

Enterprise College Toolkit

Dr Terry Warburton
Caroline Rowley

Correspondence:
AoC Yorkshire & the Humber
4 Crown Yard
Southgate
Elland, West Yorkshire
HX5 0DQ
E: enterprise.aocyh@btconnect.com

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ENTERPRISE COLLEGE TOOLKIT

INTRODUCTION

This Enterprise College Toolkit is designed as a guide to help managers and lecturers in Colleges of Further Education to manage the implementation of Enterprise Education. It is concerned with both college management and classroom management. Effectively it is concerned with the pre-thinking, planning, preparation and organisation which accompany effective teaching and learning for students.

In the first instance, the Enterprise College Toolkit is questions based. It presents a questioning approach to the key issues in delivering Enterprise Education.

Secondly, a guide to appropriate learning outcomes is provided.

Thirdly, a series of checklists focuses on the choices managers and lecturers need to make.

This Enterprise College Toolkit and accompanying Policy Guide are intended to bring together some key information as a guide for lecturers and managers.

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1. IMPORTANT QUESTIONS FOR MANAGERS AND LECTURERS TO CONSIDER

1.1. Concerning how the overall delivery of Enterprise Education is managed in your College:

- Have you got an agreed definition and key concepts of Enterprise?
 - Are these written down?
- Do you have written Aims and Objectives for Enterprise Education within your College?
- Is Enterprise in the College Development Plan?
- How is your Senior Management Team involved?
- Who is nominated to lead Enterprise?
- Do you have Enterprise champions?
- How much time is granted for preparation?
- Have you got a cash resource allocated specifically to Enterprise?
 - How do you apportion the budget for Enterprise?
 - What are typical budget headings?
 - What is a typical spend under each heading?
- What process do you go through to communicate Enterprise throughout the College?

1.2 Concerning how Enterprise Education works in practice:

- How do you actually deliver Enterprise within the timetable?
 - How does it happen?
- At what level is Enterprise taught?
 - And with what groups
- Is Enterprise delivered daily, weekly, or other?
- How much time is allocated to Enterprise and over what period?
 - 1 session per week, 2 sessions per week, ½ day per week, full day per week, short week block, part week block, extra curricula etc?
- What types of groups are involved in Enterprise?
 - Full year group, part year group, multiple year group, class group, self selected group, groups with barriers to learning, lecturer selected groups?
- What subject or subject areas?

1.3 Concerning the content of your Enterprise activity:

- Have you got written detailed Enterprise plans?
- Have you got formal session plans and schemes of work?
- Do you have written learning outcomes?
- Do you have a formal structure of work?
- Is Enterprise delivered intuitively?
- Do you engage entrepreneurs and employers?

1.4 Concerning how you assess Enterprise:

- How do you assess the achievement of learning outcomes?
- How are students encouraged to reflect on their own learning?
- How do you assess the effectiveness of teaching styles?

2. THE FOLLOWING ARE GUIDELINES TO HELP YOU IN THE ACTIVITIES OF THINKING ABOUT, PLANNING AND DELIVERING ENTERPRISE EDUCATION.

2.1 AIMS TO GUIDE LEARNING OUTCOMES

Learning outcomes should be guided by a set of aims appropriate to Enterprise Education. Such appropriate aims are:

- To build Enterprise capability amongst students
- To provide Enterprise activities for students
- To develop business and economic understanding
- To develop skills relating to financial capability
- To make students familiar with the knowledge, skills and activities that enterprising people know about and use in work related contexts such as:
 - Business start-up
 - The work of corporations and larger employers
 - Social Enterprise
 - Innovation
- To develop personal qualities and characteristics associated with Enterprise.

3. CHECKLISTS FOR DEVELOPMENT PLANNING

3.1 CHOICES AND DECISIONS

Lecturers have a range of choices and decisions to make in relation to how Enterprise Education will be introduced in college. It is likely that such choices will be discussed with Principals, managers and lecturers to agree the best and most appropriate plan of action for a college.

The following frameworks are designed to help focus planning and discussion **activities** in respect of those choices and decisions. It is not an audit and is subject to change.

3.2 CLASSROOM MANAGEMENT – ACTIVITY GUIDE

When you start to teach Enterprise Education this Activity Guide will enable you to focus your initial ideas. As you proceed it may become a useful Management tool.

At what level or levels do you intend to teach Enterprise?

LEVEL	TICK
LEVEL 1	
LEVEL 2	
LEVEL 3	
OTHER	

And through which Group(s)

To what sort of group or groups will you teach Enterprise?

TYPE OF GROUP	TICK
Full year group	
Part year group	
Multiple year group	
Subject group	
Self-selected group	
Groups which include students with barriers to learning	
Lecturer selected groups	
Other	

Through which subject(s) do you intend to teach Enterprise?
(indicative list)

SUBJECT(S)	PROPOSED ROUTES
Animal Husbandry	
Business Studies	
Hairdressing	
Graphic Design	
Fashion	
Motor vehicles	
Construction	
Beauty Therapy	
Plumbing	
Electrical	
ICT	
Web Design	
Horticulture	
Equestrian	
Sports Science	
Engineering	
Floristry	
Catering	
Carpentry, Joinery and French Polishing	
Leisure and Tourism	
Other	

How much time do you intend to allocate to Enterprise Education?

TIME	TICK
1 session per week	
2 sessions per week	
½ day per week	
Full day per week	
Full week block	
Short week block	
Part week block	
Extra curricula	
Other	

Approximately how many hours of study time would be allocated?

STUDY HOURS	TICK
5hrs	
10hrs	
15hrs	
20hrs	
25hrs	
30hrs	
35hrs	
40hrs	
45hrs	
50hrs	
55hrs	
60hrs	

What would be included in the content?

CONTENT	TICK
Business start-up related to knowledge & skills	
The knowledge & skills that relate to corporate Enterprise	
The knowledge & skills that relate to social Enterprise	
The knowledge & skills that relate to innovation & creativity	
Venture projects	
Generic skills	
Key skills	
Business & economic understanding	

Which methods will you use to deliver Enterprise Education?

MODE OF DELIVERY	TICK
Whole class teaching	
Group work	
Self-directed project work	
Teacher directed project work	
Text based	
ICT based	
Events based	
Visit by employers	
Visit to employers	
Work experience	
By research & remote delivery	

What assessment style would you use to assess

- a. Knowledge & understanding
- b. Skills
- c. Advanced work

ASSESSMENT STYLE	Knowledge & understanding	Skills	Advanced work
Exams – Multiple choice Long answer Short answer			
Coursework			
Log book			
Self assessment			
Peer assessment			
Teacher assessment			
Phased assessment			
Employer/panel assessment			
Profiling			
Work book			
Oral presentation			
Written presentation			
IT presentation			
Showcase			
Judged events			
Review panels			
Peer review			
Teacher review			
Writing frames			
Mind maps			
Not assessed			
Other (please specify)			

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A Review of Enterprise and the Economy in Education, HM Treasury, 2002

Learning to be Enterprising: An Evaluation of Enterprise Learning at KS 4, Ofsted, August 2004

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Assessing Student Enterprise Toolkit, Inspiring Enterprise Ltd., 2005.