they do not do this!! What are the reasons??

6. In your opinion, do you believe the students are benefitting from gaining first hand experience from the consumers?

-is there proof of this?

-how is it monitored?

If a student is being interviewed: How does this opportunity benefit them personally and academically?

7. Does the input of an academic/leader effect the learning opportunities and experiences on the students?

-Positively or Negatively?

-why do you think this?

-how can this be monitored or adjusted?

8. Is there any noticeable, positive correlation between service learning participation and an improvement in the participants' academic grades?

-If yes, why could this be?

-If no, are there any other benefits to participating in service learning?

9. Do you then believe that your students/employees are more employable as a benefit of service learning?

-Why?

-Examples?

10. Would you recommend service learning and student-led enterprise to other institutions across the UK?

-Why is this?

-What is the final outcome?

-What recommendations/research is needed?

11. Do you have any examples of good practice? Any student success stories?

-What are they?

-How did this happen?

-What was the outcome?

12. Do you have any recommendations to an institution/programme wanting to encourage Service Learning/Curriculum links?

-Why do you recommend this? What's the purpose? Support? Example?

Appendix

C

Participant Demographic Sheet

Demographic Accompanying Sheet or the Participant

University:

Entrepreneurship Programme Title:

Main Focus (Student Benefit/Targeting Outcomes):

Name:

Age:

Job Title:

Years Involved with this Programme:

Appendix

D

Online Questionnaire Outline

Draft Questionnaire:

Potential Theme:

Kaye's Model:

- a. Investigation
- b. Preparation
- c. Action
- d. Reflection
- e. Demonstration

Questions:

Investigation (Theme A)

Investigation refers to the research and examination before creating an enterprise at an institution, for example, is there a need for the enterprise? What is the need for the enterprise? If there is a need, how are you going to create the enterprise?

- 1) Does your scheme/programme follow any recommendations from current research?
 - a) Yes
 - b) No
 - c) Don't Know
- 2) Has any academic literature/research influenced the creation/hierarchy of your programme?
 - a) Yes
 - b) No
 - c) Don't Know
- 3) When you created/got involved with this programme was there a noticeable need from the local area/community?
 - a) Yes
 - b) No
 - c) Don't Know
- 4) Is any funding offered/given from the internal department/institution?
 - a) Yes
 - b) No
 - c) Don't Know

Preparation (Theme B)

Preparation refers to the creation of an enterprise within an institution, you have gathered research and understanding that there is a need, how are you going to set this enterprise up successfully?

- 5) How are students enrolled onto this programme?
 - a) Approached
 - b) Interviewed
 - c) Open to all
 - d) Mandatory through curriculum
- 6) Is there always an adequate amount of student support allowing this programme to run effectively?
 - a) Yes
 - b) No

- 7) Is there any staff support with the running/maintenance of this programme?
 - a) Yes
 - b) No
- 8) Are the community/local area links permanent or temporary?
 - a) Yes
 - b) No
 - c) Don't Know

Action (Theme C)

Action refers to the 'doing' of the enterprise, who is your audience? What is the aim for the enterprise? The action of an enterprise is the students and staff actually completing experience within or outside of the institution.

- 9) Do you have links to local businesses around the institution?
 - a) Yes
 - b) No
 - c) Don't Know
- 10) Do you work with Schools within the local community?
 - a) Yes
 - b) No
 - c) Don't Know
- 11) Do you feel this programme benefits both the student and the community?
 - a) Yes
 - b) No
 - c) Don't Know
- 12) Are there any institutional benefits for having such a programme?
 - a) Yes – Answer
 - b) No – Answer
 - c) Don't Know

Reflection (Theme D)

Reflection is the ability to think back over a completed experience, pulling out the positives and negatives from what was just experiences. It's the idea of improving your personal capabilities from the experience and opportunities you have gained. What went well? What would you change when you next complete this experience?

