

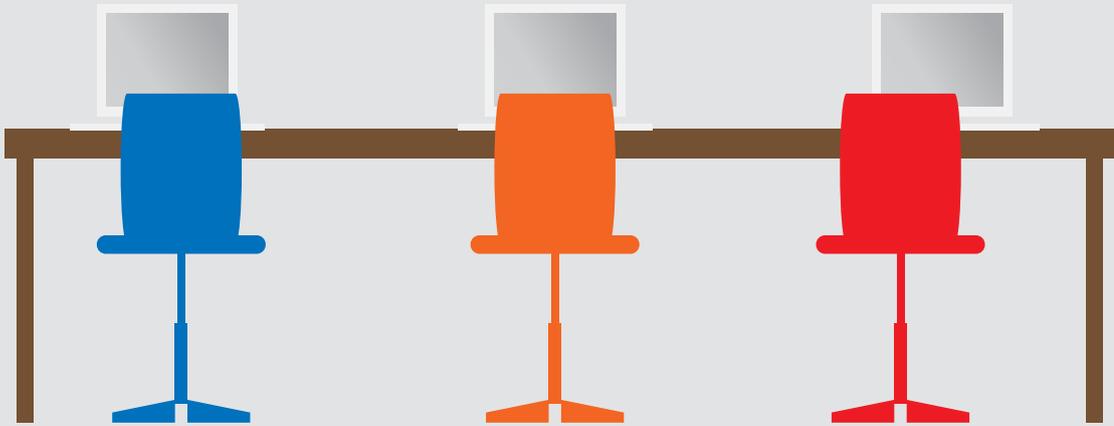
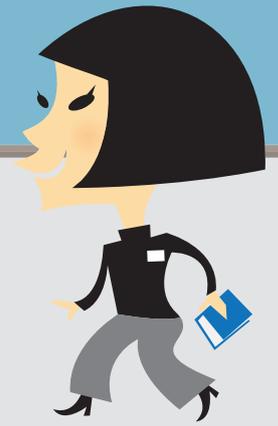
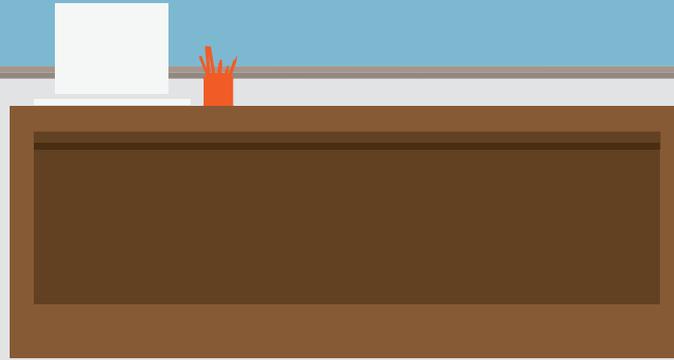
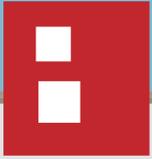


A guide to Enterprise Education

For Enterprise Coordinators, teachers and leaders
at schools



Enterprise Education Activity



Ministerial foreword

Enterprise Education is a high priority for the Government and something I take a close personal interest in. I'm therefore delighted that this guidance has been produced, exemplifying the sort of good practice I've seen myself up and down the country, often embedded in the 14-19 reforms. Young people today often say they want to be their own boss, to start their own company or to make a living from a personal passion. Enterprise Education will help them to do that successfully, to their own benefit and that of the economy and their local community.

But perhaps more importantly for the ability of young people as they navigate the adult world, is the confidence Enterprise Education can give them in so many areas of life and work. From tackling a job interview, to planning for a house purchase, from understanding how businesses operate, to every day financial budgeting Enterprise Education gives people the skills to tackle these with confidence, to make them more enterprising, resourceful and flexible.

If we can get Enterprise Education right, as an integral part of the 14-19 reforms and the wider curriculum, we will ensure every young person has a high-quality, interesting and useful learning experience that will help them to achieve their potential in whichever employment, training or education setting they move on to. Crucially to learners' enjoyment and achievement, Enterprise Education underpins learning in a real-world context, helping to raise pupils' engagement and overall aspirations. We know from employer calls for Functional Skills, and their contribution to Enterprise Education, that this is a valuable component of every young person's education.

That's why you, as the people who deliver Enterprise in your schools, are so important. For those of you who have embedded Enterprise in every area of school life, I encourage you to share your approach and ideas with others. For those of you who are just starting out, I wish you every success. I hope you will find the examples and guidance here helpful, and I would also encourage you to take advantage of the Enterprise training on offer.



Iain Wright MP

Parliamentary Under Secretary for
14-19 Reform and Apprenticeships

About this guide

This guide has been produced following extensive research on Enterprise Education¹ to ensure that it reflects the experiences and needs of those delivering Enterprise Education today and in the future.

The guide aims to support practitioners in schools to embed Enterprise Education seamlessly into lesson plans, and to apply existing ideas and good practice to their own approach.

Senior Management should also find it valuable as they consider the place of Enterprise Education in their schools. Heads and members of SLT may find the “How Heads can help” boxes of particular interest.

To bring the guidance to life, there are examples in each section from schools that have put these approaches into practice.

1. Commissioned by DCSF and carried out by Dubit between September 2009 and February 2010 in collaboration with Brightpurpose and the Young People’s Enterprise Forum (YPEF).

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Part 1: An introduction to Enterprise Education

What do we mean by “Enterprise Education”?

Enterprise education consists of enterprise capability supported by better financial capability and economic and business understanding.

Enterprise capability

Enterprise capability is the ability to be innovative, to be creative, to take risks and to manage them, to have a can-do attitude and the drive to make ideas happen.

Enterprise capability is supported by:

- **financial capability** which is the ability to manage one’s own finances and to become questioning and informed consumers of financial services.
- **business and economic understanding** which is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

These descriptions underline how much Enterprise Education can give to students. They add up to confident, financially mature and self-sufficient young people who can progress through to adulthood able to recognise and grasp any opportunity that comes their way. Your role as a practitioner in bringing this to life for your students cannot be underestimated.

“Teachers see the benefits as they get into it. Kids that don’t excel academically, excel in enterprise. Staff see the impact on the lower achieving pupils.”

Coordinator, South West, Languages, Science, Applied

Employers tell us that they need these skills and aptitudes in those they recruit. And our economy and society will benefit from a workforce that is self-starting, confident and able to apply what they have learnt in the classroom to their lives of work, family and community.

Enterprise Education is not a standalone subject: it underpins, and is supported by the 14-19 reforms. There is a clear link to Apprenticeships, which see young people learning in the workplace, to Diplomas which focus on applied learning and to Functional Skills which teach young people how to apply core skills to real life. There are also clear links to Citizenship, PSHE and work-related learning. If you can see a natural fit with qualifications already being delivered in your school, this will make the job of integrating Enterprise Education that much easier.

"[Enterprise Education is about] Thinking outside the box...you shouldn't be afraid to do anything you want. And if you want, like setting up your own business, you should go ahead and try it out."

Pupils, Year 11, South West, Business & Enterprise Status

Employers want to see young people coming into the labour market with good communication skills, team working and problem solving skills, business and customer awareness and an enterprising attitude. They place 'enormous value' on employability skills but are concerned that these are currently not as well developed as they could be².

What support is available?

