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Enterprise and Work Related Learning

The following information pack provides guidance and information on the work related learning agenda and in particular focuses on the recent enterprise initiatives.

Within the QCA framework for WRL at Key Stage 4, 'enterprise' specifically occurs in three of the nine elements of provision (Appendix 1)

- 1. Recognise, develop and apply skills for enterprise and employability**
- 3. Learn about the way business enterprise operate, working roles and conditions and rights and responsibilities in the work place**
- 9. Engage with ideas, challenges and applications from the business world**

Many of QCAs WRL learning outcomes refer to knowledge, skills and understanding related to enterprise:

- Describe the main qualities needed to enter and thrive in the world of work:
- Demonstrate main enterprise skills, attitudes and qualities:
Enterprise skills
 - financial capability
 - economic and business understanding
 - enterprise
- Demonstrate skills and innovative approaches to solving problems:
- Demonstrate economic understanding

In the citizenship programme of study – knowledge and understanding about becoming informed citizens – pupils should be taught about how the economy functions, including the role of business and financial services.

PSHE – knowledge, skills and understanding – developing confidence and responsibility.

CEG Investigate opportunities in learning and work - career exploration – make and adjust plans to manage change and transition – career management.

Indeed WRL, CEG, PSHE etc are all features of a personal development curriculum, of which enterprise plays a part.

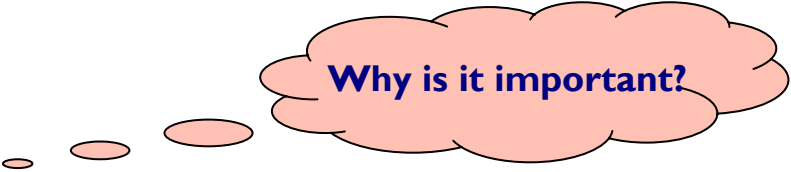
Enterprise – FAQ's?



What is enterprise?


The first thing most people come up with when they think about enterprise is being an entrepreneur and starting up a business. Enterprise education actually goes much further – it's about developing a culture in which people are financially literate, have business and economic understanding and are people who have:

“The ability 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 a variety of contexts, both in personal and working life” DfES



Why is it important?

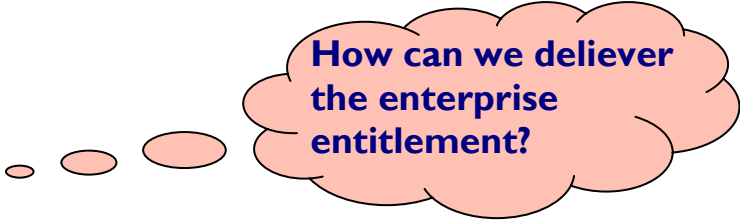
The Government feels that developing enterprising behaviours within young people is vital to the success of Britain in a global economy. The skills, qualities and attitudes promoted within enterprise education are not only of use for work, but for life itself. For young people today, dealing with change and coping with risk are an essential part of being a well informed citizen. From September 2005 there will be a formal entitlement for all students at KS4 for up to five days of enterprise activity



What funding do we have?

The enterprise entitlement for all from 2005 is supported by funding within the standards fund for three years in total. It is part of the statutory requirement for WRL which began in September 2004.

Enterprise –FAQ's?



How can we deliever the enterprise entitlement?

There are a number of approaches, and one size will not fit all, any combination of the following could be appropriate;

- **Cross curricular – via GCSE subjects**
Auditing of GCSE subject specifications required to determine the opportunities for integrating enterprise elements eg. science, D&T
- **Citizenship /PSHE/CEG**
Enterprise activities integrated into relevant sections of Citizenship/PSHE/CEG programmes eg. community projects, student organised events, fund raising etc
- **Vocational courses**
Enterprising learning integrated into 'applied' GCSE's and other vocational courses offered in schools or colleges, linking with coursework, assignments and work placements
- **Business enterprise/industry days**
Discrete activities developed in house – or by using outside agencies to deliver aspects of the enterprise entitlement eg. Young Enterprise
- **Extra curricular activities**
Encouraging students to participate in activities during lunchtime or after school where enterprise experience can be developed eg. Student volunteers, mini enterprise, school bank, school tuck shop etc
- **WRL programme**
Enterprise capability is a key output from well planned WRL, and can be a central part of work experience activities, e.g employability skills activities, employer links and opportunities to gain skills in the workplace etc

Whatever the approach is it will be necessary to develop methods of recording, monitoring and evaluating the development of enterprise learning. A useful tool can be a student self assessment (appendix 1)

Enterprise –FAQ's?

How might an enterprise culture be developed in school?

Enterprising schools have an ethos which encourages pupils and staff to take responsibility for decisions.

“An enterprising school is one where pupils are expected to take personal responsibility for their own actions in an area where there may be uncertainty about final outcomes. They are given autonomy to tackle relevant problems or issues that involve an element of risk as well as reward for their successful resolution.” QCA

An effective whole school approach will be backed by the headteacher and SMT which:


- establishes a clear definition of enterprise learning and ensures it is understood by staff, pupils and other stake holders
- develops enterprise learning as part of a coherent Key Stage 3/4 curriculum
- develops innovative ways of teaching and learning which engage local business and the community
- identifies the learning outcomes pupils are expected to gain from the enterprise activities in terms of their knowledge, understanding, skills and attributes

How does this relate to Every Child Matters?

