

Enterprise in Further Education – Policy Guide

Dr Terry Warburton
Caroline Rowley

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



**Moving Forward:
The Northern Way**



Contents

	Page
Foreword	3
Introduction	4
Aims	5
Davies Review Recommendations	5
Department for Education Guidelines	6
Useful Definitions of Enterprise	8
Managing the Enterprise Experience	10
Useful References	12

ENTERPRISE IN FURTHER EDUCATION – POLICY GUIDE

FOREWORD

Enterprise and the Economy in Education, the report which formally began a national approach to Enterprise Education initiatives, was not named without a great deal of thought. Enterprise previously had no place in the mainstream curriculum of schools and colleges. As the government wants to make the UK the best place to start and grow small businesses, this was a serious omission.

Colleges are the most appropriate incubator for Enterprise in the UK. If one in three hundred extra Further Education students were to start their own business, then Further Education colleges themselves would meet the Northern Way's targets for business start up. Colleges are the place where people acquire and hone their vocational skills. For many of the skills pathways that people choose, self employment is a likely outcome. Since August 2006, the Association of Colleges (AoC) has led the initiative funded by the Northern Way to promote Enterprise Education in a range of Further Education colleges in the North East, Yorkshire and Humberside and the North West. The results to date are impressive:

- 32 colleges across the north are participating in a pilot programme.
- 96 college lecturers are Enterprise Champions in their colleges.
- Over 1,000 students have benefited from Enterprise activities.

We all need to recognise how colleges already help create the next generation of entrepreneurs and innovators and to develop ideas on what more they can do to expand Enterprise knowledge. Enterprise and nurturing talent through the pursuit of opportunities underpins vocational education in colleges because colleges enable individuals to qualify in a vast array of areas where business start up is both realistic and likely. We need to address the practical economic and business issues that students will face when they are considering starting a business, have already started to run a business or are working to contribute to the success of an existing business.

Dr Terry Warburton
Caroline Rowley

ENTERPRISE IN FURTHER EDUCATION – POLICY GUIDE

INTRODUCTION

In the years to come we will bring about a change in the culture within the Further Education sector, by encouraging the development of Enterprise skills and promoting the idea of self employment as a realistic and rewarding career option. We want to develop in our students, whether young people or older students, imagination, tenacity, self discipline and creativity skills which will be essential for life in the 21st Century.

In 2001 Sir Howard Davies on behalf of the Government conducted a review of Enterprise and the economy in education. This document became the landmark document for Enterprise Education in England. His recommendations made in the review, including the funding of the equivalent of five days of Enterprise learning for all young people in school, at Key Stage 4 (aged 14) from 2005, has been accepted by the Government.

Policy Document
published November
2001

Furthermore, Work-related learning at Key Stage 4 identifies Enterprise learning as a key component and output. Whilst focussing on KS4 in schools, this document illustrates the government's perspective for colleges and can act as a route map to the introduction of Enterprise Education in colleges.

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

The section on managing the Enterprise Education experience gives a framework for SMT members and lecturers, more widely to evaluate the introduction of Enterprise Education into professional practice.

Finally, a range of useful checklists and tables are given which will allow lecturers to make decisions about their own work in college.

When colleges formulate Enterprise policy, it is useful to remember that:

Enterprise Education aims to develop new skills for students which meet the Enterprise needs of the economy

AIMS

Enterprise Education aims to help students whether young or old to become more enterprising, to become entrepreneurs and more widely to promote innovation and creativity in entrepreneurial contexts.

What colleges need to know about Enterprise Education

Enterprise Education aims to bring about a major expansion in the skills of Enterprise, Entrepreneurship and Innovation through:

- ❖ Building Enterprise capability
- ❖ Focussing on Enterprise activity
- ❖ Developing economic and business understanding
- ❖ Developing skills relating to financial capability

THE DAVIES REVIEW RECOMMENDATIONS

The Davies Review, *Enterprise and the Economy in Education*, is the framework that holds the whole area of Enterprise Education in place. Colleges may wish to endorse and adopt his recommendations. His recommendations centre on the following different components:

- ❖ Enterprise capability
- ❖ Economic and business understanding
- ❖ Financial literacy

Enterprise capability is the most complex and variable of these recommendations. Davies defines it as:

“...the capability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and to act on them in one’s personal and working life.”