1) Financial

Enterprise Education is delivered within a local context, and with local authorities taking on increasing powers and responsibilities, funding is allocated locally. If you aren't sure what is available to you, check with your local authority. The DCSF supports Enterprise Education in schools by providing funds through the Dedicated Schools Grant (formerly the Standards Fund). This fund is distributed within the annual budget allocated by local authorities.

2) Wider support

The 'Enterprise Learning Partnerships' are an invaluable source of guidance, peer support and professional development. These Partnerships are based in local authority areas and bring together schools and businesses to bring Enterprise Education to life for learners aged 5 to 19. If the location or timing of these bigger networks don't work for your school, it can be relatively easy to form a small network with a few like-minded schools in the same locality. The Network offers CPD and resources which all schools can use, supported by nationally recognised organisations such as Make Your Mark and the Enterprise Education Trust. The Specialist Schools and Academies Trust (SSAT) run these CPD sessions through the Enterprise Network. Get in touch with SSAT if you want to know more about this – you can find details at the web address below.

You may also be interested in the Network's online site 'Enterprise Village' www.enterprisevillage.org.uk which provides a one-stop shop, including resources; information; professional development; and other support for primary, secondary and tertiary sectors. Schools can also review other schools' resources and materials, which means you can build on others' good practice.

2. CBI (2009) 'Emerging Stronger: The value of education and skills in turbulent times', page 28.

Part 2: Embedding Enterprise Education

Developing a policy and plan for Enterprise Education

If you want Enterprise Education to become a way of life for your school, agreeing a policy is key. It will ensure that everyone agrees what is meant by Enterprise Education, and that you will know when you have been successful, and where improvements are needed. In agreeing and writing the policy, you will also be able to identify some natural advocates and champions who can support you. Active support from the Senior Management Team is key to delivering good enterprise, so make sure they get involved in developing the school's policy.

Here are a few suggestions of what you might want to include:

- A clear definition of what Enterprise Education means at your school.
- A vision for Enterprise Education (put simply and at a high level: what will your school look like in two years' time if Enterprise Education is fully embedded?).
- What are your objectives and how will you measure whether you've achieved them? (These should be more concrete and detailed than the vision). If you're not sure where to start, try answering these questions:
 - How will we know that our culture is more enterprising?
 - What will we see in the school?
 - What will we hear in the school?
 - What activities will be happening?
 - What behaviours will staff and pupils demonstrate?
 - What does an enterprising pupil look like?
 - What competencies should they have developed?
- What is your delivery plan for embedding Enterprise Education? What will you do, when and who do you want to involve to do that?
- How will you involve employers?
- Include CPD as part of your plan – it's a great reason to get involved and is yet another benefit to the school and to individual teachers.

It is important to remember that – to be useful – indicators of progress need to be measurable in some way. 'Feeling' more enterprising is very subjective and hard to assess, whereas behaviours and activities can be measured. See page 37 for more about evaluation.

How Heads can help

- Support the Enterprise Coordinator to make Enterprise a part of your school's culture. This could be as simple as keeping up to date with successes and being able to talk about these with other members of staff and at all-staff meetings. The more it is talked about and evidenced, the further embedded Enterprise Education will become.
- Run whole-school assemblies on enterprise education so pupils understand its importance.
- Encourage enterprising behaviour in the staffroom – this could be weekly themed events or internal competitions!

Making Enterprise Education a way of life in your school

If Enterprise is delivered as a standalone subject or a separate activity, it will be more time consuming and less effective than if it is integrated into the existing curriculum. Enterprise Coordinators in schools which deliver Enterprise successfully report that they do so with minimal time available to dedicate to it. Their approach has been to encourage colleagues across their school to integrate Enterprise into their own lesson plans and approaches.

A culture of enterprise cannot be embedded overnight. Even the most successful 'enterprising' schools typically began with just one or two subject areas. This has tended to involve teachers who are most interested in Enterprise Education. More Enterprise has then been introduced into these subject areas, based on what has worked well. This organic approach takes time – a year or more is not uncommon – but leads to a culture of enterprise, rather than just a one-off 'initiative'.

One of the most effective ways to embed Enterprise Education is by using the support of the SMT. Ask your head to appoint a SMT lead for Enterprise who can help you through issues, keep up to date with successes and ensure that the rest of SMT is aware of progress.

Part of that person's role should be to promote Enterprise Education to the whole staff – their endorsement matters.

Include members of the SMT in regular meetings to discuss implementation and reviews of enterprise activity – and to get their suggestions and ideas.

- Find out what budget has been allocated to Enterprise and have some suggestions as to how it could be used.
- Involve your SMT in reviews of activity so that they can see progress and help with issues.

Here are some approaches that have worked well for other schools:

- To get started, take a narrow focus on just a couple of subjects and review success as you go. Over time you will need to spend less time on this as enterprise simply becomes a way of life for the school.
- Make learning relevant to the world of work. Your 14-19 Partnership may already have good relationships with local employers who could help you plan some scenarios.
- It doesn't have to be complex – including any of the following will contribute to Enterprise: communication, critical thinking, risk taking, decision making, creativity, financial and economic understanding.

Have you considered?

- Identify a theme that could be delivered across two or three subjects (such as Fair Trade, the Olympics, Chinese New Year etc).
- Speak to other schools that are doing it well. SSAT's Enterprise Learning Partnerships are a good start (see page 41).

Case study example: A day dedicated to Enterprise

Woking High wanted to create a dynamic learning environment for pupils, where teachers could develop creative activities that enhanced the curriculum. The school has a track record of offering lots of visits and trips, and also wanted to minimise the impact of these on curriculum time. The school introduced a 10-day curriculum, with the 11th day devoted to creative teaching and learning. On Day 11, the whole school's timetable is collapsed, and pupils take part in creative learning activities such as enterprise activities, cross-curricular projects and challenges. For example, humanities and languages ran a challenge project based on the Olympics. Field trips and visits also take place during Day 11.

Day 11 creates flexibility in school without adversely affecting the curriculum. It gives pupils and teachers the scope to be creative and work co-operatively. Teaching in Day 11 may be a different style to days 1-10, but teachers ensure that the activities in Day 11 complement what pupils are learning during their mainstream curriculum days.

"Day 11 makes the whole school enterprising."

Matt Crowley, Assistant Principal with responsibility for Work-Related Learning and Enterprise

"Day 11 is brilliant. But it's not just about having fun. We learn things, just in a different way."

Female Year 10 student

Woking High regularly evaluates Day 11, seeking student views on how to improve it. This feedback is used to develop and improve future days.

Woking High School, South East, Technology Specialist Status

Engaging teachers in Enterprise Education

Many teachers are concerned that this will add to their workload, or that it is not relevant to their subject. It's helpful to have some clear messages that will resonate with your colleagues.

- The most important message to get across is that this needn't be a time consuming role. Many teachers discover that some of their curriculum activities are already 'enterprising' and that a few tweaks are all that is needed.
- Hopefully you have already secured the support of your SMT – this is an important factor in persuading members of staff of the importance of Enterprise Education to the school.
- Enterprise Education is integral to all 14-19 learning pathways. It will add value to the existing curriculum and should not be seen as a bolt-on initiative.

Have you considered?

Inspire subject leads to integrate Enterprise Education into their lessons. You could work with them on a lesson plan so they can see how it can be done, or even run a brainstorm with a few colleagues to get people thinking about it. Start with teachers you know are advocates for Enterprise Education!

Use Enterprise stickers to highlight on lesson plans which elements fit with the Enterprise agenda.



