



Intrapreneurship in the HEI Curriculum: A Feasibility Framework with Remote Consultancy Infrastructure

Contents

Executive summary.....	3
1. Conceptual foundations	3
1.1 What intrapreneurship is.....	3
1.2 Intrapreneurship education in HEIs	3
1.3 Reference frameworks the curriculum should align to	4
2. Evidence on remote student consultancy infrastructure	4
2.1 Tested models.....	4
2.2 What the remote work-integrated learning (WIL) literature adds.....	5
2.3 Known tensions to design for	5
3. The step-by-step feasibility framework.....	5
Phase 0 — Mandate and scoping	6
Phase 1 — Diagnose institutional readiness.....	6
Phase 2 — Test the market (client demand)	6
Phase 3 — Design curriculum and infrastructure.....	6
Phase 4 — Pilot.....	7
Phase 5 — Scale and institutionalise	7
4. Feasibility assessment instrument.....	7
Scoring rubric (applies to every dimension)	8
5. Curriculum design blueprint	8
5.1 Learning outcomes mapped to the evidence	8
5.2 Delivery model options.....	8
5.3 Engagement sequence (one teaching period)	9
5.4 Assessment design.....	9
6. Remote consultancy infrastructure specification.....	9
7. Risks, mitigations and KPIs.....	10
7.1 Risk register	10
7.2 KPIs by evaluation level	11
8. Implementation roadmap.....	11
9. Evidence limitations and references.....	12
9.1 What the evidence does not show	12
9.2 Peer-reviewed journal articles.....	12
9.3 Industry, policy and conference papers	13
9.4 Institutional case reports (non-peer-reviewed)	14

Executive summary

Embedding intrapreneurship in a higher education institution (HEI) curriculum through a remote student consultancy is feasible when seven conditions are met and verified at five decision gates. The framework below turns that into a step-by-step process: diagnose, design, pilot, evaluate, scale.

The evidence base supports each half of the idea separately. Intrapreneurship is now well defined at the individual-employee level, with measurable behaviours (Neessen et al., 2019). Client-based student consulting has run in business schools since the 1970s (Small Business Institute Journal). Remote delivery of such projects has been tested at scale, most rigorously in the X-Culture global virtual team studies (Taras et al., 2013).

No study found in this review evaluates the specific combination: an intrapreneurship curriculum delivered through a remote consultancy. The framework therefore treats the first cohort as a pilot with built-in evaluation, not as a proven model.

How to use this document

1. Read sections 1–2 for the evidence and what it does and does not show.
2. Run the step-by-step framework in section 3; each phase ends in a go / no-go gate.
3. Score the institution on the feasibility instrument in section 4 at Gate 1 and again at Gate 4.
4. Use sections 5–6 as the design specification for the curriculum and the remote consultancy.
5. Track the risks and KPIs in section 7 and the roadmap in section 8.

Thresholds, durations and scoring weights in this document are design proposals, marked as such. Everything attributed to a source links to the page it came from.

1. Conceptual foundations

Intrapreneurship should be taught as an individual-level behaviour inside existing organisations, distinct from corporate entrepreneurship (an organisation-level strategy) and from start-up creation.

1.1 What intrapreneurship is

- **Individual-level concept.** Blanka's systematic review separates intrapreneurship from corporate entrepreneurship and entrepreneurial orientation, and positions it at the individual level (Blanka, 2019, *Review of Managerial Science*).
- **Five behavioural dimensions.** Neessen et al.'s systematic review identifies innovativeness, proactiveness, risk-taking, opportunity recognition/exploitation, and internal/external networking (Neessen, Caniëls, Vos & De Jong, 2019, *International Entrepreneurship and Management Journal* 15(2), 545–571).
- **Determinants that education can influence.** The same review lists skillset, self-perceived capability, personal knowledge, past experience, relation with the organisation, motivation, satisfaction and intention as determinants (Neessen et al., 2019). Skillset, self-efficacy, knowledge and past experience are the ones a curriculum can directly target.
- **A measurable labour-market phenomenon.** The Global Entrepreneurship Monitor treats entrepreneurial employee activity (EEA) as a distinct mode of entrepreneurship, measured since its 2011 survey (GEM Special Report on Entrepreneurial Employee Activity, 2013).