Enterprise capability consists of the experiences, activities and skills relating to:

When colleges institute Enterprise activity, it should broadly fall under these headings

- ❖ Business start-up and micro ventures
- ❖ Corporate Enterprise
- ❖ Social Enterprise
- ❖ Innovation
- ❖ Enterprising ways of acting in one’s personal life

DEPARTMENT FOR EDUCATION GUIDELINES (formerly DfES)

When constructing an Enterprise process for teaching, learning and managing activity, the DfES guidelines are useful. These are as follows.

Economic and business understanding is the process of enquiry, focused on the context of business, central to which is the idea that resources are scarce so choices have to be made between alternative uses. This includes:

- ◊ Knowledge and understanding - familiarity with a range of economic concepts.
- ◊ Skills – the ability to take decisions and make judgements on issues with an economic dimension, investigate simple hypotheses and apply theoretical understanding to practical situations
- ◊ Attitude - an interest and concern in: economic affairs, responsible use of resources, challenges of business and its importance to society, responsibility of employers to the community and the environment.

Enterprise learning requires an **environment** where students are expected to take personal responsibility for their own actions. They are given significant autonomy to tackle relevant problems or issues, which involves an element of risk as well as reward for their successful resolution. In other words, there is considerable uncertainty about final outcomes.

What the Enterprise learning process contains.

Extracted from DfES Pathfinder Guidelines, 2004

Such an environment might be the college, local community or business. Within these contexts, learning can be promoted by engaging pupils in an **Enterprise process**, or approach, which is akin to project working in a work-based context. Typically, the process involves four sequential stages:

Stage 1

Tackling a problem, usually related to business start-up, Enterprise in a corporate environment, a social environment or innovation: or identifying a need, by an individual, a team or groups of students, which requires the generation and development of ideas and discussion among students to reach a common understanding of what is required to resolve the problem or meet the need. For example, such activity could involve starting a venture, the manufacture of a product or provision of a service.

Stage 2

Planning the project or activity, breaking down tasks, organising resources, deploying team members, and allocating responsibilities.

Stage 3

Implementing the plan, solving problems, monitoring, evaluating and reviewing progress.

Stage 4

Evaluating processes, activities and final outcomes holistically; including reflecting on lessons learned, and assessing the skills, attitudes, qualities and understanding acquired as a result of the process.

Ways to begin thinking about and understanding what Enterprise is.

It is important to agree a definition of and approaches to Enterprise within your college that are widely understood

SOME DEFINITIONS

In each of the following definitions we have highlighted the key activity.

A variety of definitions about what enterprising people know and do – abstracted from *Enterprise Education in Action* Bluecoat Press, 2005.

The term “entrepreneur” “originates from the French word ‘*entreprendre*’. Translated literally this means **to undertake or go-between**.

The entrepreneur is a person whose **characteristic act is a gamble on his/her imagination**.

Entrepreneurship is not only about maximizing profit; it is also about **having the motivation and dynamism to innovate and make things happen**.

‘Enterprise – project or undertaking, especially one that **requires boldness of effort**.’ *Collins English Dictionary*

Enterprise is best thought of as **opportunity-directed ways of thinking and working**. Enterprise is **purposeful, active behaviour** which can take place in any number of contexts.

Enterprise is **making things happen, having ideas and doing something about them, taking advantage of opportunity, and bringing about change**.

Enterprising people **create opportunities of an economic nature** for themselves and others.

Enterprising people are people who **habitually create and innovate to build something of recognised value around perceived opportunities**.