How Heads can help

- Give staff the responsibility to be enterprising themselves in organising budgets or employer engagement within their own subject areas. The better staff understand the value of enterprise, the more likely they are to be enthused about this and develop an enterprising approach to teaching and learning.

There is research to support the value of Enterprise Education and your colleagues may be interested in this. Teaching staff involved in the research have reported an increase in pupils' confidence and motivation levels as a result of being involved in Enterprise:

- 46% of Enterprise Coordinators involved in the national evaluation of Enterprise Education said this has made a large contribution to increasing their pupils' confidence.
- 37% said this has impacted on pupils' motivation³.
- Research conducted in Yorkshire and Humber supports this, with 32% of Enterprise Coordinators saying it had a 'very important' impact on pupil motivation⁴. Young people are able to develop and practice their Enterprise skills in a safe environment, which in turn helps them to feel more capable and confident in their own abilities.

Coordinators see particular benefits in involving the whole school in activities such as one-day events. Impacts on self-esteem have been especially evident amongst those who are less likely to volunteer themselves for specific projects such as Young Enterprise and in all likelihood would not otherwise have been involved.

Have you considered?

- Discuss the school's plans for Enterprise in staff meetings.
- Review the school's objectives for Enterprise with subject heads on a one-to-one basis.
- Work with individual teachers to identify existing activities within their lessons that 'count' as Enterprise Education – they may be surprised at how much they do already.
- Give staff members responsibility for looking after small Enterprise budgets within their subject areas. They can work with their students to agree how to invest the funds or raise additional capital, and which projects to support.

3. Percentage that rated this impact as between 8 and 10 out of 10 with 1 as no contribution at all and 10 as great contribution.

4. Young People's Enterprise Forum 'The State of Enterprise Education Across Yorkshire & Humber'
www.enterprisingyorkshire.co.uk

Case study example: Starting small and building up

As part of plans to improve attainment amongst its pupils and transform teaching and learning, Ridgeway School secured Business and Enterprise Specialist status. Their ambition was to embed Enterprise and an enterprising teaching style across the curriculum, building on previous successes with enterprise challenges and whole year group activities. Keen to start small and learn by experience, Ridgeway introduced new enterprising teaching approaches into three of their faculties initially. The positive impact on students' performance, engagement and enjoyment was enough to convince other parts of the school to look at enterprise in their own area and enterprise is now embedded in every faculty at the school.

"We had no difficulty convincing teachers in other faculties to take enterprise on board. They saw the pilot faculties getting better results and pupils enjoyment."

Head of Curriculum, Ridgeway School

Ridgeway, North West, Business & Enterprise Specialist Status



Case study example: Linking Enterprise Education to the curriculum

The Headteacher and Senior Management Team see Enterprise Education as valuable to the school and part of the curriculum. The Enterprise Coordinator has been supported in developing a 'Personal Development and Wellbeing' faculty which links Work-Related Learning and Enterprise with Careers Education, Information Advice and Guidance (IAG); work experience; PSHE; Citizenship; Aimhigher; Education for Sustainable Development; and Connecting Classrooms. The Coordinator is allocated time to work with each subject lead and audit existing provision.

Hemsworth Arts & Community College, Yorkshire, Performing Arts Specialist Status



Developing an 'enterprising' curriculum

Embedding Enterprise within the curriculum is not a quick win, and it will take more than one-off Enterprise Challenge Days or occasional support from employers. Tackling this challenge in small steps will make it more rewarding, and by building on small successes you're more likely to embed an enterprising approach for the long term.

Remember that the 14-19 reform programme has much scope for Enterprise in all the learning pathways with a focus on providing greater choice and developing broader skills.

"In Key Stage 3 we focus on areas of creativity, teamwork and problem solving. As the pupils move through the key stages we develop into financial management, risk taking and the social/global dimension. In Key Stage 4 we focus more on the whole picture of enterprise skills in the work place with financial management and work experience taking pride of place. Key Stage 5 tends to concentrate on Young Enterprise. All pupils have 'enterprise' as a part of the ECM programme delivered to all year groups for one lesson per week. All pupils participate in enterprise week."

Enterprise Coordinator, East of England, Arts Specialist Status

Case study example: Dukeries College, East Midlands, Technology Specialist Status

To get teaching staff involved initially, Dukeries College helped staff to recognise the aspects of Enterprise Education that they were already delivering as part of their subject teaching. This dispelled any myths for the teachers about Enterprise Education and delivering Enterprise learning. After this initial step, the Enterprise Coordinator was able to further support them in:

- identifying what more they could be delivering;
- providing advice and guidance on how to embed it in the subject area.

In addition, the College has developed a guide for staff entitled 'Creating an enterprise culture at Dukeries College'. This document sets out, amongst other things, the aims and objectives for Enterprise within the school. Ensuring that all staff understand what the school is trying to achieve through Enterprise Education is another way of getting staff involved.

Developing cross-curricular projects

Project-based activities can enhance pupils' engagement with, and understanding of, a range of subject areas by demonstrating the relevance of their learning to their life beyond school. Where these projects are cross-curricular, pupils learn how different subjects are applied together in real life.

Projects can include starting businesses and social enterprises in school, drawing on the expertise of a number of different subjects to help pupils get successful businesses off the ground. Alternatively, projects can be thematic such as climate change or fair trade. These offer the opportunity to teach a range of subjects around a central theme. Schools that have done this successfully have started with a couple of subjects where there was an obvious fit and where the teachers were enthusiastic. Examples include humanities and languages projects based around the Olympics and humanities and science projects on climate change.

Developing an enterprising approach to teaching and learning

We've dealt above with Enterprise Education within the curriculum and learning, but what about Enterprise as part of the school's way of teaching?

Enterprise can be woven through every lesson and research shows that an enterprising approach to teaching encourages pupils to be enterprising too. At the heart of an enterprising teaching style is:

- learning by doing;
- facilitation of learning, rather than instruction;
- team-oriented and problem solving activities; and
- combinations of activities that appeal to student's different learning styles (visual, auditory and kinaesthetic).

This style of teaching enhances pupils' engagement with their lessons, and can improve their classroom behaviour and performance.

"It is a teaching strategy which motivates learners and can help raise aspirations and develop valuable skills for further education, employment and life in general. Learners enjoy being given autonomy to tackle problems, take responsibility for their own actions, engage in real issues and evaluate the outcomes of their decisions. It is about helping the pupils develop enterprise capability, financial capability and economic and business understanding."

Enterprise Coordinator, North East, Business & Enterprise Status

Case study example: Variety in class

At Woking High, teachers wanted to ensure that all learners and learning styles were catered for in the classroom. Every lesson had aims and objectives which were set out for pupils at the start of the class. Pupils told us that the majority of their lessons included a mixture of reading, listening and group-based problem-solving activities. They felt that their lessons were more effective as a result of this balanced approach.

“It makes the lessons more interesting, so we learn more. We don’t want it to be all group work, but we don’t want it to be all book work either. It’s a really good mixture.”

Pupils, Year 10 focus group

Woking High School, South East, Technology Specialist Status

Have you considered?

- Run a CPD session on learning styles, to encourage teachers to include different approaches in their lessons.
- Ensure all lesson plans include a mix of activities to suit different learning styles.
- Demonstrate problem solving activities and group work in teacher CPD sessions, to demonstrate how they can be run (and how engaging they are).
- Encourage teachers to periodically sit in on each others’ classes, to learn from different approaches. This could be a formal approach or informal and ad hoc.