The Every Child Matters paper identified as part of the Children's Act 2004 the five outcomes that are most important to children and young people:

- **Be Healthy**
- **Stay Safe**
- **Enjoy and achieve**
- **Make a positive contribution** - Means that every child will engage in decision-making and support the community and environment, develop positive relationships and chose not to bully and discriminate, **and develop enterprising behaviour**
- **Achieve economic well-being** - This outcome means that every child will engage in further education, employment or training on leaving school, **be ready for employment**

Enterprise –FAQ's?



What does OfSTED say?

Following a series of pre-inspections in 2004, OfSTED reached the following conclusions. Enterprise:

- is not new
- can be developed in different ways
- some good activities exist but these are often one-offs and needs embedding into the curriculum
- needs to be better understood or assessed
- requires more effective leadership and management
- requires a structured assessment of learning
- has seen some interesting developments in schools

Inspections maybe looking for evidence of how schools are progressing with the enterprise agenda.

Quality of provision:

- assess the overall provision for enterprise learning
- evaluate the effectiveness of provision, as part of a coherent WRL programme, other opportunities across the curriculum, extra curriculum provision, progression activities, activities linked with business and the community

Quality of Teaching and Learning:

- Inspection criteria for teaching and learning can apply to enterprise provision

Leadership & Management

- Leadership – head of enterprise of WRL or subjects – commitment of SMT;
- Management – planning, coordination, CPD
- An enterprise development plan should reflect whole school priorities
- Consider whether enterprise can make a contribution to the SEF

EMBEDDING ENTERPRISE: CHECKLIST

Yes / Part / No

1 BRIEFING	<p>Do staff understand the school's definition and approach to enterprise?</p> <p>Does enterprise support other school initiatives? (E.g. extended schools, specialist status, Every Child Matters.)</p> <p>Has the school communicated this to staff, pupils, parents, governors or other stakeholders?</p> <p>Is someone aware of guidance from Ofsted?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 RESPONSIBILITY	<p>Is someone leading and/or coordinating enterprise?</p> <p>Is this included in the job description?</p> <p>Are external stakeholders aware of how to contact the school about enterprise opportunities?</p> <p>Is enterprise included on meeting agendas?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 GAP ANALYSIS	<p>Has the school considered performing audits across departments? E.g. of existing policy, organisation and delivery; by subject/department; of students (including evening/weekend activities).</p> <p>Is someone aware across the school of existing links to external organisations? (E.g. mentors, visits, case studies & materials, sponsors, suppliers, prior and outside experience of staff and governors.)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4 PLAN & POLICY	<p>Is there a written policy and action plan?</p> <p>Does it have clear management milestones, responsibilities and review dates?</p> <p>Is this incorporated into the School Development Plan and available for Ofsted inspection?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 SELF-ASSESSMENT	<p>Is there a self-assessment in place?</p> <p>More details may be available from the Education Business Partnership. Is someone in touch?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Howard Davies – Enterprise Education

	Enterprise Capability	Financial Literacy	Economic and Business Understanding
Knowledge and Understanding	<ul style="list-style-type: none"> • Organisation • Innovation • Risk • Change 	<ul style="list-style-type: none"> • Money • Credit • Investment 	<ul style="list-style-type: none"> • Market • Competition • Price • Efficiency • Economic growth
Skills	<ul style="list-style-type: none"> • Decision Making • Personal and social • Leadership • Risk management • Selling 	<ul style="list-style-type: none"> • Budgeting • Financial planning • Personal risk management 	<ul style="list-style-type: none"> • Decision making • Judgments • Investigate simple hypothesis
Attitudes	<ul style="list-style-type: none"> • Self-reliance • Open-mindedness • Respect for evidence • Pragmatism • Commitment 	<ul style="list-style-type: none"> • Take responsibility for the impact of financial decisions 	<ul style="list-style-type: none"> • Take an interest in economics, resources, role of business and its responsibilities