'... On 25 February 1983 Nolan Bushnell, founder of Atari, Pizza Time Theatres and Catalyst Technologies delivered a speech at the national Engineers Week in Sunnyvale California in the heart of silicon valley. He described the entrepreneur with this story: A guy wakes up in the morning and says "I'm going to be an entrepreneur." So he goes into work and he walks up to the best technologist in the company where he's working and whispers: "Would you like to join my company? Ten o'clock, Saturday, my place. And bring some donuts." Then he goes to the best finance guy he knows, and says, "Bring some coffee". Then he gets a marketing guy. And if you are the right entrepreneur, you have three or four of the best minds in the business. Ten o'clock Saturday rolls around. They say, "Hey, what is our company going to do?" You say, "Build left-handed widgets." Another hour and you've got a business plan roughed out. The finance guy says he knows where you can get some money. So what have you done? You've not provided the coffee. You've not provided the donuts. You've not provided the ideas. You've been the entrepreneur. [You made it all happen.](#)'

Thus the Key Features of Enterprise can be summarized as:

- ❖ To undertake or go-between
- ❖ To create, seek out or identify opportunities of an economic nature
- ❖ Having ideas for economic ventures
- ❖ Opportunity-directed ways of thinking and working
- ❖ The habit of creating/innovating around perceived opportunities to build something of recognised value
- ❖ Making things happen
- ❖ Expands the bounds of economic activity
- ❖ Willingness to take risks
- ❖ The capability to handle uncertainty
- ❖ To create and implement new ways of doing things
- ❖ To make reasonable risk/reward assessments and act on them
- ❖ Takes gambles on putting own ideas into action
- ❖ Undertakes ventures

While this list of activities associated with Enterprise is extensive it is not necessarily comprehensive.

Forming professional practices for Enterprise Education

MANAGING THE ENTERPRISE EDUCATION EXPERIENCE

In managing the Enterprise Education experience in your college, the guidelines issued by OFSTED concerning what constitutes best practice might be useful. While colleges may not be inspected under these criteria, they are a firm basis for establishing both managerial and pedagogical practices.

OFSTED evaluates the practice of delivering Enterprise by examining how an institution:

- ✓ shows evidence of students being motivated by Enterprise learning and developing a good range of relevant skills
- ✓ shows strong commitment from senior managers with a clear management structure to support Enterprise learning
- ✓ has an Enterprise ethos permeating teaching and learning across the curriculum
- ✓ makes good use of local businesses and the wider community to engage students in real issues and to support Enterprise more generally
- ✓ characterises teaching and learning by clearly defined aims and objectives
- ✓ has students taking responsibility for their own actions and be given significant autonomy to tackle relevant problems
- ✓ involves students in evaluating the outcomes of their decisions and reflecting on what they had learned
- ✓ demonstrates an explicit and commonly understood definition of Enterprise learning
- ✓ identifies desired learning outcomes in terms of students' Enterprise knowledge, understanding, skills and attributes
- ✓ has effective procedures in place to assess and evaluate students' Enterprise learning
- ✓ has links to existing vocational qualifications
- ✓ allows students to make direct use of their Enterprise experiences in assessed coursework
- ✓ monitors and evaluates progress in the implementation of plans for Enterprise learning
- ✓ plans and provides a good range of Enterprise experiences as part of a coherent curriculum for work related learning

Abstracted from
OFSTED Report
*Learning to be
Enterprising – An
Evaluation of
Enterprise Learning at
Key Stage 4, August
2004*

They will also evaluate and report on

- ✓ the overall quality of provision, based on its effectiveness
- ✓ the standards achieved by students
- ✓ the quality of teaching and learning
- ✓ the quality of the curriculum
- ✓ the quality of curriculum leadership and management
- ✓ the effectiveness of college/business and external links
- ✓ how quality and standards have changed since the previous inspection, highlighting strengths and weaknesses.

References

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

Developing Enterprising Young People, Ofsted, November 2005

DfES Enterprise Education Pathfinder Guidelines, DfES, 2003.

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