Building links between Work-Related Learning and Enterprise

Enterprise Education adds significant value to Work-Related Learning (WRL) and vice versa. Enterprise activities can provide a vehicle for exposing pupils to the world of employers and business, and giving them the skills they will need for the world of work. Given how complementary the two subjects are, schools can make good linkages between WRL and Enterprise Education, ideally weaving them together. This becomes easier when a school adopts a broad definition of Enterprise, as many of the skills considered to be enterprise skills are employability skills.

In enterprising schools, the teacher with responsibility for Enterprise is often the same person with responsibility for WRL. This usually arises because the teacher with responsibility for WRL already has relationships with local employers, and is therefore seen as the obvious choice to co-ordinate Enterprise. This can make it easier to combine Enterprise Education and WRL in ways that help improve employability.

“Our goal with Enterprise Education is to develop independence and skills for employability.”

Joanna Dring, Careers, Work Experience and Enterprise Coordinator,
Banbury School

Where possible, combine the roles of Enterprise Coordinator and Work-Related Learning lead or at least meet regularly to share plans, practice and contacts. By working together, you will get a good picture of what is being done in the school and you will benefit from mapping Work-Related Learning activities and Enterprise Education activities, to identify linkages, overlaps and opportunities for greater integration.

The role of PSHE in Enterprise Education

PSHE is an excellent support for Enterprise Education and Work Related Learning because it lends itself well to project based learning. PSHE teachers in enterprising schools often use Enterprise and charity projects as vehicles for teaching financial capability, economic wellbeing and a range of employability skills. Many schools also teach personal finance skills in PSHE lessons.

Case study example: Working with local charities

Making connections with employers in the area can be difficult. Lampton School has found that local charities are very keen to work with the school, and offer pupils a valuable enterprise opportunity.

“Charities are a good ‘in’ – they are pretty responsive as they know that it will raise funds and awareness for them.”

Juliette Heppel, Citizenship Coordinator and Head of PSHE

During PSHE lessons, pupils get involved in the Youth Philanthropy Initiative. They research and select local charities that they want to work with to raise funds. During the project the pupils visit the charity they've selected. After the visit, they develop a project to raise funds and/or awareness about the charity.

“The visit to the charity makes it real; it crystallises the kids' motivation.”

The Initiative includes a large prize for the winning project nationally. At a local level, the school sees improvements in community cohesion, as a result of young people:

- understanding issues and problems on their doorstep;
- becoming involved in helping local people.

Lampton School, South East, Humanities Specialist Status

Have you considered?

- Devote time in the PSHE curriculum to personal financial management.
- Identify a project that can be delivered in PSHE lessons over the course of a term or half-term.
- Ensure the project includes the following:
 - engagement and research with local community and/or employers;
 - financial planning and management;
 - organisation of people, resources and activities;
 - presentation and communication about the project.

Student leadership of Enterprise activity

Giving students the chance to influence or even lead their own Enterprise activities can be very rewarding – for both the students and their teachers.

As a starting point, enterprising schools encourage pupils to suggest ideas and topics that they are interested in that can form enterprise activities. They also give pupils opportunities to generate funds that go towards a defined social cause. Charities and social enterprises are particularly popular with pupils.

There is external support that can help your students to recognise and seize enterprise opportunities – you may find these particularly useful if you are just starting out. The Youth Philanthropy Initiative is an international programme that gives participants a hands-on experience of philanthropy providing them with the skills and awareness to make a positive difference to their communities. The Young Enterprise Company Programme provides pupils with practical experience of setting up and running their own real company⁵. However, you could simply approach a local charity and suggest designing a project together that will benefit them and give your students a chance to be involved in a real project.

As Enterprise becomes embedded in a school, and students gain confidence, you may find that student projects begin to ‘spring up’ with little or no involvement from the school. Try to recognise these in some way, perhaps by giving out enterprise awards, or asking groups to present back to the school on their project. This will give other students role models and may give them ideas for projects they could start.

Peer-to-peer mentoring across year groups has also helped pupils to be more confident in leading their own activity. See the section on “Working across Key Stages” for more on this.

As the school becomes more experienced in Enterprise Education, so the pupils become more aware that being enterprising helps them to achieve what they want in life. At this point, the ideas should come thick and fast!

“I couldn’t keep asking my mum and dad for money for things, so me and my mates decided to make some money for ourselves.”

Year 10 student, co-founder of a business providing entertainment to other young people, set up without school support

Case study example: Getting a student-run business off the ground

After recycling clothes during an enterprise day in school, a group of pupils have started a business called 'Stitch It Up'. The pupils were amazed at the fashion that they could create from unwanted clothing. The self-led group then agreed to get together on a regular basis to make clothes and accessories that they could sell. They successfully applied to the Youth Opportunity Fund and received £4,000, which has enabled them to buy the equipment and resources to really establish themselves. The group of pupils involved have all learnt a great deal and developed many of the skills associated with enterprise.

The Denes High School, East of England, Business & Enterprise Specialist Status

Have you considered?

- Ask pupils about enterprise projects or activities that would interest them – then give them some support to get their ideas off the ground.
- Encourage older students to act as mentors. If students have set up their own enterprise activities, ask them to do a presentation.
- In form group time, or PSHE lessons, run elections for the class to choose a charity to support. Encourage pupils to generate ideas about how to raise money for the charity and get them to plan and carry out the project.
- Provide opportunities for pupils to run businesses or social enterprises with support from a teacher or external provider.



Part 3: Working across Key Stages

Developing transition activities with primary schools, colleges and universities

Transition activities have significant benefits for staff and young people of all ages. They provide CPD opportunities for staff, allowing them access to good practice at other Key Stages. They also allow young people to showcase their employability and self-employment skills, increasing their confidence in their own capabilities.

Key Stages 1 and 2 offer lots of opportunities to start young people's enterprise journeys. Could some of your students help plan an enterprise activity for pupils at your local primary school? If they have already been participants in an enterprise day run by an employer, they may enjoy taking the lead and being the one in the judge's chair this time! Make sure the activity is well-planned and thought through – challenge them to think about what might go wrong and to ensure they have their 'audience' in mind.

Case study example: Working with primary schools

In Lampton School, Year 13 pupils go into the local feeder primary school to run enterprise activities for pupils. Over the course of a couple of weeks, the Lampton pupils visit the primary school, set up the enterprise activity, brief the primary school teachers and pupils about their task and give them information and briefings on key enterprise concepts. They then return to the school after two weeks to see the outputs of the enterprise activity and select a winner.

"This has strengthened our links with primary schools. In the process it has provided good opportunities for 6th formers to demonstrate their leadership qualities in a different setting."

Paul Derlacki, Assistant Headteacher

Lampton School, South East, Humanities Specialist Status

Looking towards further and higher education, try to get some college or university students involved in your school's Enterprise Education activity. Contact your nearest university or FE college, or even the Student Union, to see whether any students would be willing to support in some way – from mentoring, to planning or judging an activity. This contact with young adults is often an inspiration to those still at school and can help them to raise their aspirations. An added benefit is that your pupils will have a chance to ask, in an informal setting, what university and college is really like.

Have you considered?

Involve local college students in activities that will benefit their own studies such as languages events that can contribute to their own coursework. That way everyone benefits.