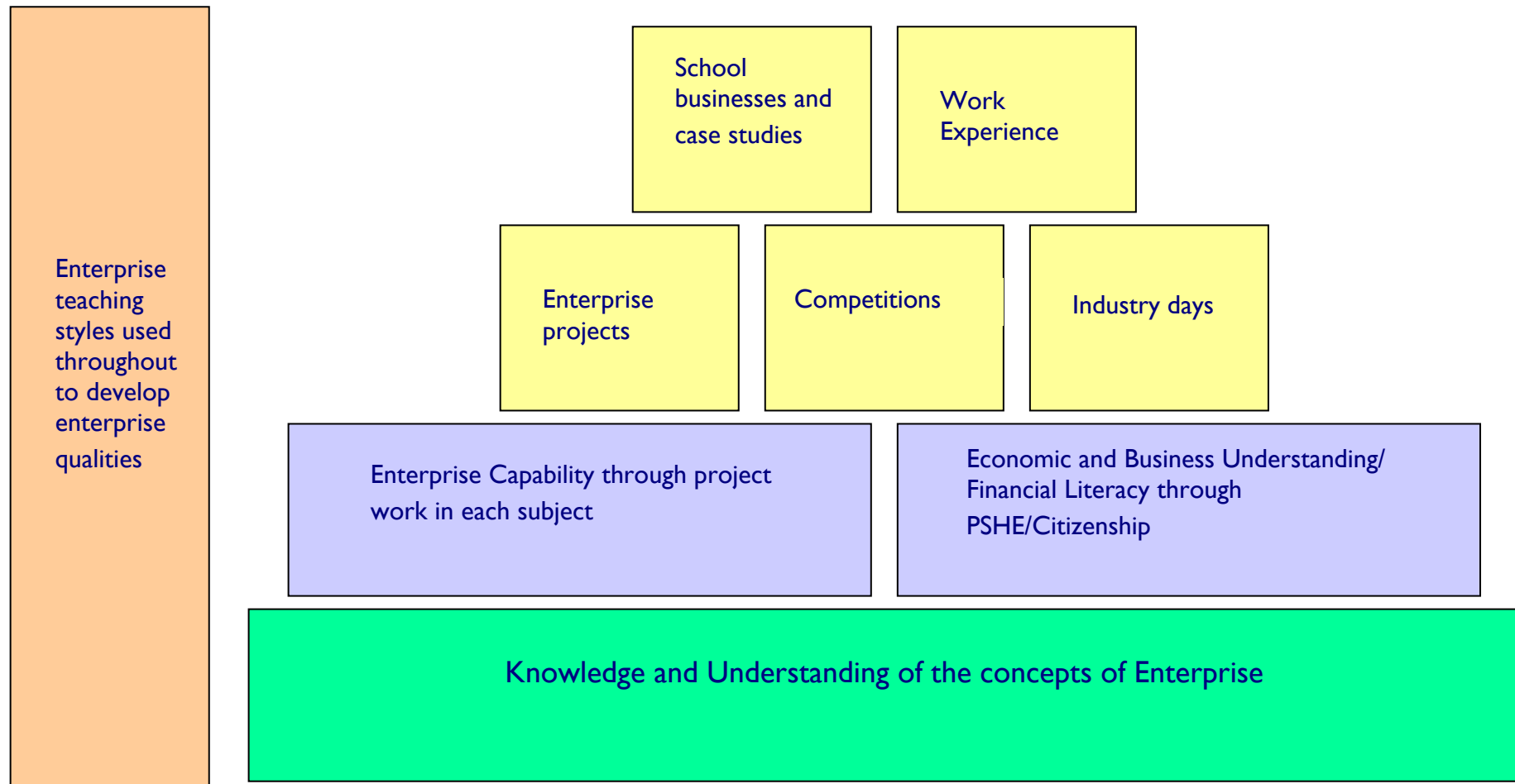
A draft policy template for work-related learning/enterprise

Item	Topic	Notes
1	Vision – broad aims	<p>How does it relate to (a) national policy - see p4 of DfES book</p> <p>(b) the school's vision</p> <p>Ref. School Development Plan</p>
2	Specific aims and learning objectives	<p>Do they relate to the 9 objectives of QCA's framework?</p>
3	How the learning objectives will be achieved	<p>Ref. QCA's list of ways of meeting the nine opportunities</p>
4	How entitlement will be ensured	<p>Ref. the three aspects of the statutory definition – <i>learning through, for and about work</i></p>

5	How learning will be assessed (and/or accredited)	Is accreditation approved under Section 96? Ref. Progress file And Individual; Learning Plans
6	How provision will be managed/coordinated	What is the role of SMT and governors?
7	Key roles and responsibilities for staff involved	How will everyone involved be able to meet and/or communicate?
8	Staff access to professional development	Ref. Staff Development Plan
9	How provision will be funded and resourced	Sources of funding Time allocation for staff involved Ref to the workload agreement