1.2 Intrapreneurship education in HEIs

- Intrapreneurship education is treated as a special case of entrepreneurship education; prior professional experience and risk-taking feature in studies of students' intrapreneurial intention (Baena-Luna et al., 2024, *International Journal of Education Economics and Development*).
- A 13-year account of a corporate entrepreneurship course in a Bachelor's programme argues such courses should be practice-oriented and an integral part of entrepreneurship education (Tzvetkova,

Management: Journal of Sustainable Business and Management Solutions in Emerging Economies, forthcoming).

- An early engineering-curriculum proposal used quality function deployment to design intrapreneurial competence, delivered through live experiences (Vyas, 2003).
- A UK working paper notes the terms intrapreneurship and corporate entrepreneurship are largely absent from studies of university enterprise programmes, which is itself a design gap (ISBE 2023 proceedings, University of the West of Scotland).

1.3 Reference frameworks the curriculum should align to

Framework	What it gives this design	Source
EntreComp (EU Joint Research Centre, 2016)	3 competence areas, 15 competences, an 8-level progression model and 442 learning outcomes: a ready-made outcomes bank	Bacigalupo et al., 2016; ICERI 2016 paper
Lack��us, OECD (2015)	Teaching <i>about, for and through</i> entrepreneurship; names barriers: time and resources, fear of commercialism, rigid structures, assessment difficulty, unclear definitions	OECD LEED Paper 2015/6
QAA Enterprise and Entrepreneurship Education guidance (UK, revised 2018)	Sector guidance on embedding enterprise in curricula; calls for new teaching and assessment within a whole-university culture	QAA; QAA news
HEInnovate (European Commission and OECD)	Institutional self-assessment across eight dimensions, including leadership, digital transformation, entrepreneurial teaching and knowledge exchange	HEInnovate; systematic review of HEInnovate use
Corporate Entrepreneurship Assessment Instrument (CEAI)	Validated diagnostic of an organisation’s internal climate for entrepreneurial behaviour; usable with client organisations	Hornsby, Kuratko & Zahra, 2002, Journal of Business Venturing 17(3); eight-factor validation, Van Wyk & Adonisi, 2011

The design choice that follows: teach intrapreneurship **through** live client work (Lack  us’s third mode), write outcomes against Neessen’s five behaviours using EntreComp wording, and assess the institution with HEInnovate.

2. Evidence on remote student consultancy infrastructure

Remote client consulting by student teams is a tested model: the strongest peer-reviewed evaluation covers over 6,000 students, and several business schools have run it with real clients. Its known weak points are free-riding, unequal digital access, weak socialisation and the tension between client value and learning value.

2.1 Tested models

Model	Scale and design	Evidence type	What it shows	Source
X-Culture global virtual teams	6,000+ students, ~80 universities, 43 countries, 2-month projects (2013 study); 5,835 students in 1,002 teams across 41 countries in 2025	Peer-reviewed, multisource longitudinal	Positive outcomes at the levels of reactions, learning, attitudes, behaviours and performance, with documented challenges and limits	Taras et al., 2013, Academy of Management Learning & Education 12(3), 414–435; UT Knoxville, 2025
Small Business Institute (SBI) field consulting	Student teams consult for small businesses; US SBA-sponsored 1973–1996, continued by universities	Peer-reviewed case studies and reviews	Typical scopes are feasibility analysis, business model or plan evaluation, and market research; viability challenges recur	SBIJ 18(1); SBIJ 21(1), 2006–2021 case
University of Dayton operations capstone	163 students, 56 projects, 22 clients over eight years	Peer-reviewed practice paper	Course structure, best practices, risks and measured client impact	Gorman, 2010, Interfaces 40(6)

