

Project Reference SE22701: South East of England Development
Agency – NCGE Flying Start Wake Up To Enterprise

Delivered by the National Council for Graduate Entrepreneurship
Project Reference Number: SE22701

14 May 2007

Executive Summary

The purpose of the Flying Start/Wake up to Enterprise events was to deliver fun, inspirational and interactive learning experiences to three target audiences: those with no ideas but who want to be self-employed; those with lots of ideas who don't know what to do next; those with a clear business idea. The purpose was to inform these target groups of the range of entrepreneurial activities open to them as economic/career options, give opportunities to gather knowledge and to provide the opportunity to meet individuals in their university and externally who are able to assist them. The main aim of the events is to encourage individuals to take action towards becoming entrepreneurial.

The events were 6 hour long interventions with inspirational speakers; a series of 'how to workshops' focused on various industry sectors and areas of practical business support provided by regional and national service providers; networking opportunities with near-peers and business support providers.

Summary of activities to date

Since 2005 the National Council for Graduate Entrepreneurship and SEEDA have organised 7 Wake up to Enterprise/Flying Start Rallies in the SEEDA region. In 2005 SEEDA and NCGE held 2 events which attracted 200 plus students and graduates. In 2006 there were 2 events held, in the same locations, which were attended by 199 students/graduates.

In the 2006-2007 academic year 3 events were held. Events in Oxford and Brighton were held for the third time and an additional event was held in Medway following requests from the universities of Greenwich, Canterbury and Kent. **In total 442 people registered to attend these events and 204 current students and graduates actually attended.** Overall attendance at Rallies was higher than 204 as at each event there are guests, entrepreneurs and business information experts, plus representatives from Business Link and other regional and national groups. A full summary of registrations and attendance at events is in Appendix I.

The Rallies are promoted by individual universities in the region and by Flying Start with the help of Ambassadors. Every university central contact is able to see all the students that have registered for FS/WUTE via the Flying Start Online system. Students and graduates who become members of Flying Start are then eligible to apply for any Flying Start Programme. Since 2005 **62 SEEDA region graduates and students have attended Flying Start Programmes and of those 24 have now started businesses** and are trading. Appendix I has a summary how many SEEDA region graduates have attended Flying Start Programmes from July 2005 to April 2007 and the number who are now trading.

Key facts and findings from 2006-2007

The Flying Start/Wake up to Enterprise events are considered to be sub regional events. They bring together students and graduates for 6 hours of networking, 'how to workshops' and business information fair. This year the format of the events was slightly redesigned to incorporate feedback from previous events where attendees asked for more workshops, networking and chances to meet people to talk about their business ideas. This year additional 'how to' workshops were offered (different numbers at different events but more choice) and more opportunities to speak with near-peer and established entrepreneurs were provided. The format of the event was modified to give more time for informal and semi-structured networking activity. FS/WUTE events offer students and graduates the opportunity to attend 'how to workshops', speak with near-peer entrepreneurs and established entrepreneurs, and to gather business information from universities and external agencies and to network. We measure the satisfaction levels of attendees and the impact of their attendance at the Rally through the end of event feedback form or 'happy sheet.'

Overall for all events held in SEEDA the satisfaction levels were very high:

- **77% enjoyed the 'how to workshops' – (35% in 2005-2006)**
- **65% enjoyed meeting entrepreneurs – (25% in 2005-2006)**
- **65% liked interacting with other likeminded people (12% in 2005-2006)**
- **42% enjoyed talking about their business idea with an advisor**

The impact of attendance at the FS/WUTE events in 2007 on individuals was:

- **98% thought that the event had encouraged their enthusiasm for entrepreneurship (65% in 2005 - 2006)**
- **53% said that the event had encouraged them to start their own business (24% in 2005 – 2006)**
- **32% said that they wanted to find out more about entrepreneurship (12% in 2005 – 2006)**

Considering the changes that were made this year to the format for the FS/WUTE events, these results are very encouraging.

Summary of the effects of these events on the target audience?

The goal of the events is to encourage people to take action towards entrepreneurial activity. This could be starting a business or simply finding out more about what might be involved in being entrepreneurial. We know that as a result of attending the events students and graduates will be engaged in the following actions:

- **23% will look for funding**
- **38% will seek help to complete a business plan**

- 54% will build their networks
- 48% will conduct some market research
- 10% are not interested in pursuing start-ups

Full summary of results from individual events are included in Appendix 5. These results show that students and graduates who participated were glad to be involved and found the event added value.

We also believe that it is necessary to provide greater clarity of message to students so that it is clear what entrepreneurship is; also a different type of marketing approach for graduates needs to be developed so that the message delivered to them is even clearer – different flyers for different target groups.

Key Promotional Facts

- Initially 28 Ambassadors were recruited from 16 universities through the Enterprise Insight and NUS Intern Programme. Of those recruited approximately 17 were actually actively promoting these events in 10 universities. Each of the ambassadors attended an event where they received training from Enterprise Insight about how to promote enterprise to fellow students and about student entrepreneurship club and society models.
- A text back system was introduced for the Brighton event, where people could text in number on the web site and on the flyers. The results for Brighton were 25 'text in' registration forms were received and of those 17 attended - 68% conversion rate. This was by far the most effective marketing method we used and in future we will have a 'text in' number for all our rallies and programmes.
- The promotional campaign did bring people to the Flying Start web site but conversion rate was low – during the promotion period for the events the hit rate for the FS site was upwards of 700 a day but new members never went over 60 a day. The 'text in' facility should improve this. Plus a revised FS web site will also improve take up.
- The most effective method of promotion was to identify groups within each institution who were willing to promote the event with a marketing budget – Brighton Art and Design Association were very successful and attracted 20 students to attend the Brighton event.
- We spoke with individual lecturers/classes of students which helped to raise awareness and resulted in more people joining Flying Start however it didn't result in an increase in those registering to attend events.

Challenges

While the events were well received by those who attended we have identified 3 main challenges: low registration levels for events; reaching the right target audience; poor attendance at events.

1. Low registration levels

- Too few current students and graduates registering to attend the events
 - This could be because not enough people know about the events – issues around dissemination of information and timings and promotion. Some Ambassadors were very proactive – others not.
 - Distances are too far to travel or students don't have time to travel – students won't travel even when transport is provided free of charge – anecdotal evidence that their perceptions are that the event is not local enough for them.
 - Locations and sub regional similarities – great numbers of students from Brighton University registered and attended but there were few from other nearby universities except Portsmouth/Sussex.

2. Target audience

- For many current students and graduates, there could be a perception that the event is not aimed at their particular needs. Currently we target three distinct audiences:
 - Those with no ideas who want to do something entrepreneurial
 - Those with lots of ideas who don't know what to do next
 - Those with a clear idea who want to start a business.
- A high percentage of attendees are already trading. We have not previously specifically targeted those who are already trading – so marketing materials need to be refocused to include them and to target them specifically. We ask people at the point when they register to become a member of Flying Start if they are trading – less than 1% said they are. However, when we asked people who attended the events – on the feedback form – 16% of those who completed feedback forms (which was most people) said they were already trading. Clearly those who are trading are attracted to the events but for some reason not responding that they are.

3. Poor attendance

- High registration for event but poor attendance is an issue. People voluntarily register for events and have the option on the Flying Start Online web page to register just to have access to resources. High numbers of people did register for the SEEDA events but then didn't attend. Lots of health students registered for the Medway event but the week that the event was scheduled was their first week 'on placement' which is why we think that so few attended the event. Lots of students registered for the Oxford event but they were not available until 5:00pm when their classes finished.