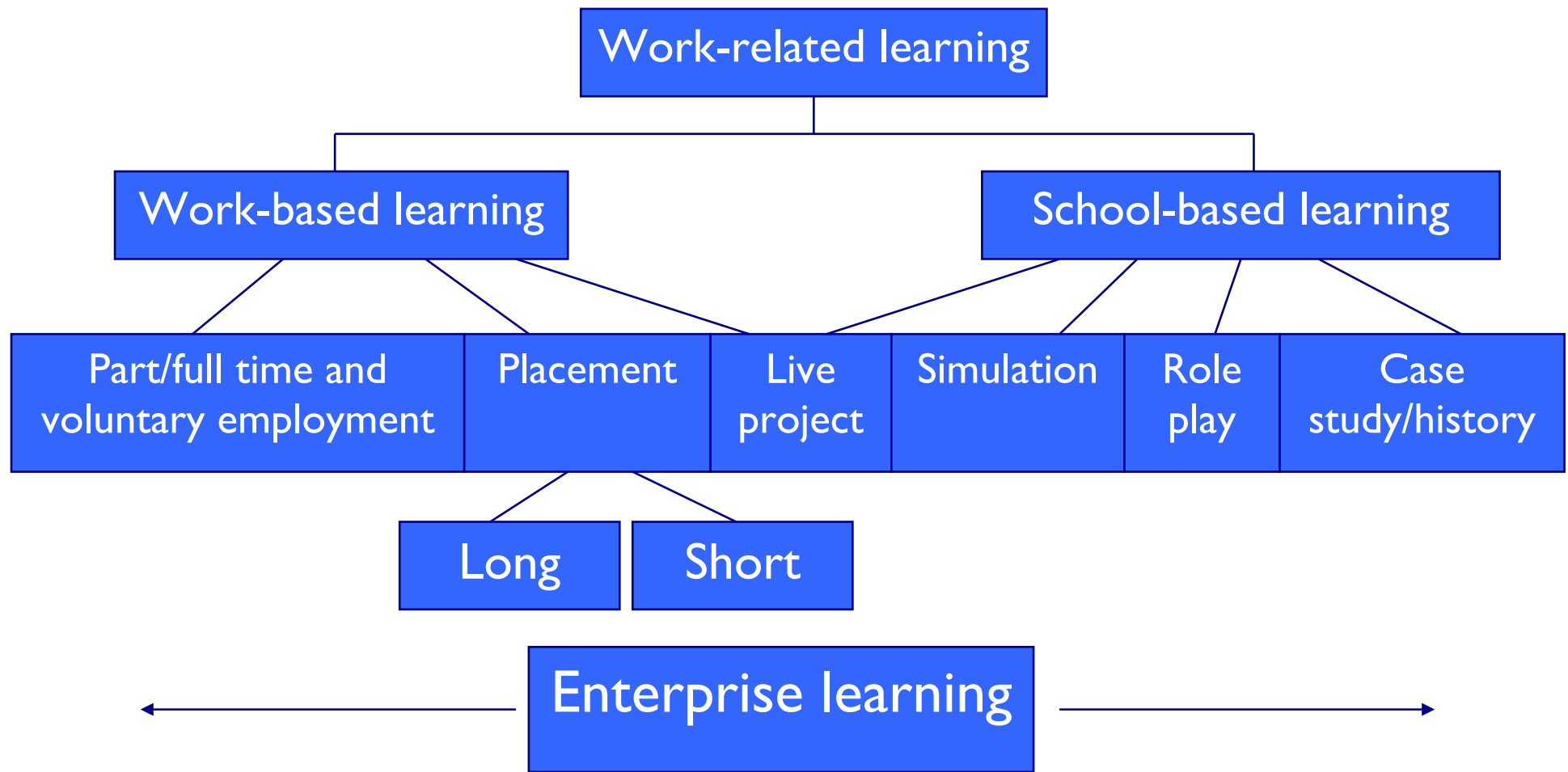
10	How business links will be developed, coordinated and maintained	<p>Ref. Links to local EBL framework</p> <p>What is the role of the EBP, Connexions etc?</p>
11	How learners will be able to access to impartial information and guidance about programmes/options etc.	<p>The role of Connexions PAs, mentors etc.</p>
12	How provision will be monitored and evaluated	<p>Who will be informed of outcomes of the review?</p> <p>Who will produce the annual report?</p>

The Building Blocks of Enterprise Education



THE VIEW FROM QCA

Work-related learning: a variety of experience



Student Self-Assessment Sheet

Student's Name: _____

Class: _____

Title of Activity: _____

Date of activity: _____

The tables provided by your teacher at the end of the activity are to help you to identify what you have learnt by doing this work.

Think about the work you have done in this activity. Fill in the three tables provided, choosing 'Yes' or 'No' for each item, and adding any 'Notes' (e.g. what you learnt, what you did or what you felt)

There are three tables to fill in:

1. Knowledge and Understanding
2. Skills
3. Enterprising attitudes, attributes and qualities

I. Knowledge and Understanding

In this activity I have learnt:	Yes	No	Notes
<ul style="list-style-type: none"> • Something about how people can organise themselves to work in teams to achieve results 			
<ul style="list-style-type: none"> • Something about the importance of <ul style="list-style-type: none"> ➤ Having ideas ➤ Producing designs ➤ Testing things or trying them out 			
<ul style="list-style-type: none"> • Something about how to get other people to work well on an activity (managing people) 			
<ul style="list-style-type: none"> • Something about how to plan an activity 			
<ul style="list-style-type: none"> • Something about money or finance 			
<ul style="list-style-type: none"> • Something about credit or loans 			
<ul style="list-style-type: none"> • Something about marketing 			
<ul style="list-style-type: none"> • Something about customers and customer care 			
<ul style="list-style-type: none"> • Something about the steps in making a product (design, production, quality control, distribution) 			
<ul style="list-style-type: none"> • Something about how to work out costs, and set prices for a product 			
<ul style="list-style-type: none"> • Something about how 'the economy' works (e.g. supply and demand, inflation) 			
<ul style="list-style-type: none"> • Other 			

2. Skills

In this activity I have practised:	Yes	No	Comments/Notes
• Coming up with ideas			
• Solving Problems			
• Making decisions or choices			
• Working with others as part of a team			
• Trying to persuade other people that something is a good idea, a good decision, or a good product			
• Getting other people to try to do new things (being a 'leader')			
• Organising people to do something efficiently (managing people)			
• Planning how to do an activity			
• Setting objectives or targets to be achieved			
• Producing a 'budget' for an activity			
• Producing a financial plan for an activity			
• Making a presentation to other people			
• Other?			