Model	Scale and design	Evidence type	What it shows	Source
UK-US virtual MBA “think tank”	Two MBA classes (Manchester, Missouri State) worked with a UK bank and its business clients via email, phone and video	Peer-reviewed practice paper	Early proof that geographically split student teams can serve one corporate client remotely	Newman & Hermans, 2008, Marketing Education Review 18(1)
MBA international consulting project	Course built around a German manufacturer’s single US plant	Peer-reviewed, qualitative only	Students rated it highly for learning and placement; authors call for more robust assessment	International Journal of Educational Management, 2020
Campbell University MBA 790 live case	31 students in 8 teams consulting remotely, with clients sourced through a small business development centre	Institutional report	Clients scored teams 95/100 on average; pre/post tests of 120 students reported significant learning transfer	Campbell news; follow-up
LBS, NTU–ESSCA, XJTLU, Embry-Riddle	143 MBA students on 32 remote projects (LBS); 60 MBA students (NTU–ESSCA); 96 students (XJTLU); ~15 teams of 4–8 per semester (Embry-Riddle)	Institutional reports	Remote consulting can be run at programme scale; part-time students may engage better online	LBS; NTU; THE Campus; Embry-Riddle

2.2 What the remote work-integrated learning (WIL) literature adds

- **Modes differ.** A meta-analysis distinguishes conventional, remote, virtual and simulated WIL and synthesises practice across them ([Wood, Zegwaard & Fox-Turnbull, 2020, IJWIL 21\(4\), 331–354](#)). A remote consultancy is “remote WIL” with a real client, not a simulation.
- **Students need socialisation, productivity and meaningful work.** Interviews with 50 co-op students working remotely found these three matter most ([Pretti, Etmanski & Durston, 2020, IJWIL 21\(4\), 401–414](#)).
- **Online adds a layer of complexity.** A multi-site study names information technology, internet access, work–life boundaries and remote-work challenges as the extra layer ([Hora et al., 2021, WCER Working Paper 2021-5](#)).
- **Equity is not automatic.** A 2023 conference study reports remote internship participants tend to come from more privileged backgrounds, and stresses intentional design ([UGA Institute of Higher Education, AERA 2023](#)).
- **Institutions need structures, not just tools.** Waterloo and RMIT describe mobilising staff, maintaining quality, and re-engaging industry partners when WIL went remote ([Kay, McRae & Russell, IJWIL 21\(5\), 491–503](#)).
- **Quality WIL curricula share five features:** theory–practice integration in outcomes and assessment; preparation and debriefing; active supervision with feedback; authenticity; and robust host partnerships ([Ferns, Russell & Smith, HERDSA 2015](#)).

2.3 Known tensions to design for

- **Two masters.** Faculty-directed consulting must serve both the client and the student’s learning; the tension is inherent ([Lamond, 1995, Journal of Management Development 14\(8\)](#)).
- **Free-riders.** Uneven contribution is a recognised feature of global virtual teams ([UNCG Research, 2017](#)), which is why X-Culture relies on peer evaluations ([Marywood, 2020](#)).
- **Programme fragility.** X-Culture’s founder described it as running on a shoestring budget ([UNCG](#)); the SBI programme had to survive the loss of SBA funding ([SBIJ 21\(1\)](#)).

3. The step-by-step feasibility framework

The framework runs in six phases with five go / no-go gates; nothing moves to the next phase until its gate is passed. Each step names its evidence anchor so reviewers can check the reasoning.

Phase 0 — Mandate and scoping

1. **Secure a sponsor and a mandate.** Name an executive sponsor (dean or deputy vice-chancellor level) and a programme lead. HEInnovate treats leadership and governance as its first dimension ([HEInnovate](#)).
2. **Define what “intrapreneurship” means here.** Adopt an individual-level definition and Neessen et al.’s five behaviours as the target construct ([Neessen et al., 2019](#)). Lackéus lists unclear definitions as a recurring barrier ([OECD, 2015](#)).
3. **Fix the scope.** Decide which qualifications (undergraduate capstone, postgraduate, cross-faculty elective), which faculties, and the target first-cohort size.
4. **Map stakeholders.** Students, academics, WIL / careers office, IT, legal, finance, quality assurance, employer and client partners, small-business support agencies.

Gate 0: sponsor named, definition agreed, scope signed off.