- The factors influencing lack of conversion were surveyed by us. We called all the people who registered for FS/WUTE but who didn't attend. Top 3 reasons for not attending were: having an assignment that is due today, tomorrow or this week; having had a late night; feeling that attendance at the event was not a priority, no longer a priority.

Key recommendations

We feel there is a population of students and graduates who would benefit from FS/WUTE events. Most SEEDA institutions have entrepreneurship societies or clubs - there are interested students out there. We need to galvanise them and bring them into these events as we know anecdotally that students who attend Flying Start do go on to be involved in other enterprising activity within their university.

1. Low registration levels

- Develop a closer relationship with the Student Entrepreneurship clubs and societies in the region and include them more directly in the planning and organisation of the events.
- Develop a better system of working with the Ambassadors. We need to recruit them in collaboration with central contacts so they provide support to central contacts for marketing efforts.
- Connect Ambassadors to central contacts and student entrepreneurship clubs where it makes sense – to provide for continuity.
- Recognise that some universities have populations that are not interested in the messages.
- Where sub regional events have been problematic organise smaller events where two universities are involved and host each other. Bring universities together that have similar interests and make the regional event themed around a subject specific basis. This worked well in the SVRDA where we held a media focused event at Bournemouth and where we will hold a arts focused event at Bath – we cover all the business bases but have the theme around the strengths of universities.

Recommendations:

- 1. Organise HEI sign-up clinics in collaboration with HEI central contacts to sign students up for rallies.**
- 2. Recruit Ambassadors in June before academic year finishes for coming year.**
- 3. Organise an event in Oxford with Oxford University Entrepreneurs club, Reading University Business and Entrepreneurs Society and Brookes Entrepreneurs – so it is a joint event supported by all entrepreneurship societies.**

4. **Organise an event in Portsmouth with an Arts theme aimed at art and design and arts related students and graduates at Portsmouth, Brighton and Solent Universities.**
5. **Organise an event at Medway, at the University of Kent facility which is for students at Kent, Canterbury and Greenwich universities.**

2. Target audience

- Develop promotional materials for every target audience which are specific for them and include messages which are specific to those who are already trading.

Recommendations:

6. **Redesign materials so that they appeal to and are targeted at particular student audiences and graduates – define key messages with student focus group**
7. **Discuss with focus group about best way to promote to students – texting seems to work but emails clearly don't in all cases.**

3. Poor attendance

- Incentivise people to attend so that they will not want to miss the opportunity – tie the FS/WUTE more closely to MAD ideas – have some workshops at the early events about how to get ready for MAD.
- Explain more clearly on the promotional materials what the benefits are and what they will miss
- Encourage buddy system – so a member of a student entrepreneurship society brings along a friend to the event – perhaps incentivise this. Make sure that key students in each institution are invited to attend – identify possible entrepreneurship champions amongst students early on and encourage them to participate.

Recommendations:

1. **Provide direct and explicit tie in between complimentary SEEDA events**
2. **Run a workshop for all SEEDA central contacts which has dual role of providing national update on events and activities of NCGE and also Flying Start activities**
3. **Run information workshop for Careers / HEEG members along side the FS/WUTE events so there is added value for them to attend.**
4. **Provide direct incentives to encourage all student entrepreneurship society members at SEEDA institutions to attend the events – consult with them about the nature that such incentives should take.**

Full Report

1. Introduction

This report forms part of the formal and legal requirements for Project Reference Number SE22701. The provider is the National Council for Graduate Entrepreneurship (NCGE). This report provides details concerning the organisation, delivery and results surrounding the Flying Start Rallies held on Oxford 15h November 2006, Kent on 14th February 2007, Brighton on 7th March 2007.

The purpose of these Rallies was to deliver fun, inspirational and interactive learning experiences to three target audiences: those with no ideas but who want to be self-employed; those with lots of ideas who don't know what to do next; those with a clear business idea. Purpose was to inform them of the range of entrepreneurial activities open to them as economic/career options, give opportunities to gather knowledge; the opportunity to work with individuals.

This report outlines, in the order presented, the following areas: the aims and objectives of the project; the organisation of the project and methodology used to deliver it; project results including feedback; implementation of marketing plan; products/processes and lessons worthy of wider dissemination; linkages developed/being developed with other local/regional partnerships and employers; revision of the vision – outcomes from evaluation strategy; plans to build on the project and its outcomes/sustainability; evaluation of the impact on the skills base.

2. The aims and objectives of the Project

The project was for the delivery of three business start-up and educational events, at appropriate venues in the region, the aim being to inspire students/graduates to explore the possibility of starting their own business, and if starting a business is right for them, to commit to further action in each HEI and the business support community. The date, locations and timings of the Rallies were determined in consultation with individual universities.

The events were designed to offer an inspirational learning experience to student and graduates and to inform them of the range of entrepreneurial activities open to them as economic/career options. The events offered a range of activities including information points, business clinics, workshops and young entrepreneurs acting as role models who were available to meet; the events were designed to generate a mood of excitement and 'buzz.' Judging from the feedback from attendees, this was achieved.

Informative 'how to' workshops were organised around topical and relevant topics and themes for aspiring entrepreneurs (please see Appendix 8 for guidelines). The workshops were delivered by individuals from the Universities involved and by national providers like The Patent Office, Unltd, HMRC. The events catered for three distinct target groups: people (current students and graduates) who have no ideas but who want to be self-employed; people who have many ideas and need help to decide which one to take forward; people who have a very clear idea and who want to start their business in 2006-2007.

The events also provided signposts to post-event support, nationally including NCGE Flying Start, and locally/regionally, including HEI support and Business Link support via the global support offering. Every attendee received a details contacts list for all those business information fair, universities and entrepreneurs participating in the event.

The events supported the National Council for Graduate Entrepreneurship (NCGE) Flying Start in its effort to raise the profile of entrepreneurship and increase the number of students and graduates (defined as within five years of graduation) seriously considering and engaging in business start-up in all its forms including self-employment.

3. Organisation of the Project and methodology used

The Provider (NCGE) coordinated with individual institutions, who were consulted to provide consensus on the event and specifically to ensure that it met regional needs.

3.1. Communication and way of working

Since these were the third such events held in SEEDA, NCGE already had established contacts in each of the institutions and worked with them. This was done in conjunction with, and with sensitivity for the existing relationships. A complete listing of all those contacted and invited to participate in the event is in the attached spreadsheet.

3.2. Branding

It was understood that the branding for the events would be Flying Start Rally and SEEDA and Wake-up to Enterprise. Branded materials were used to promote the event and the design of the materials was adapted to reflect the need for regional branding of the events. This redesign was undertaken prior to the event. Examples of the marketing materials used are in electronic format and hard copy format and are included with this report.

4. Project Results

Hard copies of the format for each Rally are included with the information package with this report. Each Rally was held on Wednesday and ran from 12:00 noon until 6:00 pm (Oxford 10:00 – 4:00pm). The decision to hold the events on Wednesday and on these dates were made following review of last year's event and by consensus with universities in the region. The enclosed pack will contain hard copy examples of each event schedule.