3. Enterprising Attitudes, Attributes and Qualities

This activity has made me feel that:	Yes	No	Comments/Notes
<ul style="list-style-type: none"> I can change the way I do things when I need to in order to be successful 			
<ul style="list-style-type: none"> I am able to do things myself without being told 			
<ul style="list-style-type: none"> I do have the confidence to work until the task is complete 			
<ul style="list-style-type: none"> I am not afraid of a challenge or trying something I have not tried before 			
<ul style="list-style-type: none"> I am able to take responsibility for all or part of a project or activity 			
<ul style="list-style-type: none"> I do think about the effect on other people of what I am doing 			
<ul style="list-style-type: none"> I do care about getting a job done in the time allowed 			
<ul style="list-style-type: none"> I am prepared to work hard 			
<ul style="list-style-type: none"> I can be creative and come up with ideas 			
<ul style="list-style-type: none"> Other 			

Case Studies

Case Study 1 -Modern Foreign Language

A group of year 10 students researched European eating habits and customs. They interviewed teachers and students to find out if there was any demand for a continental-style cafe in the school. Analysis of the market research data resulted in the decision to open a cafe in the school canteen twice a week, at morning break, during the summer term. Umbrellas and tables were provided for a 'pavement cafe', set up outside. The local baker and a delicatessen acted as 'business angels' supplying croissants, pains au chocolat and filter coffee at just above cost price. Students took it in turns to serve in the cafe and to converse with their customers in French. They decorated the canteen with French posters and provided daily copies of French newspapers. Staff and students were requested to conduct all their transactions in French and purchases were priced in both euro and sterling. Students gained understanding of customer care, developed their language skills and learned more about running a business.

Case Study 2- Geography

For a GCSE geography unit on 'Managing tourism', students undertook a field trip to a popular conservation area. Their task, in groups, was to investigate the management policy used to conserve the area, and to consider the effects of tourism. To motivate the students and to help them engage more fully with the task, their teacher gave them responsibility for planning the programme and organising all transport arrangements. Each group undertook a different element of the preparations, eg collecting background information about the location from the internet, preparing a leaflet and map for each student, investigating the history of the area. They also planned a questionnaire to use in interviews with local people to find out their views on the impact of tourism. Later students reviewed the evidence gathered and each group presented their own management plan for sustainable tourism in the area. The feasibility of each was considered as a whole-class activity and the most effective plan selected. The students gained confidence in their ability to solve problems and make decisions as well as developing team-working skills

ENTERPRISE PATHFINDER CASE STUDY



Project Title	Art Galleries and Exhibitions
School(s) involved	The Lord Silkin School
Aim of Project	<p>The project was designed to enable students to develop the schools existing Art Gallery; explore the activities associated with planning, mounting and promoting an exhibition. To provide opportunity for students to develop interpersonal and business skills as they liaise with staff and students to achieve their planned objectives.</p> <p>The project also aimed to broaden student's horizons with trips to local and national galleries.</p>
Curriculum Links	The project focused on Art and Design but included elements of Business Studies. It could be broadened to include other subject areas.
Sustainability Aims	It is planned that the Art Gallery is firmly established and be used to stage a planned programme of key events and workshops throughout the year. These events will be aimed at the local community to enhance social awareness and help students to develop a range of skills. Some of the planned events may be subject to entrance or course fees, or sponsored by an external organisation to generate an income stream to support learning in subsequent years.
Project Details	<p>The project included practical workshop sessions, visits to Art & Design Shows at local colleges, visits to regional and national galleries and helping to set up and mount exhibitions at school. Students from all year groups created pieces for exhibition based on a variety of themes. They then researched the viability of selling their work. <i>One student declared his work 'priceless'.</i></p> <p>Having recently hosted 'an artist in residence' boosted the project and a successful Enterprise Day workshop focused on sculpture in the community.</p>

Enterprise Pathfinder (Telford & Wrekin and Shropshire)

Continued over

Who was involved

- Art Department and Support staff at The Lord Silkin School
- Trainee teacher from University of Wolverhampton

Outcomes

- A sustainable activity that can be built into the curriculum to help students develop a range of skills that will help both in FE, HE and the workplace
- Community Links
- Development of team working skills and in opportunity to work on an innovative and creative challenge
- Development of business and planning/organisational skills (including notional financial planning)
- A fun learning experience for all involved
- The development of enterprise skills, knowledge and attributes

For more information contact Diane Morris, Enterprise Pathfinder Manager at The Lord Silkin School 01952 595511

ENTERPRISE PATHFINDER CASE STUDY



Project Title	Communications
School(s) involved	The Lord Silkin School The Ercall Wood Technology College
Aim of Project	This concept was trialled by The Lord Silkin School during their Enterprise Day. Students were involved in developing their communication skills whilst putting together a newspaper/publication.
Curriculum Links	The project focused on English and Communications but could be widened to other curriculum areas including Business Studies.
Sustainability Aims	If this activity is successful it will be offered to future student cohorts and may be developed as a regular activity to publish a regular school newsletter. The equipment purchased will be available to support a range of future activities in all curriculum areas. Sales of the publication can be used to support its production as can the generation of advertising revenue.
Project Details	<p>Students worked in teams and were allocated roles to produce the newspaper. The editorial and production team reviewed news publications, information and videos sent in by Shropshire Star Newspapers. A reporter from the paper joined a session to help them draft stories for inclusion. Staff from a local radio station ran a workshop on Interview Techniques. The publication, 'Ercall News', was sold out during the afternoon of the final day of the activity.</p> <p>The project included planning, budgeting, making presentations, money and financial matters, marketing and a customer focus.</p>
Who was involved	<ul style="list-style-type: none">• English Department• Shropshire Star• BBC Radio Shropshire
Outcomes	<ul style="list-style-type: none">• A publication available for sale• Staff Training & Professional Development• Team building skills• The development of skills useful in the workplace (WRL links)

For more information contact Diane Morris, Enterprise Pathfinder Manager at The Lord Silkin School 01952 595511