Phase 1 — Diagnose institutional readiness

5. **Run an HEInnovate self-assessment** with a cross-functional group, focusing on entrepreneurial teaching and learning, knowledge exchange, digital capability and organisational capacity ([HEInnovate](#)).
6. **Audit the existing curriculum.** Map current modules against EntreComp’s 15 competences and its progression levels to find where intrapreneurship already appears and where it is missing ([EntreComp, 2016](#)).
7. **Audit WIL capacity.** Check placement or project infrastructure, supervisor capacity and quality processes against the five quality WIL features ([Ferns, Russell & Smith, 2015](#)).
8. **Audit digital and equity readiness.** Survey students’ device access, connectivity and quiet workspace, because these drive remote-learning gaps ([Hora et al., 2021](#)).
9. **Score the institution** on the feasibility instrument in section 4.

Gate 1: no feasibility dimension scores below the minimum; a remediation plan exists for any “amber” dimension.

Phase 2 — Test the market (client demand)

10. **Identify client segments.** Established SMEs, corporates, public bodies and non-profits — intrapreneurship needs an *existing* organisation, which distinguishes this from start-up incubation.
11. **Recruit through intermediaries.** Small-business development centres and alumni networks lower sourcing cost; Campbell University matched students to clients via such a centre ([Campbell](#)).
12. **Run demand interviews** with prospective clients on problem types, data they can share, time they can give, and remote-meeting tolerance.
13. **Diagnose client climate.** Offer a short CEAI-based diagnostic so the project targets a real intrapreneurial barrier (e.g., work discretion, rewards, time, organisational boundaries) ([Hornsby, Kuratko & Zahra, 2002](#); [Van Wyk & Adonisi, 2011](#)).

Gate 2: signed letters of intent from enough clients to cover the pilot cohort, plus a reserve.

Phase 3 — Design curriculum and infrastructure

14. **Write learning outcomes** against the five intrapreneurial behaviours, phrased with EntreComp language (section 5).
15. **Choose the delivery model:** embedded module, capstone, or minor (section 5).
16. **Design assessment** that integrates theory and practice, with preparation, debriefing and supervision built in ([Ferns, Russell & Smith, 2015](#)).
17. **Specify the remote consultancy stack:** client pipeline, contracts, platforms, team formation, mentoring, quality assurance, data protection (section 6).
18. **Prepare staff.** Plan staff development and workload recognition; Lackéus names lack of time and resources as a core barrier ([OECD, 2015](#)).

19. **Take the design through formal academic approval** (programme or module approval, and any WIL or ethics review the institution requires).

Gate 3: module approved; contracts template cleared by legal; platform and data-handling plan cleared by IT and the privacy officer.

Phase 4 — Pilot

20. **Run one cohort** with a small number of teams and clients, plus an evaluation design set up before the start (baseline measures).
21. **Measure at five levels** — reactions, learning, attitudes, behaviours and performance — the levels used to evaluate X-Culture ([Taras et al., 2013](#)).
22. **Collect multisource data:** student self-assessment, peer evaluation, client evaluation, supervisor assessment, and pre/post competence measures.

Gate 4: pilot KPIs met (section 7); re-score the feasibility instrument; client re-engagement intent above the agreed threshold.

Phase 5 — Scale and institutionalise

23. **Scale in steps** — more teams, then more faculties, then international or cross-institution teams.
24. **Stabilise funding**, since programmes that rely on enthusiasm or a single grant have proved fragile ([UNCG](#); [SBIJ 21\(1\)](#)).
25. **Embed in quality review:** annual monitoring, external examination, and periodic HEInnovate reassessment.
26. **Publish the evaluation.** The combined model is under-researched; publishing closes the gap the authors of the MBA consulting study also flagged ([IJEM, 2020](#)).

4. Feasibility assessment instrument

Score each of seven dimensions from 1 to 5 at Gate 1 and again at Gate 4; proceed only if every dimension is at least 3 and the weighted total is at least 3.5. The dimensions come from the sources cited; the weights and cut-offs are design proposals to be calibrated locally.