Delivering enterprise activities across year groups

Enterprise activity can be delivered across year groups through:

- Curriculum-based projects in a year group that provide sustainable resource/ learning across Key Stages.
- 'Collapsed timetable' one-day events involving the whole school.

Some schools have developed projects that fit with curriculum modules and also benefit the community, with teams winning funding for resources or projects. This project can then be 'inherited' by the next year group, who both keep it going but also look to build on and develop it further. This works well with projects focused on the environment, including alternative energy sources and horticulture. It could be as simple as starting a vegetable plot and then selling the vegetables.

How Heads can help

- Suggest a 'collapsed timetable' day to your Enterprise Coordinator so that the whole school can get involved and students can work outside their normal year group. It takes a great deal of organisation and agreement to arrange a day 'off' the typical timetable – your support for this will be key.
- Allow pupils to run their own assembly showing examples of their enterprise activities to all year groups.

Case study example: The Denes High School, East of England, Business & Enterprise Specialist Status

The Denes High School undertook a collaborative project with a local primary school and a local college. Pupils set themselves up as environmental energy consultants finding ways to save money in school and to investigate alternative energy sources. This has led to a wind turbine being erected on the school grounds. As an added benefit, the wind turbine presents opportunities for learning and projects involving all Key Stages and across the curriculum.

Case study example: Hayle Community School, South West, Business & Enterprise; Language Specialist Status

Hayle School has delivered a one-day enterprise event involving the whole school. The event called 'Let's Fly', created an 'airport' within the school, allocating a whole day where all Year 10 pupils were required to visit the airport and book in for a flight. Ground staff from the local airport, with language students from the local FE college, were involved in conducting baggage checks and going through safety drills on the 'aircraft'. The entire day was focused on spoken languages and business and enterprise. Pupils were also involved in using language and business skills to book a business trip and work on the enterprise aspects of exporting. The spoken language element fitted with module requirements for GCSE and Asset Languages qualifications.

Have you considered?

Ask students in Years 10 and 11 to mentor those in Years 7, 8 and 9. Link a one-day enterprise event to other subjects and agendas important to the school, such as sustainable development.

"In some subjects like Maths we could do more exciting things. I would like to see a couple of week-long projects where we have to come to conclusions at the end. This would give us experience of using percentages and maths which you might use if you were running a business."

"In foreign languages we could do more Enterprise. We learn the words but don't learn much about the culture."

Pupils, Year 10, South East, Business & Enterprise Status



Part 4: Working with employers and your local community

Employers add significant value to enterprise activities. Their involvement is crucial in bringing the world of work to life and helping students and teachers alike to see how school activity is relevant to the workplace. Employers can work with you develop scenarios and activities that bring theory to life.

Employer involvement should also be rewarding for staff and support them in their own development. Ask staff to record what they learnt from working with employers for their own professional development purposes and to share with colleagues.

How can schools recruit employers?

Some schools, such as the Dukeries College described below, have someone specifically responsible for building relationships with employers. If your school does not have someone in this role, there is still plenty you can do to get employer support. Here are some groups and people who might be able to help:

- Education Business Partnerships (EBPs) offer:
 - CPD in employer engagement
 - Links to employers
- Governors
- Parents of pupils
- School alumni
- Chambers of Commerce and other employer-based membership organisations. You could ask for a short article to be included in their newsletter, or send a letter to their membership database
- Institute for Education Business Excellence (IEBE)
- Enterprise Learning Partnerships (ELPs)
- Employer and Education Taskforce
www.educationandemployers.org

How heads can help

- Support your Enterprise Coordinator in agreeing the messages you want to get across to employers. You should outline how the business will benefit, as well as what the school will get from their involvement. It can be difficult to get employers involved, especially small businesses that have little time and few people to spare.
- Celebrate any successes, however small.
- Send a letter home that invites parents to get involved in Enterprise Education that gives a few suggestions as to how they can help.
- Ask governors for help – the businesses they work for may be able to support the enterprise strategy.
- If there is an alumni newsletter, include a short article on how past students can get involved in Enterprise Education. Seeing how people 'like us' have succeeded can be really inspiring to students at the school today.

Case study example: Working with employers

The SMT recognises the importance of involving the local business community in delivering Enterprise Education and agreed a budget to employ a Business Relationship Manager to develop relationships with local business. The Business Relationship Manager has no teaching responsibility, allowing them to focus on developing and maintaining relationships with local businesses. They work closely with the Enterprise Coordinator to ensure that both the school and the businesses benefit from the relationship. This has led to extensive business involvement with the school and gives pupils an insight into a variety of companies, sectors and job roles.

The Dukeries College, East Midlands, Technology Specialist Status

“We send out questionnaires to all parents to analyse their occupations and skills. These are then audited and used to assist in the provision of enterprise activities and learning to enrich the curriculum and make it relevant to the world of work. Parents have enabled enterprise challenges and speed career networking with entire year groups.”

Enterprise Coordinator, London, Business & Enterprise Specialist Status

Maintaining a great relationship with employers

Once an employer has agreed to support Enterprise Education at your school, you'll need to explore with them what that will look like in practice. Some employers may be willing to give lots of time, to develop and support complex projects, or even to fund activities. Others may not be able to give much time, but have valuable experiences to share with your students. You will need to think about how these different offers of support can be brought together to make a programme of activity. Remember to space out employer involvement over the year – as appropriate to the timetable – so that Enterprise is fully embedded, not an intense burst at the start of the year.

There may be employers who are keen to be involved, but not sure what form their involvement should take. Have a few suggestions ready for them:

- Speak to a subject lead at the school to give them some ideas on how to bring a business perspective to classroom-based activities. This could be as simple as a telephone call or a short meeting and could lead to a 'buddying' relationship that is informal, but still valuable.
- Give a talk to pupils and staff about their work, using specific examples that demonstrate enterprise in action.
- Design and support an ongoing project. This might be something the students spend one lesson a week on for a whole term, before a presentation or awards ceremony at the end of term. This can also be part of an Extended Project for Diploma students.
- Host a field trip to their organisation for a group of students.
- Employers can become a mentor to one or more students and develop a more extended school relationship.
- Employers could help with a *Dragon's Den*-style business game. They can help with setting the challenge, judging entries and giving out awards.

Case study example: Benefits for business and education

Great Sankey have introduced a business breakfast initiative to bring new businesses into the school, and to 'give something back' to businesses that have supported the school. They believe it is important to build a two-way relationship with business, where both sides benefit. The business breakfasts offer local businesses the opportunity to engage with providers of advice and support, such as Business Link North West, as well as informing the vocational learning that takes place within the school.

Great Sankey High School, North West, Engineering Specialist Status

Case study example: Subject leads building business links

Subject leads at Castle School have each been tasked with organising their own employer engagement. They have been asked to identify which local businesses they would like to involve and to make initial contact. Although staff were initially unsure of getting involved they are now more motivated and confident in speaking to these employers as well as communicating the benefits of their involvement in Enterprise Education.

The Castle School, South West, Applied Learning; Sports Specialist Status

How Heads can help:

- Invite employers to attend school assemblies to talk about their work.
- Maintain contact by inviting employers to observe aspects of school life and present prizes – e.g. exhibitions of art work, sports days or musical concerts.

Developing Enterprise by working with your community

Enterprise activity doesn't need to be all about engaging local businesses – young people are interested in community projects, charities and good causes. Working with the community offers pupils a great opportunity to develop enterprise skills and to become responsible citizens whilst doing something they care about. You can make the link to the Government aim that young people should undertake 50 hours of community service before they turn 19.