ENTERPRISE PATHFINDER CASE STUDY



Project Title	Fair Trade
School	Various
Aim of Project	To introduce enterprise and social enterprise with a variety of activities including games, talks and visits. Students are encouraged to think about others,
Curriculum Links	PSHE, Citizenship, Geography, History, RS, Business Studies, Leisure and Tourism
Sustainability Aims	<p>The resource pack was made up of videos, workshops and games and can be used with a variety of groups. Staff development opportunities have been (and can be) provided to introduce staff to the resource materials available.</p> <p>The students really enjoyed running the fair trade shop that offered them the opportunity to become more involved in the fair trade movement. The development of links with a school in Africa is currently being explored.</p>
Project Details	<p>The Fair Trade activity included a visit to a local town with Fair Trade status, classroom based teaching and learning lead by a local Fair Trade organisation, and activities lead by a school tutor. The culmination of this activity was a shop selling fair trade goods to staff and students with the aim of continuing the activity into subsequent years.</p> <p>A range of materials was sourced to facilitate the classes. The materials will be used to support a range of curriculum activities both now and into the future. The materials also helped staff to deliver the Enterprise attributes identified by Howard Davies and used to add weight to current curriculum provision.</p>
Who was involved	Bridges, Wellington Cinnamon, Bridgnorth (Fair Trade Café) St Mary Bluecoats Primary School Oxfam, Bridgnorth (Mr Derek Cole)
Outcomes	A fun learning experience for all involved The development of enterprise skills, knowledge and attributes A social enterprise

For more information contact Diane Morris, Enterprise Pathfinder Manager at The Lord Silkin School 01952 595511

USEFUL WEBSITES

Please note that websites are frequently updated and may become temporarily unavailable without notice. Please feel free to contact Shropshire EBP if you would like help finding alternatives.

Shropshire Education Business Partnership

<http://www.shropshire-ebp.co.uk/>

All EBP programmes now incorporate a degree of enterprise learning, audited by the Enterprise Advisor Service so you can see how its activities link into enterprise.

Enterprise Advisor Service (EAS)

<http://www.enterpriseadvisor.co.uk/>

The general website of the West Midlands EAS, with links to Shropshire and other sub-regions.

Young Enterprise

<http://www.young-enterprise.org.uk/>

Young Enterprise operates a number of programmes for young people on a 'learning by doing' principle. Many teachers are well aware of the existence of this national scheme of enterprise activity and education although not all may be aware that there are in fact six different programmes available. Works closely with Shropshire EBP (see above).

Business Dynamics

<http://www.businessdynamics.org.uk/gen/default.aspx>

Business Dynamics is a business education and enterprise charity that aims to bring business to life for young people. Volunteers from companies introduce students, aged 14-19 years, to the opportunities and challenges of business. As well as improving their key skills in preparation for the world of work. This is done through a variety of programmes they organise.

Changemakers

http://changemakers.pncl.co.uk/social_enterprise.html

The Changemakers Social Enterprise programme enables young people to explore, experience and evaluate real community-based enterprise activity, working in teams, leading their own change and supported by adults from within and beyond school. The Social Enterprise programme is the result of a 2-year pilot funded by the DfES and National LSC in 22 schools across the country.

Shropshire Digital Brain

<http://www.shropshire.digitalbrain.com>

Shropshire portal with resources, information and support for learning and teaching.

Telford & Wrekin Online Learning Environment

<http://www.telford.gov.uk/Learning/Learning.htm>

Red Box

<http://www.redbox.gov.uk/>

The Treasury, Inland Revenue and Customs and Excise, bring you The Red Box, an interactive resource to teach pupils about tax and public spending. Students control the budget of a virtual town called The Square and play games and answer questions to raise money, maintain and improve The Square. There are two versions of the site, one for 7-11s and another for 11-16s. Includes worksheets and teacher's notes, which can be used in conjunction with the game or as stand-alone resources.

Young Cooperatives

<http://www.youngcooperatives.co.uk/>

Young Co-operatives is a practical introduction to fair trade and co-operative working for young people with the energy to make a difference. It gives young people the chance to work in their own co-operative, to acquire valuable business skills and to make a real difference to the lives of third world producers and their families. A new programme, Young Co-operatives Plus, offers young people the chance to study for an accredited Certificate in Co-operative and Fair Trade Enterprise.

Make Your Mark

<http://www.starttalkingideas.org/>

The official site of national enterprise week 2005, Monday 14 November - Sunday 20 November. For the 2005 Campaign Pack and other resources, call 020 7395 8078 or email info@enterpriseinsight.co.uk.

DfES 14-19 Gateway

www.dfes.gov.uk/14-19/index.cfm?sid=3&pid=37 &lid=32&ctype=Text&ptype=Single

Includes links to relevant DfES Education Business Links, Learning and Skills Council, Pathfinder Projects and Howard Davies Review.

CASE STUDIES

TeacherNet

<http://www.teachernet.gov.uk/teachingandlearning/%2014%20to%2019/ks4/%20enterpriseeducation/>

Includes many case studies.

Education for Citizenship

<http://www.ltscotland.org.uk/citizenship/links/enterprise.asp>

Although a Scottish website, there's some very useful information.