#	Dimension	Weight (proposed)	Key criteria to evidence	Grounded in
D1	Strategic and leadership commitment	15%	Named sponsor; intrapreneurship in institutional or faculty strategy; budget line	HEInnovate leadership and governance
D2	Curriculum and pedagogical fit	15%	Credit-bearing slot available; outcomes mappable to EntreComp; approval route clear	EntreComp ; QAA guidance
D3	Staff capability and capacity	15%	Supervisors with consulting or industry experience; workload allocation; staff development plan	Lackéus, OECD 2015 ; Kay, McRae & Russell
D4	Client demand and partnerships	20%	Letters of intent; intermediary partners; repeat-client potential; problem types suited to intrapreneurial projects	Ferns, Russell & Smith 2015 ; Campbell
D5	Digital infrastructure and student access	15%	Licensed video and collaboration tools; LMS integration; student device and connectivity coverage; support desk	Hora et al., 2021 ; HEInnovate digital transformation
D6	Legal, ethical and risk governance	10%	Client agreement template (scope, IP, confidentiality, liability disclaimer); data-protection compliance; research ethics for evaluation	Institutional legal and privacy requirements
D7	Financial sustainability	10%	Costed model for staff time, tools and coordination; funding beyond a single grant	UNCG ; SBIJ 21(1)

Scoring rubric (applies to every dimension)

Score	Meaning	Evidence required
1	Absent	No evidence
2	Intent only	Stated intent or informal interest; nothing committed
3	Partially in place	Some commitments (e.g., draft documents, a few clients, tools available) with clear gaps
4	In place	Documented, resourced and approved; minor gaps
5	Proven	Operating and evaluated, ideally across more than one cycle

Decision rule (proposed). Weighted total = sum of score × weight. Green: total ≥ 3.5 and no dimension below 3 → proceed. Amber: total 3.0–3.49, or one dimension at 2 with a funded remediation plan → proceed to a reduced pilot. Red: any dimension at 1, or total below 3.0 → stop and remediate.

How to collect the evidence. Use HEInnovate's group self-assessment for D1–D3 and D5, a client-demand log for D4, a legal and privacy checklist for D6, and a costed budget for D7.

5. Curriculum design blueprint

The curriculum teaches intrapreneurship *through* a live remote consulting engagement for an existing organisation, preceded by preparation and followed by structured reflection.

5.1 Learning outcomes mapped to the evidence

On completion, students should be able to:

Intrapreneurial behaviour (Neessen et al., 2019)	Learning outcome (draft)	Where it is practised in the engagement
Opportunity recognition / exploitation	Identify and frame an improvement or new-value opportunity inside a client's existing operations	Discovery and problem framing
Innovativeness	Generate and prototype options that are novel for the client and feasible within its constraints	Option development
Proactiveness	Initiate stakeholder contact, anticipate issues and act without waiting for instruction	Weekly client and stakeholder meetings
Risk-taking (calculated)	Assess risks of proposed initiatives and design low-cost tests	Business case and pilot design
Internal / external networking	Build support across client functions and work across a dispersed team	Remote stakeholder mapping and engagement
(Cross-cutting) Working in a remote team	Collaborate effectively across time and place, managing contribution and communication	The whole engagement

Phrase each outcome with the matching EntreComp competence and pitch it at the intended progression level (EntreComp, 2016; EntreComp into Action).

5.2 Delivery model options

Model	Fit	Main constraint
Embedded project in an existing module	Lowest approval effort; good for a first pilot	Limited time for a full engagement
Capstone consulting module	Common pattern for SBI and MBA live cases (SBIJ 18(1); Campbell)	Needs a steady client supply every intake
Cross-faculty minor or elective	Reaches non-business students; entrepreneurship education now extends into engineering and technology (Frontiers research topic)	Timetabling and credit recognition across faculties
Inter-institutional virtual teams	Adds cross-cultural, X-Culture-style learning (Taras et al., 2013)	Coordination load and calendar alignment

5.3 Engagement sequence (one teaching period)

1. **Preparation:** intrapreneurship concepts, consulting methods, remote teamwork norms, client-confidentiality briefing.
2. **Kick-off:** client briefing, signed scope charter, CEAI-informed diagnosis of the client's climate for intrapreneurship.
3. **Discovery:** stakeholder interviews and data review, held remotely.
4. **Option development:** ideas, evaluation, and a low-risk test proposal.
5. **Mid-point review:** client and supervisor feedback; peer evaluation round 1.
6. **Recommendation:** written report and live virtual presentation to client decision-makers.
7. **Debrief and reflection:** individual reflection linking the experience to the intrapreneurship concepts; peer evaluation round 2.