Schools that have embraced this idea have used various approaches, including:

- Each year group selecting a charity to support for the year, and using form group time to plan fundraising activities.
- Asking pupils to come up with ideas for improving the community where they live, and turning the chosen idea into an enterprise project.

Case study example: Banbury School, South East, Humanities Specialist Status

Banbury School aims to use innovative ways to help their pupils achieve. One activity that the school piloted was a project with Age Concern, where the pupils hosted and ran a coffee morning for local elderly residents. This was so successful that the school is now developing it into an inter-generational project. Pupils will meet older people, to help them learn how to use email and about texting. They will also raise money to host and run a cream tea afternoon for them. This project has improved relationships between older and younger people in the local community.

“Both the elderly and the pupils benefit greatly from this project. Our retired clients are delighted to meet our pupils and spend time with them, and are always very impressed with their behaviour and the respect they are shown. The pupils realise that retired citizens need to be visited and they really enjoy talking to and entertaining them.”

Joanna Dring, Careers, Work Experience and Enterprise Coordinator,
Banbury School

Case study example: Denes High School, East of England, Business & Enterprise Specialist Status

Denes High School not only recognised the importance of social enterprise and community projects as a vehicle for enterprise skills, they also saw it as a vehicle for changing the community’s perceptions about the school. Through a series of community-based enterprise activities, the school has received many letters from the community about pupils and the positive impact they have had. The School believes that using enterprise as a method of engaging the community has lifted the profile and reputation of the School.



Part 5: Using external provision

The role of external providers in delivering Enterprise Education

There are specialist organisations who can support you to bring Enterprise Education to life in your school, such as Young Chamber, Young Enterprise and many others. They will charge the school for their involvement, but this can be a justifiable investment when it is integrated into the school's delivery plan and particularly when the school feels confident in replicating some aspects later with little or no external support.

To make this a valuable experience to the school you need to be clear in advance what you think you need them to do, and what the school can do alone. You should also have an idea of what success will look like: will the activities they are planning enhance Enterprise Education in your school for the longer term?

Schools have replicated resources used or bought this in to help them in delivering the provision in-house. It is also useful to build on good practice seen in other schools locally by sharing resources others have developed if that approach appears to work in supporting Enterprise Education. Tools designed by schools tend to involve: study tools for pupils; self-evaluation forms; lesson plans; and formats for delivering enterprise challenges.

You should start by auditing your current Enterprise provision to see where the gaps are and therefore where providers can help. You can then ask providers to develop a tailored package of support for your school that fill those gaps without duplicating existing work.

Whenever you use an external provider to deliver Enterprise Education, review the effectiveness of the activity through staff and pupil evaluation (a simple questionnaire will work). This will tell you what is working well and what needs to change. If something is poorly rated, discuss it with the provider to agree what should be changed next time, or whether an activity should simply be dropped. Don't use providers for the same activity again if you are confident you could now do it within the school yourself.

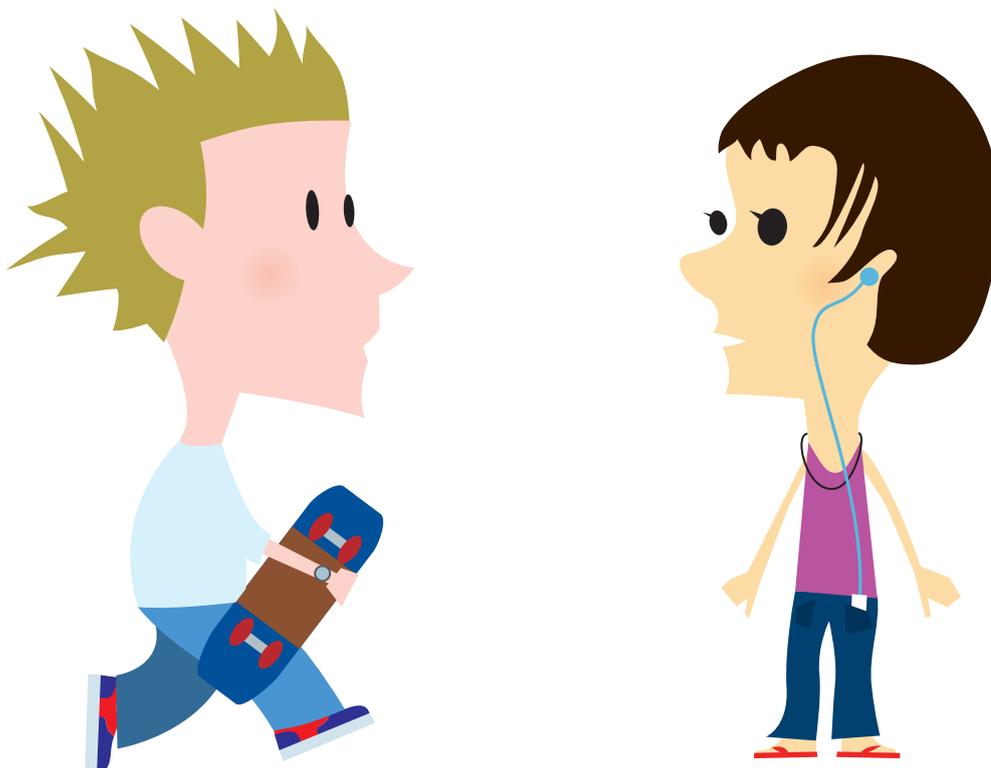
Have you considered?

Partner with another school to halve the cost of using an external provider.

Example: Reducing reliance on external providers

Heart of England School replicated a one-day challenge event delivered by their local Education Business Partnership. The event was well run and successful, but the school was concerned about the expense if they were to do something similar again. To make this better value for money and more sustainable, they are planning to buy the resources from the provider and deliver it themselves. This will involve time and resources from SMT and other staff but they aim to re-use it every year, ensuring better value.

Heart of England School, West Midlands, Business & Enterprise Specialist Status



Part 6: Communicating the value of Enterprise

The concept of 'enterprise' may not be widely understood by students and their parents, although, in fact, much of what is done in schools already is Enterprise Education by another name. Because Enterprise demands a different approach, both from students and teachers, you may find that some people need more information in order to fully understand both what it means and what the benefits are. You should be able to explain what it is, why it's important and what the benefits are. Governors, too, may appreciate a clear introduction to, not only what it is, but also how they can get involved.

Getting the message out to pupils

Pupils need to be able to articulate their skills and why these are valuable for access to Further and Higher Education as well as the benefits for employers. Illustrate to your students how Enterprise Education can help them achieve this.

"If you were designing clothes, or being an architect, you need to have unique thinking, ingenuity and individuality, and work as part of a team. I think these are more beneficial for creative roles."

Pupil, Year 10, South East, Arts Specialist Status

Some overt messages about the role of Enterprise Education can be helpful. This includes assembly and form or year group presentations, which could be given by students who have been involved in a project themselves. However, implicit messaging is also helpful, for example employers who are involved in a project could talk about why they value enterprise. Teachers can point out what they are learning in a lesson that day is actually part of their Enterprise Education.

Other young people who have succeeded in the workplace are great 'ambassadors' to champion the value of being enterprising.

Have you considered?

Write some case studies that show how former students or other young people are using their enterprise skills to succeed at work.

As well as explaining what Enterprise Education is, you can also demonstrate the benefits by asking the students to track their progress in Enterprise Education. See the section on measuring progress on page 37 for more detail on the Enterprise Passport.