4.1 Oxford Event Details

Table 4.1 Oxford Statistics

Students	Number pre-registered to attend = 107 Number who actually attended = 56 (although it was clear on the day that actual attendance was actually closer to 100; we think alternative entry routes may have been used through the day)	
Entrepreneurs	<div><div></div><div>The Face Group</div><div>- Sapiential Prime</div><div></div><div></div><div>- Creating Insight</div><div>- Real World Magazine</div><div></div><div>Shockster</div><div>- The Zorin Pump</div><div>- iFuse Technologies</div><div></div></div> <div>i2m/Inventya</div> <div></div> and <div></div>	
Exhibitors	HM Revenue & Customs Oxfordshire Business Enterprises Patent Office Oxfordshire Social Enterprise Forum University of Bedfordshire, Creative Arts Sector Oxfordshire Business Link Bayliss Brands Bates, Wells and Braithwaite Beer & Partners UnLtd <div></div> <div></div> and <div></div> <div>i2m/Inventya</div>	
Workshops		
Intellectual Property	<div></div>	The Patent Office
Pitching Your business idea	<div></div>	
Ideas Workshop		Design Council
Limited Company	<div></div>	
Franchising		CREATE

How to franchise your business	CREATE
How to start and maintain an entrepreneurship society	
Funding Workshop	Business Link
Social Enterprise	Unltd.
Networking	
Business Planning	

4.2 Kent Event Details

Table 4.2 Kent Statistics

Students	Number pre-registered to attend = 161 Number actually attended = 55
Exhibitors	Companies House Patent Office Bayliss Brands HM Revenue and Customers Medway Enterprise SEEDA Business Link The Patent Office
Workshops	
Entrepreneurs	Tours4U.com
Intellectual Property	The Patent Office
Ideas Workshop	NCGE
Effective Business Plan	NCGE
How to pitch your idea	NCGE
Funding Workshop	Business Link
Marketing	University of Greenwich
Networking	Enterprise Insight

4.3 Brighton Event Details

Table 4.3 Brighton Statistics

Students	Number pre-registered to attend = 174 Number actually attended = 93
Exhibitors	Companies House – The Patent Office – Baylis Brands – Bee purple, University of Brighton –

	Capitilise Business Support Ltd – [REDACTED] The Enterprise Agency – [REDACTED] Business Link Sussex – [REDACTED] CREATE – [REDACTED] SEEDA Unltd – [REDACTED] CIBAS Shell Livewire
Workshops	
Intellectual Property	[REDACTED] The Patent Office
Pitching Your business idea	[REDACTED]
Ideas Workshop	[REDACTED]
Limited Company	[REDACTED]
Formula for Entrepreneurship	[REDACTED]
Franchising	CREATE
How to franchise your business	CREATE
How to create a creative business	[REDACTED] CIBAS
How to start and maintain an entrepreneurship society	[REDACTED]
Funding Workshop	Business Link
Social Enterprise	Unltd Café and [REDACTED]
Networking	[REDACTED]
Business Planning	[REDACTED]

4.4 General information about the Rallies

Table 4.4 Disaggregated data - profile of those registered to attend events

Profile of those registered to attend SEEDA Flying Start event 2007			
	Oxford	Kent	Brighton
Percentage of males	56%	45%	55%
Percentage of females	42%	55%	45%
Percentage of current students	84%	89%	86%
Percentage of graduates	16%	11%	14%
Number of those registered already trading	0%	Less than 1%	Less than 1%

Event Specific Recommendations

- Organise HEI sign-up clinics in collaboration with HEI central contacts to sign students up for rallies.
- Recruit Ambassadors in June before academic year finishes for coming year.

5. Implementation of Marketing:

NCGE contacted all central contacts within HEIs in the universities listed in the table below, in the first instance to secure agreement to participate.

All central contacts were then contacted by NCGE again at the end of September (approx. 23rd) to check if the promotional literature sent by NCGE had been received; to have a general discussion about their planned promotions of the Flying Start Rally.

Contacts

Below is a summary of the universities contacted and students registered to attend.

Table 5.1. Summary of registrations by university

University	Registered to attend Oxford	Registered to attend Kent	Registered to attend Brighton	Total New Online 01/04/06 to 01/03/07
Brunel University	1	0	1	16
Buckinghamshire Chilterns University College	3	1	0	22
Canterbury Christ Church University College	0	49	0	122*
Cranfield University	0	0	0	8
Kingston University	1	0	1	22
Oxford Brookes University	7	0	1	20*
University of Oxford	29	0	0	147*
University of Reading	26	0	0	35*
Roehampton University	0	0	0	3
Royal Holloway University of London	0	1	0	9
Southampton Solent University	0	0	2	6
Thames Valley University	3	1	1	13

The Open University	1	0	1	33
University of Chichester	0	0	0	1
University College for the Creative Arts	0	0	0	10
University of Winchester	0	0	0	2
University of Brighton	1	0	100	120*
University of Greenwich	3	38	3	80*
University of Kent at Canterbury	0	30	0	43*
University of Portsmouth	0	0	26	41*
University of Southampton	3	0	0	10
University of Surrey	7	0	5	31*
University of Sussex	0	0	11	20*
Total SEEDA region universities registrations	84	120	152	808
SEEDA residents – graduates from outside region	23	28	22	73
Total number of registrations in past year from SEEDA				881

Summary for these three events				
Total registrants for these three events	107	161	174	442
Number of attendees	56	55	93	204

* shows universities where an Ambassador was in place – see Appendix 7 for details

Tables 5.2 Disaggregated data for all SEEDA Rallies

Disaggregated data 1st April 2006 - 1st March 2007	
Total number of new members from all regions	2909
Number of online members since 1 April 2006	808 = 28% of total
Number of males	52%
Number of females	48%
Number of graduates	16%
Number trading	2%

In addition NCGE sent out detailed information through the Careers Association, AGCAS in an email. This email was followed up with a phone call to all Careers Departments. All careers departments received information about the event directly.

Reaction

The response to Flying Start differed from university to university. There were some universities which were particularly successful in recruiting students from their enterprise clubs or enterprise centres. The established networks were also used to find student helpers and promotion ambassadors.

Student Intern Programme

NCGE, Enterprise Insight and NUS took part in a pilot programme this year to recruit student ambassadors and interns across the country. SEEDA contributed an additional £300 per ambassador so we could find Ambassadors for every institution in SEEDA. This year 28 Flying Start Ambassadors in 16 universities were recruited; 17 ambassadors from 10 institutions actually followed through and engaged. Please see Appendix 8 for details.

Reasons for low attendance at Rallies

Some universities had problems promoting Flying Start due to:

- Confusion and/or message overload
- the geographical location of the campuses from the venues
- term dates – at Medway for example the timing of the event coincided with first week of work placements for Canterbury Christchurch – options on dates were limited due to commitment of NCGE resources.
- clashes with exam periods / study leave/reading week, plus timing of assignment deadlines caused conflicts
- sheer volume of enterprise messages they were expected to promote
- Wednesday events – good for some; not for others – Oxford as classes were scheduled – plus road works caused big problems.

Some central contacts also reported that they believed that students weren't fully aware of what entrepreneurship meant, so were oblivious to what the rallies were about. This is a potential problem with current marketing materials.

We attempted to address this for the Brighton event by having 3 different flyers produced: one targeted at first years; one for second years; and one for final year students. They seemed to be well received although we received.

Business Schools

Enterprise and marketing lecturers were targeted, either by phone and/or email to ask them to promote the rallies amongst their students. In many cases, the central contacts had already passed on information to their students and business school staff. However there were some who knew little about the rallies but who were happy to help out where possible.

Student Unions

Student Unions, either the Education Vice President (or equivalent) or the Events Officer, were contacted to help promote the rallies. A number were really keen to help out and all were sent electronic materials to email their contacts lists. The unions were particularly helpful in spreading the message to the course representatives within the university and through clubs and societies. This helped to get the message out to students who may not be studying business or have previously expressed an interest in enterprise. The student unions were also sent printed materials and asked to display posters around the union building. A copy of the sign-up sheet was added to this pack and sabbatical officers were asked to take this along to any talks they were doing or simply hang it on their door. Advertisements were placed in the Sussex student newspaper, the Badger and on various Union web sites; Brighton, Canterbury and Kent. Most Unions now charge for ads, however we circulated press releases to each for their news pages.

Brighton and Sussex University Unions were visited and flyers on notice boards and permission gained to distribute flyers on campus.