Preparation, debriefing and supervised feedback are the features the WIL quality research associates with good outcomes (Ferns, Russell & Smith, 2015).

5.4 Assessment design

Component	Purpose	Assessor
Scope charter and work plan	Professional framing; feasibility of approach	Supervisor
Client deliverable (report and presentation)	Authentic product quality	Supervisor, with client input as one structured element
Individual reflective portfolio	Links practice to intrapreneurship theory; evidence of the five behaviours	Supervisor
Peer evaluation (two rounds)	Detect and moderate unequal contribution	Team members, moderated by supervisor
Pre/post competence self-assessment	Programme evaluation, not graded	Student; analysed by programme team

Keep the client's view as an input, not the sole grade, to manage the "two masters" tension between client value and learning (Lamond, 1995).

6. Remote consultancy infrastructure specification

The infrastructure is a small consultancy operation run inside the HEI: a client pipeline, a contract set, a technology stack, a team and mentoring model, and a quality and safeguarding layer. Each component below states its minimum standard for the pilot.

Component	Minimum standard for the pilot	Why (evidence)
Client pipeline	Intake form; screening criteria (existing organisation, real intrapreneurial problem, named sponsor with time, data the team can access); reserve list	Client selection and scoping drive project quality (Gorman, 2010; InSight journal case)
Intermediary partners	At least one small-business support agency or alumni network feeding clients	Used to source clients at Campbell (Campbell)
Client agreement	Scope charter; confidentiality; IP and usage rights to deliverables; no-liability and "student work" disclaimer; data-sharing terms; client time commitment	Robust host partnerships are a quality WIL feature (Ferns, Russell & Smith, 2015); legal content to be set by the institution's counsel
Data protection	Data-minimisation rule; approved storage location; access controls; deletion at project close; compliance with applicable law (e.g., GDPR, POPIA, or local equivalent)	Institutional privacy obligations
Collaboration stack	Institution-licensed video conferencing, shared document workspace, team chat, and LMS integration for submissions; recording policy agreed with clients	Remote work adds an IT and access layer (Hora et al., 2021)
Student access support	Device loan, data or connectivity support, and booked campus rooms for students without a suitable home workspace	Remote opportunities can skew towards advantaged students without design for equity (UGA, AERA 2023)

Component	Minimum standard for the pilot	Why (evidence)
Team formation	Teams of about 4–8, deliberately mixed by discipline and, where possible, institution; team charter in week 1	Team sizes used at Embry-Riddle (Embry-Riddle); X-Culture uses teams of about seven (SLU podcast)
Socialisation design	Scheduled synchronous team time; buddy or coach; at least one live session with the client's wider team	Students rate socialisation, productivity and meaningful work as critical in remote WIL (Pretti et al., 2020)
Supervision and mentoring	An academic supervisor per set of teams; optional industry mentor; fixed feedback points (kick-off, mid-point, pre-final)	Active supervision with feedback is a quality WIL feature (Ferns, Russell & Smith, 2015)
Contribution monitoring	Two peer-evaluation rounds; activity visible in shared workspace; escalation route	Free-riding is a known global virtual team problem (UNCG Research)
Quality assurance	Deliverable review before client release; client satisfaction survey; module evaluation; annual review	Client evaluation used at Campbell; multisource evaluation used by X-Culture (Taras et al., 2013)
Programme office	A coordinator (part or full time) owning the pipeline, contracts, scheduling and data	Institutional WIL responses depended on mobilised staff (Kay, McRae & Russell)

Operating cycle per teaching period: client recruitment closes before the term starts → contracts signed → teams formed and briefed → engagement (section 5.3) → deliverable QA → client presentation → client survey and close-out (data deletion) → programme review.

7. Risks, mitigations and KPIs

The largest risks are a thin client pipeline, unequal student access and contribution, and staff overload; each has a designed mitigation and an owner.