Engaging Governors and Parents in students' successes and the Enterprise approach

Governors are often an untapped resource. Have you considered the jobs that your governors do and whether they could support you with your Enterprise objectives? You and your colleagues can communicate the value of Enterprise to governors and parents through pupil-led activities which will bring the activities to life and give your students a chance to shine.

To demonstrate what Enterprise Education means to your students, you could ask the Board of Governors to invite a group of students to do a short presentation. Not only will this engage the governors with the concept, it will also give your students a chance to be enterprising – putting together a presentation or demonstration. The same sort of presentation could be given at a parents' evening or sports day.

Consider what parents and governors need to know and what will demonstrate the value of Enterprise. You may want to include:

- How Enterprise Education supports each of the Key Stages.
- The role of Enterprise Education in qualifications such as the Extended Project of the Diploma, Functional skills, GCSEs, A-levels etc.
- How it increases employability.
- How it increases financial confidence and other skills for life.
- How Enterprise is delivered at the school, and the wider support that underpins this (e.g. external providers, local employers, local university students etc).
- How parents and governors can help.

“Parents are invited to talk to our learners about employment, offer work placements as employers, judge enterprise competitions and challenges and be advisers to our Young Enterprise pupils.”

Enterprise Coordinator, London, Performing Arts, Maths & Computing,
Applied Learning Specialist Status

Have you considered?

- Survey the governors to find out how they can support you.
- Put together an exhibition in the reception area that brings Enterprise Education to life using photos of activities and quotes from the students.
- As part of an enterprise project, task students with developing a newsletter about Enterprise Education that goes out to parents.
- Could your students make a short film about enterprise that can be shown at parents' evenings or to the governors?

How Heads can help:

- Support your Enterprise Coordinator by delivering a message of the importance of Enterprise Education in publications to parents and in governor meetings.



Part 7: Continuous Professional Development (CPD) for Enterprise Education

Allocating time to CPD for Enterprise

Enterprise CPD needn't be lengthy or time consuming. In fact, small doses often work better – they give staff time to absorb and apply what they have learned. For example, a couple of hours on an INSET day, followed up later in the term with another short session, works well for group CPD sessions. Peer learning, mentoring and one-to-one support can be very time efficient – a few minutes at a time spread over the course of the term.

Introduce Enterprise in a short sharp session at an INSET day and try to cover:

- What is it?
- Why does it matter?
- What are we already doing that is enterprising?
- What can we build in to our lessons as an easy first step?

Provide a follow-up session at the next INSET day:

- What have we been doing that is enterprising?
- How is it going?
- What can we learn from this experience?
- What should we do next?

Have you considered?

- Identify Enterprise 'champions' who can provide one to one support to other teachers.

Involve all staff in some of the Enterprise CPD sessions.

- Talk to non-teaching staff about their past experience – they may have business experience and skills that they could share with pupils, e.g. in mock interviews, enterprise challenge days.
- Involve as many different staff as possible in enterprise challenge days and events – this allows them to learn about Enterprise by doing, and also to share their experiences and skills with pupils.
- Suggest staff observe lessons of fellow staff – this way they can gain another perspective of how Enterprise works.

CPD methods

Identify the Enterprise that is already happening at the school and then identify where the gaps are. Focus your CPD on those areas first.

While the Enterprise Coordinator has a crucial role to play in ensuring staff get the Enterprise CPD they need, other staff can also provide mentoring, peer learning and one to one support to colleagues. Some schools also create small cross-curricular 'development and enquiry' groups for Enterprise.

Just as an enterprising teaching style embraces a variety of teaching and learning methods, so should Enterprise CPD. A combination of one-to-one, group activities, peer support and expert input will ensure there is variety and interest for members of staff.

Start small – initial CPD should focus on the meaning of Enterprise and on helping staff identify how they are already embedding Enterprise. Group sessions are helpful for this, as colleagues can help each other see how they are being enterprising. You can use the Enterprise Policy you have developed as the basis for this session to ensure that there is consistency in how Enterprise Education is talked about, and that there is agreement on what good Enterprise looks like. See page 8 on developing an Enterprise Policy.

Have you considered?

- Run an Enterprise challenge for your colleagues to give them a flavour of what the students experience. It can be used as team building session for staff with the added benefit of enthusing them about enterprise.

Example: Embedding CPD

CPD at Great Sankey High is delivered on a continuing basis to all new and existing staff. They recognise that this can take a variety of guises including one-to-one support, peer learning and all-staff assemblies. They have developed CPD materials that provide guidance to staff on developing and delivering Enterprise within their subject areas. Further materials are available that outline all the skills and capabilities associated with Enterprise and how these can be delivered through subject-related teaching.

Great Sankey High School, North West, Engineering Specialist Status

Part 8: Evaluating and measuring the impact of Enterprise

Enterprise Education may be important to different schools for different reasons. Some schools want to improve attainment, others want to improve their pupils' confidence and employability, or to improve pupils' engagement with learning. Whatever the reason for focusing on Enterprise, you need to be sure that it is delivering results.

If the school is committed to creating an enterprise culture, you need ways to assess whether you are making progress. An annual review of the Enterprise Policy and action plan is a good place to start (see page 8 for more about writing an Enterprise Policy). Your policy should have some indicators or measures that will help to assess whether you are achieving your Enterprise objectives. These should be included in the annual review.

Warwick University's Centre for Education and Industry has developed a series of concepts and indicators for enterprising schools (the CEI 10 and the CEI 35); these are available on the Enterprise Village website (www.enterprisevillage.org.uk) under the 'CEI' tab.

Evaluating enterprise activities

The first place to start is to track what activities are taking place in the school, both in the curriculum and extra-curricular. The next step is to find out what impact these are having on pupils. It is good practice to look at four different levels of impact:

- Reactions – did the pupils enjoy it?
- Learning – what new knowledge, skills or understanding did they learn?
- Behavioural change – what are pupils doing differently as a result?
- Results – what difference have those behavioural changes made?

Many schools use surveys to collect this information, either paper-based or using free survey software, such as SurveyMonkey www.surveymonkey.com. As well as collecting information from pupils, some also survey teachers and parents.

Pupil and staff feedback about activities should be collected after each activity whilst the experience is still fresh in their minds and stored for your annual evaluation process. Enterprise takes time to embed, and day-to-day changes can be subtle, so measuring progress once a year is about right and can feed into the plan for the following year.

Case study example: Students as evaluation consultants

Woking High has recruited a team of 'learning consultants', made up of pupils from across the School. Their role is to:

- attend and observe lessons (not their own lessons);
- interview pupils about what worked well, and not so well, about the lesson;
- provide feedback to the teacher and suggestions for improvement.

"The pupils are really enterprising in how they organise themselves [...] and they give us a different perspective on how a lesson is going."

Matt Crowley, Assistant Principal with responsibility for Work-Related Learning and Enterprise

Woking High School, South East, Technology Specialist Status

Example: Embedding measurement

Denes High School carries out an audit of Enterprise Education every two years, examining provision by year group and curriculum area. This is supplemented by regular reviews with the heads of department to assess plans for further development and encourage cross-curricular planning as a means of skills transfer. In addition, the impact on individuals is measured on a yearly basis using a skills database developed to track the enterprise skills of each student. Student, parent and staff questionnaires provide additional information.

Denes High School, East of England, Business & Enterprise Specialist Status

Have you considered?