Clubs and Societies

In addition to the marketing of clubs and societies by the student unions, student enterprise clubs were also targeted directly. The response to this differed from institution to institution. Further educational activities need to be carried out by the NCGE to spell out the benefits of NCGE and Flying Start to these clubs. The Enterprise Insight Student Enterprise Campaigner, [REDACTED] also helped with promotional activities and personally met with SEEDA based student enterprise society presidents about Flying Start.

Careers Services

All Careers Centres at each university were contacted by AGCAS to introduce the Flying Start rallies. They were then followed up this email with another email to offer support.

The initial reaction was encouraging, with many agreeing to help out by displaying literature and including information in their e-bulletins. However, on subsequent follow-up calls, the careers staff were much less interested and said they were unable to do anymore than display information.

Their role was far more passive than had been anticipated, except in the case of a few. This may be due to the fact they did not have a clear understanding of the NCGE and benefits of Flying Start. To combat this, perhaps careers staff workshops could be ran alongside and in conjunction with the FS/WUTE events to educate them about the benefits of enterprise generally and the rallies and programmes specifically.

FE colleges with HE courses

FE colleges offering HE courses were also contacted in the lead up to the rallies. Although the timing was not particularly well planned, there was a really positive response from the teaching staff at these establishments. Many requested electronic and print materials to be sent to them, however this did not result in any students attending from a FE college.

Incentivised Student Reps

In a bid to encourage greater sign-ups for the event, additional £100 marketing budgets were offered to students within the HEIs concerned interested in marketing the event.

This opportunity was marketed in the following ways:

- Informing key contacts via email and phone, and asking them to forward information or recommend students we could speak to
- Calling student helpers to see if they were interested in helping. This method worked for well for recruiting students
- Informing student unions
- Informing careers services
- Individuals were encouraged to text in their registration
- We ran incentives for people to register for the event

Method:

The following forms of marketing were used in this instance:

- Email of pdf marketing brochure to all central contacts
- Hard copy of flyers, posters and fact sheets to all central contacts who agreed to distribute information
- Website links to many of the HEI websites
- Text in capability

For Brighton a 'text in' capacity was instituted via the FS web site and on flyers. The results for Brighton were that 25 'text in' registration forms were received and of those 17 attended - 68% conversion rate. This was by far the most effective marketing method we used and in future we will have a text in number for all our rallies and programmes. We have now placed a text in facility on the web site.

Web stats

Table 5.3 below shows the hit rates on the Flying Start main page for months October until February. It is clear that advertising events in September and October had no discernable effect on the numbers visiting the site. We are in the process of adding software that will mean we can track where we receive the hits from and so we can more effectively measure the impact of promotional activity.

We do feel that the institution of text-in facility will increase numbers according. Plus a redesigned Flying Start Online web site will result in better conversion rates. At the moment we have high hit rate but low conversion to membership rates. The new web site will also have hot buttons which will mean we can promote rallies in a clear and more proactive way.

Table 5.3. Web stats for October 2006 to February 2007

Flying Start					
	OCT	NOV	DEC	JAN	FEB
Home	2847	6208	3864	7423	8856
Member Homepage Accesses	2578	4126	2844	4181	4295
Number Of Members	3103	3440	3507	3912	4849
New Members	14	319	77	413	928

Generally we feel promotion needs to be improved to deal with issue of low registration levels. In order to do this we recommend that in future we:

- Develop a closer relationship with the Student Entrepreneurship clubs and societies in the region and include them more directly in the planning and organisation of the events.
- Develop a better system or working with the Ambassadors. We need to recruit them in collaboration with central contacts so they provide support to central contacts for marketing efforts.
- Connect Ambassadors to central contacts and student entrepreneurship clubs where it makes sense – to provide for continuity.
- Recognise that some universities have populations that are not interested in the messages.
- Where sub regional events have been problematic organise smaller events where two universities are involved and host each other. Bring universities together that have similar interests and make the regional event themed around a subject specific basis. This worked well in the SWRDA where we held a media focused event at Bournemouth and where we will hold a arts focused event at Bath – we cover all the business bases but have the theme around the strengths of universities.

- o Develop promotional materials for every target audience which are specific for them and include messages which are specific to those who are already trading.

Specifically we recommend:

1. **Organise HEI sign-up clinics in collaboration with HEI central contacts to sign students up for rallies.**
2. **Recruit Ambassadors in June before academic year finishes for coming year.**
3. **Organise an event in Oxford with Oxford University Entrepreneurs club, Reading University Business and Entrepreneurs Society and Brookes Entrepreneurs – so it is a joint event supported by all entrepreneurship societies.**
4. **Organise an event in Portsmouth with an Arts theme aimed at art and design and arts related students and graduates at Portsmouth, Brighton and Solent Universities.**
5. **Organise an event at Medway, at the University of Kent facility which is for students at Kent, Canterbury and Greenwich universities.**
6. **Redesign materials so that they appeal to and are targeted at particular student audiences and graduates – define key messages with student focus group**
7. **Discuss with focus group about best way to promote to students – texting seems to work but emails clearly don't in all cases.**

6. Products/Processes and lessons worthy of wider dissemination

We thought that these events would be easier to promote because we had good lead time and materials ready for freshers week, plus people already knew what NCGE was about. In many universities this was the case, however there have been a few changes in personnel this year, and though we had all materials available in September and they were sent out in time for freshers week, we did not see a real change in hit rates on the web site in September.

We spent a great deal of time looking to other people within institutions who could help spread the word and promote the events. [REDACTED] spent a total of 8 days at Brighton and Sussex promoting the events, speaking with 8 different lecture/classroom groups and running a workshop for 2 others. It was almost uniformly true that most other individuals within the institutions did not know about the Flying Start/ WUTE event. The positive aspect of this multiple approach is that for next time, these contacts are already in place and the relationship between them and NCGE is established – making our continued contact and our continued relationship easier to manage. Hopefully and providing these people don't leave, we will be able to build on these linkages in future.

7. Linkages developed/being developed with other local/regional partnerships and employers

A detailed spreadsheet is attached in the project pack which describes the contacts and linkages that were developed as result of this project. The linkages used by NCGE were, we feel, fairly comprehensive.

NCGE will be sharing all this information with the central contacts within the universities via Flying Start Online. In addition we feel that these connections have helped us generate lots of positive interest in Flying Start and WUTE across the region and will lead to more students getting involved in Flying Start and other SEEDA enterprise activities.

8. Revision of the vision – outcomes from evaluation strategy

8.1. Attendee Feedback

Feedback was collected from all attendees in the form of a 'happy sheet,' see Appendix 3 (a hard copy of which is available in the final report pack). This feedback sheet was designed to measure the impact that the event had on those attending. A detailed summary of the event feedback is provided in Appendix Four. Feedback reflects most of that gained from other Rallies in other regions. With respect to the event itself, the feedback is entirely consistent with that we have received from other rallies. All feedback received from other Flying Start Rallies is summarised in Appendix Five.

Overall the feedback reflects that the events were well received. The decision this year to not have inspirational speakers has not affected satisfaction levels and we worked very hard to make sure there were a number of near-peer entrepreneurs there to speak with attendees. We also increased the number of 'how to' workshops and increased the networking activity by facilitating speed networking between attendees.

We feel that most students and graduates who participated were glad to be involved and found the event added value. We feel we need to make more use of the words of those who found the event useful in our marketing, should there be other rallies. However, we do not feel there is any need to change the format of the event.

We also believe that it is necessary to provide greater clarity of message to students so that it is clear what entrepreneurship is; also a different type of marketing approach for graduates needs to be developed so that the message delivered to them is even clearer.