DfES Enterprise Education Presentations and materials

<http://www.livegroup.co.uk/enterpriseeducation/index.php?view=downloads>

Resources from the DfES conferences of summer 2005. Includes case studies for Art and Design, Citizenship, Design and Technology, English, Geography, History, ICT, Mathematics, Modern foreign languages, Music, Physical Education, Religious Education, Science, Vocational case studies.

Skills and Education

<http://senet.lsc.gov.uk/features/march2005feature7.cfm>

A PDP day, entitled 'Teacher Placements into Business and Industry', was the brainchild of Dave Warrillow, who is an Assistant Head Teacher at Waverley School in Small Heath, Birmingham and also has responsibility for the 14-19 curriculum.

EBNet

<http://www.dfes.gov.uk/ebnet/teaching/casestudy.cfm>

Three case studies: [Internet and E-Mail Training](#); [Schools as a Business](#); [Quality Systems and Technology](#).

The Economics and Business Education Association

<http://www.ebea.org.uk/ebea/enterprise/>

A detailed overview from school management to curriculum delivery. The Economics & Business Education Association represents teachers and lecturers of business studies and related subjects in schools and colleges throughout the UK.

QCA

http://www.qca.org.uk/14-19/6th-form-schools/68_1989.htm

This view from the QCA includes case studies for each of 20 curriculum subjects.

BBC

<http://news.bbc.co.uk/1/hi/education/4665411.stm>

Some enterprise-related ideas from the BBC's Education Correspondent - including linking languages and sport through the theme of the 2012 Olympics.

QUALIFICATIONS

Although a number of enterprise qualifications are in development, it is expected that enterprise support the achievement of students throughout *existing academic* curriculum subjects. Clearly there is also a very strong link to *vocational* subjects.

EdExcel

http://www.edexcel.org.uk/quals/gcse/ict/dip/dida/ri/news/ict_enterprise.htm

DiDA (Diploma in Digital Applications) for IT Users has unit covering ICT in Enterprise. It provides students with an opportunity to learn through, for and about work and develops essential enterprise skills. Students taking the certificate (CiDA) can choose to take ICT in Enterprise along with Using ICT. All those studying for DiDA take this unit too.

ASDAN

<http://www.asdan.org.uk>

ASDAN's Certificate of Personal Effectiveness (CoPE) at levels 1, 2 and 3, which is the qualification wrapper for ASDAN's Bronze, Silver, Gold, and Universities Awards, FE Awards and Short Course awards, is now approved as a full qualification. The Young Enterprise Team Programme can be used within the various ASDAN Award Programmes.

FINANCE

Initial enterprise audits have generally shown that many schools are already delivering excellent enterprise education to some of their students. Finance appears to be an area where there is plenty of room for development and an extensive list of organisations is included here. Reference should also be made to the work done locally through the Enterprise Learning Pathfinder – such as finance through maths and mobile phones – details of which are available from the Education Business Partnership.

Many enterprise education activities will contain some financial elements – often this can be simply achieved through elements of the maths curriculum. Financial education and financial capability also form an important part of the PSHE and Citizenship programmes. The following list of selected web-sites and associated materials may be of value in supporting teachers as they consider the financial aspects of enterprise education activities.

Pfeg (Personal Finance Education Group)

www.pfeg.org/Curriculum/enterprise/

This site established is probably the most comprehensive existing site for personal finance education, devoted as it is to providing support for teachers who are newly involved, or developing courses in financial understanding for young people at all Key Stage levels.

The site is valuable in giving details of a wide range of specific teaching resources. Frameworks relating to all KS levels have been developed, with resources and curriculum links arrayed against the 3 headings of financial understanding, financial competence and financial responsibility.

Look at the sections on:

- Teaching resources.
- Case studies.
- Links to other useful sites.

Institute for Citizenship

www.citizen.org.uk

This website provides access to Key Stage 4 citizenship material from the Institute for Citizenship. This includes 3 relevant resources:

- Economic Citizenship
- Work Matters
- Consuming Passions

These are set out in well structured lesson plans, using a good range of enterprising teaching approaches, and raising a wide range of finance issues. The resources are free and can be downloaded from the website, or ordered through the Institute for Citizenship, 62 Marylebone High Street, London W1U 5HZ (*telephone 0207-935 4777, or email info@citizenship.org.uk*). Please note that secondary schools may have received copies of these resources previously.

Institute of Financial Services

<http://www.ifslearning.com>

The Institute of Financial Services (ifs) is the official brand of The Chartered Institute of Bankers (CIB), a leading provider of financial education. As a school of finance, it provides for the formal learning needs of consumers and those employed within the industry, both in the UK and in key markets worldwide. It is developing a broad programme of internet-based assessment for schools and colleges.

NatWest

<http://www.natwestf2f.com>

Another particularly important site for consideration is the NatWest Face To Face with Finance Initiative. Here, The Royal Bank of Scotland/NatWest and the Financial Capability Centre at CEI/University of Warwick work closely together in producing materials to support a national personal finance education programme. It also explains how to access the 10 free modules in the programme. The programme also provides contacts from the financial sector who can work with schools.

Britannic Assurance

www.britannicstreet.co.uk

Look at the sections on:

- Teacher resources
- Educational zone

Britannic Assurance aim to give high quality educational resources to support teachers of financial literacy and they introduced this site in 2000-2001. It is an excellent site containing information, discussion and research sheets on all kinds of money matters; as well as associated 'on-line tools such as budget planners and calculators, copies of which can easily be run off. Originally conceived as a 'soap opera', materials can be used independently or in support of a set of videos - free on application!