- 1) Are the involved students able to reflect on their experiences? (1 disagree, 10 absolutely agree)

1 2 3 4 5 6 7 8 9 10
- 2) Are the involved staff (if any) able to reflect on the running/success of the programme?
 - a) Yes
 - b) No
 - c) Not relevant
- 3) Are there any positive reflections from your involvement with this programme?
 - a) Yes – Answer
 - b) No - Answer
- 4) Are there any negative experiences from your involvement with this programme?
 - a) Yes – Answer
 - b) No – Answer

Demonstration (Theme E)

Demonstration is the link your completed experience has to the curriculum. The student's ability to demonstrate their new knowledge and experience into their academic work and explain their acquired experience to their peer and lecturers.

1) Is this programme linked with the curriculum? (1 disagree, 10 absolutely agree)

1 2 3 4 5 6 7 8 9 10

5) Do students within the institutions require any involvement with this programme to pass part of their final classification?

a) Yes

b) No

6) Do you feel your involvement with this programme has benefited you academically? (1 disagree, 10 absolutely agree)

1 2 3 4 5 6 7 8 9 10

7) Do you feel your involvement with this programme have made you more employable? (1 disagree, 10 absolutely agree)

1 2 3 4 5 6 7 8 9 10

Appendix

E

Ethnical Consent

**UNIVERSITY OF HERTFORDSHIRE
HEALTH AND HUMAN SCIENCES**

ETHICS APPROVAL NOTIFICATION

TO Daniel Buckley
CC Julia Robathan
FROM Dr Richard Southern, Health and Human Sciences ECDA Chairman
DATE 14/04/2016

Protocol number: acLMS/PG/UH/00420(2)

Title of study: An Exploration of the Concept of Service Learning in Practice: A Vehicle for University Student Development?

Your application to modify the existing protocol as detailed below has been accepted and approved by the ECDA for your School.

Modification: Change of title as above;
Change of Supervisor from Peter Lovatt to Julia Robathan.

This approval is valid:

From: 14/04/2016

To: 01/06/2016

Please note:

Any conditions relating to the original protocol approval remain and must be complied with.

Approval applies specifically to the research study/methodology and timings as detailed in your Form EC1 or as detailed in the EC2 request. Should you amend any further aspect of your research, or wish to apply for an extension to your study, you will need your supervisor's approval and must complete and submit a further EC2 request. In cases where the amendments to the original study are deemed to be substantial, a new Form EC1 may need to be completed prior to the study being undertaken.

Should adverse circumstances arise during this study such as physical reaction/harm, mental/emotional harm, intrusion of privacy or breach of confidentiality this must be reported to the approving Committee immediately. Failure to report adverse circumstance/s would be considered misconduct.

Ensure you quote the UH protocol number and the name of the approving Committee on all paperwork, including recruitment advertisements/online requests, for this study.

Students must include this Approval Notification with their submission.

Appendix

E

University Pseudonyms

List of University Pseudonyms

University 1 – The University of Gloucestershire



University 2 – The University of South Wales



University 3 – Cardiff Metropolitan University



University 4 – Southampton Solent University



Appendix

G

Visual Demonstration of Each Student-
Led Enterprise

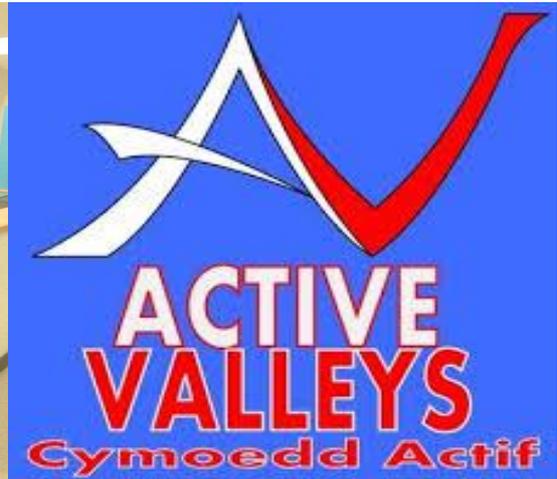
University 1 – The University of Gloucestershire (PhASE)

PhASE

PHYSICAL ACTIVITY AND SPORT ENTERPRISE



University 2 – The University of South Wales (Active Valleys)



University 3 – Cardiff Metropolitan University (Centre for Student Entrepreneurship)

Centre for Student Entrepreneurship
Canolfan Entrepreneuriaeth Myfyrwyr

cardiffmetcaerdydd



University 4 – Southampton Solent University (Sport Solent/RE:SO)