7.1 Risk register

Risk	Likelihood (initial view)	Mitigation	Evidence	Owner
Too few suitable clients	High	Intermediary partners; reserve list; repeat-client offer; intake before term	SBIJ 21(1)	Programme office
Client value vs learning value conflict	Medium	Scope charter; supervisor gatekeeping; client input is one assessment element	Lamond, 1995	Supervisor
Free-riding and team conflict	High	Team charter; two peer-evaluation rounds; visible workspace activity; escalation	UNCG Research ; Taras et al., 2013	Supervisor
Digital exclusion	Medium	Access survey at Phase 1; device and data support; campus rooms	Hora et al., 2021 ; UGA, 2023	IT and student support
Weak socialisation and motivation online	Medium	Synchronous team time; coach; client team contact	Pretti et al., 2020	Supervisor
Staff time and resources	High	Workload allocation; coordinator role; staff development	Lackéus, OECD 2015	Faculty management
Confidentiality or data breach	Low–medium	Agreement; data-minimisation; approved storage; deletion at close	Institutional policy	Programme office and privacy officer
Reputational harm from poor deliverables	Medium	QA review before release; “student work” disclaimer	Gorman, 2010	Supervisor
Funding lapses	Medium	Diversified funding; costed model; in-kind client contributions	UNCG	Sponsor

Risk	Likelihood (initial view)	Mitigation	Evidence	Owner
Construct drift (“intrapreneurship” becomes generic consulting)	Medium	Outcomes tied to five behaviours; CEAI-informed client diagnosis	Neessen et al., 2019	Programme lead

7.2 KPIs by evaluation level

The levels follow the X-Culture evaluation ([Taras et al., 2013](#)). Targets are proposals to be set from the pilot baseline.

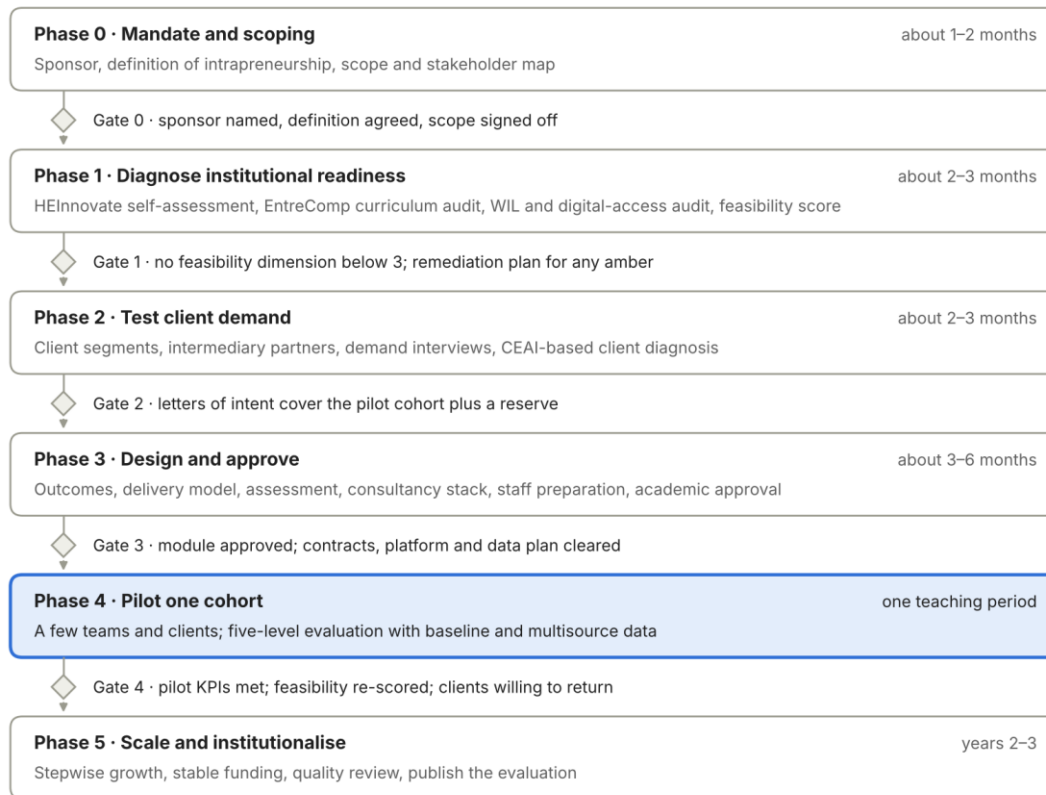
Level	KPI	Measure	Pilot target (proposed)
Reactions	Student satisfaction	Module evaluation	At or above faculty average
Reactions	Client satisfaction	Client survey (0–100)	Mean $\geq$ 80
Learning	Intrapreneurial competence gain	Pre/post self-assessment on the five behaviours, EntreComp-referenced	Statistically significant gain
Attitudes	Intrapreneurial intention	Validated intention scale, pre/post	Positive change
Behaviours	Demonstrated behaviours	Supervisor rubric on portfolio evidence	$\geq$ 80% of students at “competent” or above
Performance	Deliverable quality	Supervisor and client rating	$\geq$ 80% rated “usable” by client
Performance	Client action	Share of clients implementing or testing a recommendation within 6 months	Baseline set in pilot
Sustainability	Client re-engagement	Share of clients requesting another project	$\geq$ 50%
Equity	Participation and outcome gaps	Outcomes by student group and access level	No significant gap
Operations	Projects completed on time	Programme records	$\geq$ 90%