Table 8.1 Summary of evaluation of rally components

Which parts of the Rally did you enjoy?				
	How workshops?	to Meeting entrepreneurs	Interacting with other likeminded students	Talking about my business idea with an advisor
Oxford	66%	72%	66%	31%
Kent	72%	67%	63%	60%
Brighton	78%	57%	65%	35%
Overall	72%	65%	65%	42%

Table 8.2 Impact of Rally on motivation and enthusiasm for entrepreneurship

What impact did the Rally have on you?			
	Encouraged Enthusiasm	Encouraged to start own Business	Want to find out more about entrepreneurship
Oxford	98%	44%	47%
Kent	98%	58%	30%
Brighton	97%	56%	19%
Overall	97.66%	53%	32%

Table 8.3 Summary of next steps

What will you do next?					
	Look for funding	Get help with business plan	Build network	Market research	Not interested at moment
Oxford	19%	41%	44%	56%	9%

Kent	35%	49%	65%	44%	14%
Brighton	15%	24%	52%	45%	7%
Overall	23%	38%	54%	48%	10%

9. Plans to build on the project and its outcomes/sustainability

This was the third Flying Start Wake Up to Enterprise event held in SEEDA and was successful because 98% of the student and graduate attendees said that the event had encouraged their enthusiasm for entrepreneurship.

NCGE will need to consider whether or not there is value in continuing to run Flying Start Rallies in all regions in the UK in 2007 - 2008. We feel that regional events serve a valuable purpose but geographical and institutional differences make the regional event format quite challenging to deliver.

General Recommendations

Unfortunately there were varying levels of involvement from individual universities. This was a major problem for this project. Our recommendations would be:

SEEDA events cannot be regional but sub-regional:

- **Organise an event in Oxford with Oxford University Entrepreneurs club (already indicated an interest in this), Reading University Business and Entrepreneurs Society and Brookes Entrepreneurs – so it is a joint event supported by all entrepreneurship societies. This will give a more student focus to the event.**
- **Organise an event in Portsmouth with an Arts theme aimed at art and design and arts related students and graduates at Portsmouth, Brighton and Solent Universities. The event wouldn't exclude other current students and graduates, the format and contents would remain the same but there would be a theme. This would need to be agreed with and discussed with these institutions.**
- **Organise another event at Medway, at the University of Kent facility which is for students at Kent, Canterbury and Greenwich universities.**

To address the issue of poor attendance we recommend:

- Incentivise people to attend so that they will not want to miss the opportunity – tie the FS/WUTE more closely to MAD ideas – have some workshops at the early events about how to get ready for MAD – have a presence at the MAD ideas competition to promote the FS events.
- Explain more clearly on the promotional materials what the benefits are and what they will miss
- Encourage buddy system – so a member of a student entrepreneurship society brings along a friend to the event – perhaps incentivise this. Make sure that key students in each institution are invited to attend – identify possible entrepreneurship champions amongst students early on and encourage them to participate.

Specifically we think we need to provide:

1. **Provide direct and explicit tie in between complimentary SEEDA events**
2. **Run a workshop for all SEEDA central contacts which has dual role of providing national update on events and activities of NCGE and also Flying Start activities**
3. **Run information workshop for Careers / HEEG members along side the FS/WUTE events so there is added value for them to attend.**
4. **Provide direct incentives to encourage all student entrepreneurship society members at SEEDA institutions to attend the events – consult with them about the nature that such incentives should take.**

8. Evaluation of the impact on the skills base

The impact on the skills base is:

- 15% of attendees were already trading
- 32% want to start a business immediately after graduation
- 19% want to start a business within 5 years of graduation
- 11% said it they want to get some experience first and then start their own business
- Less than 1% said they would not start a business but were interested in improving their entrepreneurial skills

It is very interesting that such a high percentage of attendees are already trading while still attending university. Also encouraging is that many people are considering self-employment as an option in the future.

Table 8.1 Interest in self-employment

Interest in self-employment						
	Already trading	Want to start whilst at University	Want to start straight after graduation	Start within 0-5 years of graduation	Get experience first – start business later	Will not start a business
Oxford	16%	31%	25%	22%	6%	0%
Kent	16%	42%	16%	14%	9%	2%
Brighton	14%	23%	25%	20%	18%	0%
Overall Average	15%	32%	22%	19%	11%	<1%

Final impact on the skills base is difficult to evaluate. Graduates will be able to apply for Flying Start Programme in July (and others in 2007) and the progress of all of those registered for the event will be followed up via Flying Start Online. Since registration for the Flying Start Programme is on an ongoing basis, some of the students who attended the Rally this year may apply next year or the year after depending on when they feel ready to start their business. We anticipate that those involved in Flying Start will take-up the programme opportunity at any time post-graduation.

As of 1 March, 2007, 58 graduates from SEEDA universities have attended Flying Start Programmes and 41% are now trading – in business. These SEEDA region participants were recruited from those who attended the Flying Start Rallies held in 2005-2006. Based on 199 attendees at events in 2005-2006 – 29% came through to attend Flying Start business readiness programmes, we anticipate we will have 78 people attend business readiness programmes in 2007/8 (29% of 270 attendees) EMDA region people attend our programmes in 2007. Documentary proof is available that shows these individuals have started businesses.

Table 8.2. Number of SEEDA region participants in Flying Start Programmes: 2005 - 2006.

Programme	Number of SEEDA attendees	Number trading March 2007	Percentage trading as of 1 March 2007
General Business Programme – Cambridge July 2005	10	6	60%
General Business Programme – Reading April 2006	15	7	47%
Art and Design Programme – Manchester 2006	9	5	56%
General Business Programme – Reading July 2006	24	6	25%
Totals	58	24	Average 41%

Disaggregated data for SEEDA region			
	Number per programme	Number now trading	Percentage trading
Number of males	July 05 = 8 April 06 = 10 July 06 = 14 RSA 06 = 3 Total males = 35	July 05 = 6 April 06 = 4 July 06 = 6 RSA 06 = 2 Trading = 18	July 05 = 75% April 06 = 40% July 06 = 43% RSA 06 = 66% Overall = 51%
Number of females	July 05 = 2 April 06 = 5 July 06 = 10 RSA 06 = 6 Total = 23	July 05 = 0 April 06 = 3 July 06 = 0 RSA 06 = 3 Trading = 6	July 05 = 0% April 06 = 60% July 06 = 0% RSA 06 = 50% Trading = 26%

Appendix One – SEEDA region members attending Flying Start Programmes 2005-2007

Table A1.1 Summary of all Flying Start/ Wake up to Enterprise events since 2005

	Number of new members to FS from SEEDA region	Number registered for the rally	Number of attendees
2005			
Wednesday 2 nd March Reading		n/a	100
Wednesday 12 th March Brighton Racecourse		n/a	100
Total for both 2005 rallies		n/a	200
2006			
Saturday 25 th February at Brighton Dome – noon until 6:00pm		136	103
Saturday 4 th March at Reading, Madejski Stadium – noon until 6:00pm		134	96
Total for both 2006 rallies		270	199
	Number of new members to FS from SEEDA region	Number registered for the rally	Number of attendees
2007			
Wednesday 15 th November 2006 Oxford Union		107	56
Wednesday 14 th February 2007 Medway Campus		161	55
Brighton 7 th March 2007 Brighton Dome		174	93
Total for all 2007 rallies		442	204
Total 2005 – 2007	838	>712	603