- Involve pupils in evaluating the school's enterprise activities.
- Follow up with pupils, to measure whether the activity had a longer term impact.

Student self-assessment of enterprise capabilities

Enterprise skills help build student confidence and foster important employability skills for life after school. When pupils start applying for work or for Further or Higher Education places, they need to be able to articulate and demonstrate these skills during interviews.

Schools with a long established enterprise culture tend to take their enterprise evaluation to the next level, encouraging pupils to assess their own enterprise skills. In order to do this, pupils need to be 'enterprise fluent' – they need to know what enterprise skills are, so that they can assess whether they have them or not. Your enterprise policy should be the starting point for this.

An 'Enterprise Passport' or similar will help your students to record their achievements against your school's defined enterprise skills. These usually include pages for each enterprise skill with the entries signed off by a teacher. The Passport demonstrates to students just how much Enterprise activity they do and the value it brings to their studies. It also enables them to articulate their skills and the value these bring to an interview situation. You could develop your own tool that students use at the school and encourage them to track their progress.

This self-evidence has further benefit as a CEIAG tool, as pupils can use it throughout Key Stages and transitions into Further and Higher Education, reinforcing the value of their 14-19 learning pathway.

"[Enterprise Education] is about starting own businesses but also just managing things in everyday life."

"It's good for your CV so you get better jobs. They [employers] can see that you have those skills."

Year 10 Pupils, South West, Sport, Applied Learning Status

Have you considered?

- Display your school's definition of enterprise and enterprise skills prominently around the school.
- Focus on one skill a week or per half-term and ensure it is embedded in all lessons during that period. Ask students to record how they demonstrated that skill in different settings, in and out of school.

How Heads can help:

- Celebrate examples of successful Enterprise Education. Introduce awards at the end of each term for enterprising students.

Case study example: Tracking achievements

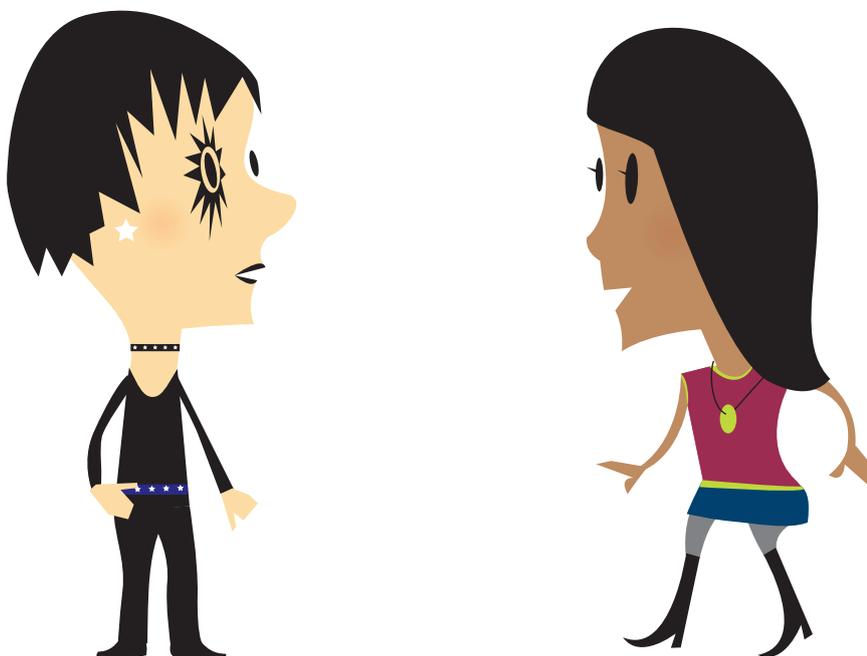
The Castle School has implemented a 'Learning to Lead' programme at Years 7 and 8. Each pupil is given a workbook to evidence how they have learned key skills, under the headings: Resilience, Resourcefulness, Reflectiveness, and Reciprocity. The skills they are asked to evidence include perseverance, questioning, imagining, reasoning and interdependence. Pupils are rewarded for this evidence with badges at bronze, silver and gold levels. Their interdependent learning skills have improved as a result and this has instilled a more enterprising approach to their study.

The Castle School, South West, Applied Learning; Sports Specialist Status

"Definitely it [Enterprise Passport] helps you remember. Anyone can learn something and go away and forget it. At least you have something there and this helps you remember."

Pupils, Year 11, West Midlands, Business & Enterprise Status

"Enterprise Education can make the difference between a good school and a great school and contribute to pupil engagement. Taking time to build provision in your school will reap real rewards that will benefit our country for decades to come."



Useful contacts

This section outlines further sources of advice and guidance on embedding Enterprise Education

Enterprise Village

The Enterprise Village website – www.enterprisevillage.org.uk, delivered by the Specialist Schools and Academies Trust (SSAT) and run through the Enterprise Network, provides a range of information and advice, events and resources searchable by different factors such as Key Stage and subject to support embedding enterprise in schools and CPD for staff. The site also links to pages of sub-regional Enterprise Learning Partnerships and contact details for local areas. In addition, the site provides access to the CEI Enterprise Education self-review framework.

List of known providers (including providers of resources for schools)

- Education Business Partnerships – please refer to the IEBE website to find details of your local EBP.
- Young Enterprise – www.young-enterprise.org.uk
- Make Your Mark – www.enterpriseuk.org/about_us/our_campaigns/make_your_mark
- Prince’s Trust – www.princes-trust.org.uk
- Young Chamber – www.youngchamber.com
- Industrial Trust – www.industrialtrust.org.uk
- Enterprise Education Trust – www.enterprise-education.org.uk
- Business in the Community – www.bitc.org.uk
- Bright Futures – www.bright-futures.org.uk
- Speak Easy Dragons – www.speakeasy4schools.com/secondary/dragons
- Creative Learning Events Ltd – www.c-l-e.co.uk
- Venture To Think – www.venturetothink.com
- Future Foundations – www.future-foundations.co.uk
- Giving Nation – www.g-nation.co.uk
- JABE – www.jabe.org
- No limits – www.nolimitseducation.co.uk
- Opeus – www.opeus.com
- The Brokerage Citylink – www.thebrokerage.org.uk
- IEBE – www.iebe.org.uk
- The Employer and Education Taskforce – www.educationandemployers.org

Reference to QCDA framework

The Qualifications Curriculum Development Agency's (QCDA) framework for career, work-related learning and enterprise 11-19, www.qcda.gov.uk/20339.aspx, provides guidance for coordinators of career, work-related learning and Enterprise Education in schools and colleges. It is intended to help teachers plan and coordinate curriculum provision in these areas. It describes the range of learning opportunities that all young people should have and outlines what they should be able to do as a result of their experience. Areas covered include allowing pupils to recognise, develop and apply their skills for enterprise and employability and relate their own abilities, attributes and achievements and make informed career choices.

Enterprise and Ofsted/SEF

The School's Enterprise Education provision can be evidenced within the online self-evaluation form (SEF) used to help Ofsted inspectors prepare before visits.

This can be included in sections such as: A2.10 'the extent to which pupils develop workplace and other skills that will contribute to their future economic wellbeing'; A4.2 'the leadership and management of teaching and learning'; and A4.8 'the effectiveness with which the school promotes community cohesion'.

These are just examples of where Enterprise Education can be referenced. The full SEF can be viewed via the following link: www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Self-evaluation-and-the-SEF





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