8. Implementation roadmap

A first pilot cohort is realistic in roughly 9–15 months from mandate, with scaling in years 2–3; the durations are planning estimates, not figures from the literature, and most of the variance sits in academic approval.

Five gates stand between the idea and a scaled programme

Durations are indicative proposals; adjust them to the institution's approval calendar



Implementation roadmap: 6 phases, 5 gates

Phases 1 and 2 can run in parallel to save time; Phase 3 should not start until Gate 2 confirms client demand.

9. Evidence limitations and references

9.1 What the evidence does not show

- **No direct test of the combined model.** This review found no peer-reviewed evaluation of an intrapreneurship curriculum delivered specifically through a remote student consultancy. The framework links two separately tested bodies of evidence.
- **Mixed evidence quality.** Several remote-consulting examples (Campbell, LBS, NTU–ESSCA, XJTLU, Embry-Riddle) are institutional reports, not peer-reviewed studies. They show feasibility, not causal impact.
- **Mostly pandemic-era remote WIL research.** Much remote WIL evidence dates from 2020–2022, when remote work was forced; outcomes may differ when remote is a choice.
- **Context.** Many sources are from the US, UK, EU and Australia; HEInnovate studies concentrate in Europe ([HEInnovate review](#)). Validate instruments locally — the CEAI, for example, needed an eight-factor solution in a South African sample ([Van Wyk & Adonisi, 2011](#)).
- **Proposed numbers.** Weights, thresholds, KPI targets and durations in this document are design proposals, not empirical findings.

9.2 Peer-reviewed journal articles

- Blanka, C. (2019). An individual-level perspective on intrapreneurship: A review and ways forward. *Review of Managerial Science*. [Link](#)

- Baena-Luna, P., Sánchez-Torné, I., Rodríguez-Loáisiga, K., & García-Río, E. (2024). Intrapreneurial intentions of undergraduate university students: A comparative study between Spanish and Nicaraguan students. *International Journal of Education Economics and Development*. DOI 10.1504/IJEED.2023.10047866. [Link](#)
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- Hornsby, J. S., Kuratko, D. F., & Zahra, S. A. (2002). Middle managers' perception of the internal environment for corporate entrepreneurship: Assessing a measurement scale. *Journal of Business Venturing*, 17(3), 253–273. [Link](#)
- Implementing experiential action learning in the MBA: Use of an international consulting experience (2020). *International Journal of Educational Management*. DOI 10.1108/IJEM-04-2019-0154. [Link](#)
- Kay, J., McRae, N., & Russell, L. Two institutional responses to work-integrated learning in a time of COVID-19: Canada and Australia. *International Journal of Work-Integrated Learning*, 21(5), 491–503. [Link](#)
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- Nottingham Business School and ESSCA virtual MBA consultancy: [NTU](#)
- XJTLU International Business School Suzhou remote projects: [Times Higher Education Campus, 2022](#)
- Embry-Riddle business development consulting: [ERAU](#)
- X-Culture scale and operation: [UT Knoxville, 2025](#); [UNCG](#); [UNCG Research](#); [SLU podcast](#)