Table A1.2 SEEDA region members attending Flying Start Programmes: 2005 - 2007

Programme	Number of SEEDA attendees	Number trading March 2007	Percentage trading as of 1 March 2007
General Business Programme – Cambridge July 2005	10	6	60%
General Business Programme – Reading April 2006	15	7	47%
Art and Design Programme – Manchester July 2006	9	5	56%
General Business Programme – Reading July 2006	24	6	25%
Social Enterprises in Health – Preston April 2007	4	0	0
Totals for SEEDA	62	24	41% trading
Overall total all regions/participants	288	109	39% trading
SEEDA participants as % of total	21.5%	22%	

Appendix Two

Table A2.1 Comparison of feedback on individual event components from 2005 - 2006 Brighton and Reading events to Oxford, Medway and Brighton 2006-2007 events - % of people who enjoyed these components and impact

Event component	2005 – 2006	2006 – 2007
Percentage of people who enjoyed this component		
Workshops	39%	77%
Meeting entrepreneurs	25%	65%
Interact with others	12%	65%
Motivational speakers	15%	n/a

Impact	2005 – 2006	2006 - 2007
Percentage of people who feel the event had this impact on them		
Enthusiasm for entrepreneurship	65%	98%
Encouraged them to start their own business	24%	53%
Encouraged to find out more info about entrepreneurship	12%	32%

Table A2.2. Summary of evaluation of rally components

Which parts of the Rally did you enjoy?				
	How workshops?	Meeting entrepreneurs	Interacting with other likeminded people	Talking about my business idea with an advisor
Overall	72%	65%	65%	42%

Table A2.3. Impact of Rally on motivation and enthusiasm for entrepreneurship

What impact did the Rally have on you?			
	Encouraged enthusiasm for entrepreneurship	Encouraged to start own business	Want to find out more about entrepreneurship
Overall	97.66%	53%	32%

Table A2.4 Summary of next steps

What will you do next?					
	Look for funding	Get help with business plan	Build network	Market research	Not interested at moment
Oxford	19%	41%	44%	56%	9%
Kent	35%	49%	65%	44%	14%
Brighton	15%	24%	52%	45%	7%
Overall	23%	38%	54%	48%	10%

Appendix Three: Feedback Form

Feedback Form (2006-2007)

Name: _____

University: _____

Mobile number _____

1. How interested are you in being self-employed? (Please tick only 1 box)

- a. I am already trading (running a business) now ☐
- b. I want to start-up a business and begin trading while at university. ☐
- c. I want to start-up a business and begin trading immediately after graduation. ☐
- d. I will start-up a business 0-5 years after graduation. ☐
- e. After I graduate I will join a company and have ambitions to start-up my own business later – more than 5 years after graduation. ☐
- f. I will not start-up a business either now or in the future but I am interested in improving my entrepreneurship skills. ☐

2. What part of the rally did you enjoy? (Tick as many as apply)

- a. 'How to' Workshops. ☐
- b. Being able to meet entrepreneurs. ☐
- c. Being able to interact with other students interested in entrepreneurship. ☐
- d. Being able to talk about my idea with a business advisor. ☐
- f. If other please explain: _____

3. Has this event encouraged your enthusiasm for entrepreneurship? yes no

If yes, could you please explain how and why?

4. One improvement or addition to the rally would be: e.g. more how to workshops on social enterprise, more time to talk to advisors:

Please Turn Over – there are more questions on the reverse

5. What effect has attending the rally had on you? (Please tick only 1 box)

- a. It has encouraged me to start my own business. []
- b. It has confused me about what to do in the future. []
- c. It has helped me realise entrepreneurship isn't for me. []
- d. It has made me want to find out more about entrepreneurship. []

e. _____ Other: _____

[]

6. What will you do next?

- a. Look for funding. []
- b. Get some help with my business plan. []
- c. Build my network. []
- d. Do some market research. []
- e. Nothing - I'm not interested in starting a business at the moment. []

f. If other please explain:

7. Is Wednesday a good day on which to hold a Rally?

Yes

No

8. How could we make it easier for you to attend events like this – assuming you want to?

Flying Start Programme

- ☐ Please tick the box if you would like to be sent more information and an application form for the Flying Start Programme

Thank you for taking the time to give us your feedback:

- ☐ Please tick the box if you are happy for us to use your comments and your name for marketing purposes such as website and promotional materials.
- ☐ Please tick this box if you are willing to be contacted for further public relations purposes like interviews with newspaper journalists, radio, tv.

Appendix Four: Detailed Student Feedback

FEEDBACK FROM SEEDA FLYING START RALLIES 2006-2007

Oxford, Oxford Union, Wednesday 15th November 2006

Region: **SEEDA (1)**

Participating universities:

University of Oxford, Oxford Brookes University, University of Reading,

Pre-event registrations: **107**

Attendance: **56**

Number of national and regional organisations at the business information fair: **11**

1. How interested are you in being self-employed?

- 16%** Already trading (running a business) now.
- 31%** Want to start-up a business and begin trading whilst at University.
- 25%** Want to start-up a business and begin trading immediately after graduation.
- 22%** Want to start-up a business 0-5 years after graduation.
- 6%** Want to join a company after graduation and start-up a business later.
- 0%** will not start-up a business either now or in the future but are interested in improving their entrepreneurship skills.

2. What part of the Rally did you enjoy?

- 66%** 'How to' Workshops.
- 72%** Meeting entrepreneurs.
- 66%** Interacting with other students interested in entrepreneurship.
- 31%** Talk about my idea with a business advisor.
- 9%** Other:
 - "Meeting other ambassadors"
 - "Idea generation mechanism"
 - "Funding"

3. Has this event encouraged your enthusiasm for entrepreneurship?

- 97%** Yes

4. The rally has:

- 44%** Encouraged me to start my own business
- 47%** Made me want to find out more about entrepreneurship
- 9%** Other:
 - "Keep working on my own business. Importance of networking and effective presentations"
 - "Helps me taken action with my business"

5. What will you do next?

- 19% Look for funding.
- 41% Get some help with my business plan.
- 44% Build my network.
- 56% Do some market research.
- 9% Not interested in starting a business at the moment.
- 3% Other:
"Prioritise my interests"

STUDENT QUOTES & COMMENTS

"Boosted my confidence"

University of Surrey

"I've improved my skills of interaction and communication with different people"

Oxford Brookes University

"I met people who could make my ideas happen"

London School of Economics

"I have been shown the opportunities available for starting up a business"

Oxford University

"I met experienced entrepreneurs, financial advisors and other excellent people in the workshops"

Oxford Brookes University

"It was very dynamic & fun!"

Oxford University

"Getting practical advice is very motivating"

Oxford Brookes University

Medway Multi-campus, Medway, Kent, Wednesday 14th February 2007

Region: **SEEDA (2)**

Participating universities:

University of Greenwich, Canterbury Christchurch University, University of Kent.

Pre-event registrations: **148**

Attendance: **60**

Number of national and regional organisations at the business information fair: **11**

1. How interested are you in being self-employed?

- 16%** Already trading (running a business) now.
- 42%** Want to start-up a business and begin trading whilst at University.
- 16%** Want to start-up a business and begin trading immediately after graduation.
- 14%** Wanted to start-up a business 0-5 years after graduation.
- 9%** Wanted to join a company after graduation and start-up a business later.
- 2%** Will not start-up a business either now or in the future but are interested in improving their entrepreneurship skills.

2. What part of the Rally did you enjoy?

- 72%** 'How to' Workshops.
- 67%** Meeting entrepreneurs.
- 63%** Interacting with other students interested in entrepreneurship.
- 60%** Talking about my idea with a business advisor.
- 14%** Other:
 - "Networking"
 - "Patent knowledge"
 - "The motivation of the networking session"
 - "Learning how to pitch a business"
 - "Hearing other peoples ideas and the opportunity to brainstorm ideas"

3. Has this event encouraged your enthusiasm for entrepreneurship?

- 98%** Yes

4. What impact has the rally had?

- 58%** Encouraged me to start my own business
- 30%** Made me want to find out more about entrepreneurship
- 9%** Other:
 - "Gave me motivation and challenged me to quit talking and do something"
 - "Encouraged me to continue to develop my ideas"
 - "Useful info, made useful contacts"
- 2%** Confused me about my future
- 0%** Helped them realize entrepreneurship isn't for me

5. What will you do next?

- 35% Look for funding.
- 49% Get some help with my business plan.
- 65% Build my network.
- 44% Do some market research.
- 14% Not interested in starting a business at the moment.
- 14% Other:
 - "Act on intellectual property and look into franchising"
 - "To find out more about entrepreneurship"
 - "To finish my degree and then look for opportunities/possibilities"
 - "To attend more events like this and start my own business"
 - "To contact people after this event"
 - "To find out more about franchising"

STUDENT QUOTES & COMMENTS

"Meeting people to share their experiences and expertise is very encouraging"
[REDACTED] Nottingham University Graduate

"It has encouraged me to be serious about starting a business"
[REDACTED] University of Greenwich

"I've realised it can be done and my vision can become a reality"
[REDACTED] University of Greenwich

"It's given me confidence and understanding"
[REDACTED] University of Greenwich

"It's opened up my mind to things I'd overlooked"
[REDACTED] University of Kent

"Having met people of like-mind gives me encouragement"
[REDACTED] Canterbury Christ Church University

"Pushed me to be more active in starting up an entrepreneurship society"
[REDACTED] University of Kent

Brighton Dome, Brighton, Wednesday 7 March 2007

Region: **SEEDA (3)**

Participating universities: **University of Brighton, University of Portsmouth, University of Sussex.**

Pre-event registrations: **174**

Attendance: **95**

Number of national and regional organisations at the business information fair: **10**

1. How interested are you in being self-employed?

- 14%** Already trading (running a business) now.
- 23%** Want to start-up a business and begin trading whilst at University.
- 25%** Want to start-up a business and begin trading immediately after graduation.
- 20%** Want to start-up a business 0-5 years after graduation.
- 18%** Want to join a company after graduation and start-up a business later.
- 0%** Will not start-up a business either now or in the future but are interested in improving their entrepreneurship skills.

2. What part of the Rally did you enjoy?

- 78%** 'How to' Workshops.
- 57%** Meeting entrepreneurs.
- 65%** Interacting with other students interested in entrepreneurship.
- 35%** Talking about my idea with a business advisor.
- 11%** Other:
 - "Dave Morgan's Intellectual Property talk"
 - "Networking"

3. Has this event encouraged your enthusiasm for entrepreneurship?

- 98%** Yes

4. What impact has the rally had?

- 56%** Encouraged me to start my own business
- 19%** Made me want to find out more about entrepreneurship
- 23%** Other:
 - "It has helped me in the preparation stage of my business"
 - "It has excited me and encouraged"
 - "It has given me the information to take the next steps"
 - "It has made me more aware of what running a business involves"
 - "Encouraged me to seek networking events"
 - "I will continue to run and grow my business"
 - "It's helped me find new networks"
- 2%** Confused me about my future
- 0%** Helped me realize entrepreneurship isn't for me

5. What will you do next?

- 15% Look for funding.
- 24% Get some help with my business plan.
- 52% Build my network.
- 46% Do some market research.
- 7% Not interested in starting a business at the moment.
- 9% Other:
 - "Finish my degree / work to get some prior experience in the field. I want to integrate"
 - "Contact connections"
 - "Start my business"
 - "Incorporate"

STUDENT QUOTES & COMMENTS

"It's given me an insight into having my own business, inspiring me but in a realistic way!"
[REDACTED] Brighton University

"Now have more motivation, I know there is help out there for me"
[REDACTED] Portsmouth University

"It has given me the incentive to make more connections"
[REDACTED], Portsmouth University

"I've been inspired by lectures and all people I have met"
[REDACTED] Brighton University

"It has helped me see what I need to focus on"
[REDACTED] University of Portsmouth

"Given me energy to motivate as there are many other students trying to succeed"
[REDACTED] Portsmouth University

"It has made my ambition of having my own business more attainable and realistic"
[REDACTED] Brighton University

"Making options and routes clearer"
[REDACTED] Brighton University

Appendix Five: Summary of feedback from SEEDA Rallies

Table A5.1. Summary of evaluation of rally components

Which parts of the Rally did you enjoy?				
	How workshops? to	Meeting entrepreneurs	Interacting with other likeminded people	Talking about my business idea with an advisor
Oxford	66%	72%	66%	31%
Kent	72%	67%	63%	60%
Brighton	78%	57%	65%	35%
Overall	72%	65%	65%	42%

Table A5.2. Impact of Rally on motivation and enthusiasm for entrepreneurship

What impact did the Rally have on you?			
	Encouraged enthusiasm for entrepreneurship	Encouraged to start own Business	Want to find out more about entrepreneurship
Oxford	98%	44%	47%
Kent	98%	58%	30%
Brighton	97%	56%	19%
Overall	97.66%	53%	32%

Table A5.3 Summary of next steps

What will you do next?					
	Look for funding	Get help with business plan	Build network	Market research	Not interested at moment
Oxford	19%	41%	44%	56%	9%
Kent	35%	49%	65%	44%	14%
Brighton	15%	24%	52%	45%	7%
Overall	23%	38%	54%	48%	10%

Appendix Six. Summary of SEEDA Rallies Key Indicators: 2006-7

Which parts of the Rally did you enjoy?						
	How workshops?	to	Meeting entrepreneurs	Interacting with other likeminded students	Talking about my business idea with an advisor	
SEEDA	72%		65%	65%	42%	
All Rallies 2006 -2007	73%		62%	60%	35%	
What impact did the Rally have on you?						
	Encouraged enthusiasm		Encouraged to start own Business		Want to find out more about entrepreneurship	
SEEDA	98%		53%		32%	
All Rallies 2006 - 2007	97%		53%		25%	
What will you do next?						
	Look for funding	Get help with business plan	Build network	Market research	Not interested at moment	
SEEDA	23%	38%	54%	48%	10%	
All Rallies 2006 -2007	23%	37%	47%	49%	9%	
Interest in self-employment						
	Already trading	Want to start whilst at University	Want to start straight after graduation	Start within 0-5 years of graduation	Get experience first - start business later	Will not start a business but interested in entre'ship skills
SEEDA						
All Rallies 2006-2007	13%	27%	21%	22%	14%	3%

Appendix Eight: Flying Start: 'How to' Workshops - Learning Outcomes and Guidelines

The following workshops may be offered at a Flying Start Rally:

- Workshop 1 = How to present yourself in business: presentation skills
- Workshop 2 = How to survive in business: basics of business (break-even, profit) demystified
- Workshop 3 = How to generate business ideas – separate sheet from Design Council
- Workshop 4 = How do you know if your idea is a good one?
- Workshop 5 = How to write a business plan; an introduction
- Workshop 6 = How to find funding for your business – Business Link.
- Workshop 7 = How to network effectively
- Workshop 8 = How to start a social enterprise
- Workshop 9 = How to start a business in the creative industries
- Workshop 10 = How to protect your intellectual property – The Patent Office
- Workshop 11 = How to find a market and know when you have one
- Workshop 12 = How to pitch your idea

Workshop 1 = How to present yourself in business: presentation skills

This session will cover how to structure a presentation; different kinds of presentation for different audiences; tips and tools for preparing and delivering a professional business presentation.

Learning Outcomes:

At the end of this workshop, participants will:

- Have a measure of insight into the choice of structures for a business presentation
- Have been introduced to different types of approach for different presentation
- Be able to design the structure of a professional business presentation
- Be given an example of a professional presentation

Suggested pedagogies:

- Role play a 'poor' presentation and critique with reference to 'ideal' format

- Show video of good presentation and then discuss good points, points for improvement
- Present structure and approach to 'ideal' presentation – discuss individual approaches

Workshop 2 = How to survive in business: basics of business (break-even, profit) demystified

This session will explain basic business concepts, i.e. direct and indirect costs, break-even point, profit, loss, margins. The session will provide a basic introduction to the fundamental concepts of business.

Learning Outcomes:

At the end of this workshop, participants will:

- be able to describe how to arrive at a break-even point given a simple business example
- be able to explain what profit is and how to determine profit figures given a simple business example
- be able to explain what the terms break-even, profit, loss, margin, revenue, costs are in a simple business context

Suggested pedagogies:

- spreadsheet worksheet using a simple business example
- practical example using role play – using simple business example

Workshop 3 = How to generate business ideas

This session will provide the basics of generating new ideas. It will introduce tools and tips for generating business ideas and will give a practical example of an idea generation tool which may be one or many of the following: individual brainstorming; stimulus materials; upside down thinking; analogical thinking; checklists; free association; object stimulated idea generation; group brainstorming..

Learning Outcomes:

At the end of this workshop, participants will:

- have had an experience of the creation of business ideas having used an idea generation tool
- be aware of the various tools used to generate business ideas
- know where to find further information about idea generating tools

Suggested pedagogies:

- Application: practical use of one of an idea generating tool of choice
- Discussion: use one of the tools and discuss its limitations and benefits
- Provide unusual object as a stimulus for idea generation and then debate benefits of method - and application for other purposes

Workshop 4 = How do you know if your idea is a good one?

This session will introduce the notion of opportunity viability testing and the two stage approach – course screen and fine screen. It will explain the choices of idea testing tools available and will give the participants the opportunity to use one of the following tools using a prescribed business idea or one suggested by participants: quick test; idea check sheet; market grid. See attached information which explains and listed each tool.

Learning Outcomes:

At the end of this workshop, participants will:

- Be aware of the two stages of idea testing: course screen and fine screen
- Be able to list a number of possible simple tools to use to apply to an opportunity: understanding the use of business focused factors versus people-focused factors
- Have experienced using a simple tool

Suggested pedagogies:

- Group exercise using a course screen tool using a list of ideas generated by group

- Group exercise using a course screen tools using a list of provided ideas
 - Individual exercise using a fine screen tool and an example business idea
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Workshop 5 = How to write a business plan: an introduction

This session will cover the ten steps to creating a sound business place. It will cover: defining the business idea; defining the external market, objectives and strategy; identifying risks and opportunities; refine the strategies into working plans; projecting costs, revenues and cash flows.

Learning Outcomes:

At the end of this workshop, participants will:

- Be aware of the steps involved in creating a business plan
- Be aware of the process of developing a business plan and the various component parts
- Be aware of sources of guidance on business plan writing

Suggested pedagogies:

- Group exercise to generate a list of steps involved in writing a business plan – then feedback and discussion to prepare a definitive list
 - Provide input on purpose of business plan – thinking process focused and then ask groups to discuss requirements of each component and then feedback to full group
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Workshop 6 = How to find funding for your business – Business Link

This interactive session, will revolve around the life blood that is the financing of a start-up business. Covering such topics as the different sources of funding, the likelihood of early stage businesses securing those funds, what is key for a Bank in assessing an application to borrow, what factors are important for an equity investor and a few general funding hints and tips.

Learning Outcomes:

At the end of this workshop, participants will:

- Be aware of the requirements of financing a start-up
- Be able to describe the factors influencing the choices involved in pursuing various types of funding

Suggested pedagogies:

- Case study based discussion of start-up business focused on choice of funding and reasons for choice
 - Video of interview with bank manager highlighting 'what the bank is looking for'
 - Present concepts of debt and equity funding and then provide two mini cases which facilitate a discuss about merits of both kinds of funding
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Workshop 7 = How to network effectively

This session will cover the following: what is a network; why are networks important when starting a business; how you create a network; what can you do to improve and develop your network effectively.

Learning Outcomes:

At the end of this workshop, participants will:

- Be aware of the nature of a business network
- Understand the importance of networks when starting a business
- Know the steps they can take to create, develop and improve their personal network

Suggested pedagogies:

- Ask individuals to think about who is in their current network and to map their network on to flip chart paper or sheet of A4 – then discuss where there might be gaps, how to fill those gaps
 - Discuss how to build networks, who needs to be in the network, how to find people to fill gaps in a network
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Workshop 8 = How to start a social enterprise

This session will cover 'what is social enterprise.' It will explain the nature of social enterprise and how it is similar and different from commercial enterprise. It will highlight the issues to consider when starting-up a social enterprise. It will also highlight key sources of business support and information for social enterprises.

Learning Outcomes:

At the end of this workshop, participants will:

- Be able to explain 'what is a social enterprise'
- Be aware of the issues to consider when starting a social enterprise
- Be aware of sources of business support and information for social enterprises at a national and local level

Suggested pedagogies:

- Group work - generation of definition of 'what is social enterprise' – post on wall with post-it notes and then feedback as whole group – finish with presentation of an accepted definition
- Mini-case study of social enterprise start-up. Case question focused on issues facing a start-up. Small group or class discussion.
- Present sources of business support and information for social enterprises – provide handout

Workshop 9 = How to start a business in the creative industries

This session will cover 'what is a creative industries business.' It will highlight the issues facing creative industries in the pre-start and start-up phase. The session will also cover the key sources of business support and information for creative industries businesses at regional and local levels.

Learning Outcomes:

At the end of this workshop, participants will:

- Be able to describe the nature of a creative industries business
- Be aware of the particular requirements of starting a creative industries business
- Know where to go for business information and support if they wish to set-up a creative industries business

Suggested pedagogies:

- Case study

Workshop 10 = How to protect your intellectual property – The Patent Office

The Patent Office will lead this session which will cover 'what is intellectual property.' The session covers: trademarks; patents and copyright; how to take steps to protect your IP; sources of information and support for protecting intellectual property.

Learning Outcomes:

At the end of this workshop, participants will:

- Be able to explain what is intellectual property
- Be aware of trademarks, patents and copyright and where to go for information about how to secure them
- Have a list of sources of information about trademarks, patents and copyright

Suggested pedagogies:

- Powerpoint presentation and handout

Workshop 11 = How to find a market and know when you have one

This session will cover the basics of understanding markets, market segmentation and how to decide what market you should target. The session will introduce a simple tool for mapping a market; e.g. market matrix

Learning Outcomes:

At the end of this workshop, participants will:

- Be able to explain what is a market and what is a market segment
- Have a checklist of things to consider what looking for a market segment
- Have an experience of mapping products on a market matrix

Suggested pedagogies:

- Input on the nature of markets and also to present introduction to market segmentation
 - Provide a case study on a particular product or service or process which facilitates a discussion about what market segments might be available. Apply a tool to facilitate the discussion – could be group exercise
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Workshop 12 = How to pitch your idea

This session will cover what is a business pitch; what the different pitches are and the requirements of each; tips and tools for doing a winning pitch for a product or service.

Learning Outcomes:

At the end of this workshop, participants will:

- Be able to describe the different kinds of business pitches and the requirements of each
- Have the opportunity to see a business pitch – either a video or a live pitch
- Be aware of the requirements of a business pitch and what constitutes a winning pitch

Suggested pedagogies:

- Video of a business pitch or a 'live' pitch – viewers are asked to complete a check sheet which asks them to pick out key content – see attached appendix, also possible to use a short video of a pitch that is available on Dragon's Den
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