Young Enterprise

www.young-enterprise.org.uk

See also above. Many teachers are well aware of the existence of this national scheme of enterprise activity and education although not all may be aware that there are in fact six different programmes available. This site looks at the approach to business projects and associated money management. Note the following sections:

- Education.
- Detailed descriptions of the programmes available

DfES

www.dfes.gov.uk/publications/guidanceonthelaw/fcg

This section of the main DfES web-site provides downloadable Portable Document Files (pdf) containing the full government guidance on personal and financial education for all Key Stages.

New Economics Foundation

<http://www.neweconomics.org/gen/newecono-enterprise-overview.aspx>

This "think-and-do-tank" takes an alternative look at our economy, attempting to include costs to society and the environment. The enterprise and innovation project generates practical strategies for supporting and developing enterprises that create and retain wealth in local communities. The focus is upon enterprises that create social or environmental, as well as financial returns. **nef**'s enterprise and innovation work offers new tools to understand the role of enterprise in economic development and examines the impacts of businesses on their local communities.

Oxfam

www.oxfam.org.uk

A useful site for examining the international economy and Third World ethical issues. As one might expect it is very useful in regard to overseas development aid and relief funding. Look at the following sections:

- Cool planet sub-site, which has 'hot issues' information for pupils and for teachers
- Educational resources for schools - a list of available materials
- Educational resources for schools - a list of materials for sale.

The Guardian

<http://money.guardian.co.uk>

An excellent site with masses of the most up-to-date information on all aspects of money, regularly updated and linked into the latest news. There are resource sections on nearly all key finance topics, such as pensions, ethical money, tax credit, saving etc: Note particularly:

- Tests
- Quizzes
- Factsheets

BBC

<http://www.bbc.co.uk/learning>

As you might expect, a good, solid and well-presented educational site with clear divisions between subject areas. Look at:

- Economics (leading to Personal Finance)
- Work and Business.

National Grid for Learning

<http://www.ngfl.gov.uk/>

There is a mass of information held in this web-site as well as directions to many others. You can use the internal search engine - although the lists that are produced are substantial and lead to some repetition, and searching is time-consuming, there are nuggets of really useful information to be gathered. The resource lists are linked to the Pfeg website.

Channel 4

www.channel4.com

Another main media site which is bright and jazzy - but rather limited in specific material on personal finance.

Look particularly at:

- A-Z Money Jargon
- Accounts

And leading to other sections such as

- Surviving being a Student

Children's Money World

www.childrensmoneyworld.com

Aimed at younger children (so you have to register to download material) there is much to entice and amuse. Note that there will be new Euro worksheets appearing soon. Look at the sections on:

- Games
- Colouring sheets
- Jigsaws
- Free worksheets

Money Facts

www.moneyfacts.co.uk

This site claims to be the 'leading provider of personal finance data' and there is a good deal of information on many financial aspects such as savings, loans, credit cards etc. None the less, presentation is rather abrupt and seems more aimed at those who are already fairly aware but are looking for comparisons.

Raising Kids

www.raisingkids.co.uk

This site looks at how families can manage their finances better. Follow the links through Family Finance and Education, for information and ideas about finance education for children and young people.

Money & Morals

www.moneyandmorals.org

This site is part of JABE (the Jewish Association for Business Ethics) and looks closely at responsible business. A course outline is presented based upon a 'money and morals' curriculum. The full 20-lesson course is available for a fee for the teacher pack with a further fee for a pupil pack that can be copied. Look at the sections on:

- Money and morals in the curriculum
- Samples
- Teaching suggestions

Consumer Education

www.consumereducation.org.uk

This is an attractive and well-designed site which, as its name suggests, looks at consumer issues. There are some useful items and a special section on "Money". Look at the sections on Shopping, and sub-sections on advertising and food. These provide worksheets resources, teaching suggestions and further links including to worksheets and quizzes.

School Zone

www.schoolzone.co.uk

A site which is used regularly by teachers throughout the country, it looks at general education issues and serves as a massive web-guide for teachers looking for all kinds of resources. It's comparatively hard to find finance and citizenship material, but it's worth trying.

Top Marks

<http://www.topmarks.co.uk>

Like School Zone, this is a general education search engine although it has been more difficult to find finance materials.

Virtual Teacher Centre

www.vtc.ngfl.gov.uk

The Virtual Teacher Centre (VTC) provides an education news service and a hefty research system to identify appropriate materials for all sorts of subjects across the National Grid for Learning.

A framework for work-related learning at Key Stage 4

Elements of provision for all students	Suggested minimum	Through this provision students can:
1. Recognise, develop and apply their skills for enterprise and employability	Students have the opportunity to develop and apply their skills in at least two work-related activities. Students have at least one opportunity to discuss the skills developed across the whole of their work-related programme.	<ul style="list-style-type: none"> • describe and demonstrate the main qualities and skills needed to enter and thrive in the working world • evaluate the usefulness of a range of employability skills • assess, undertake and manage risk, and make decisions in conditions of uncertainty • collect relevant evidence and use it for making decisions • show leadership, management, drive and self reliance when working on tasks and in teams • demonstrate innovative approaches to solving problems.
2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work	Students have the equivalent of at least half a day for debriefing and follow-up work experience and/or part-time work.	<ul style="list-style-type: none"> • give an account (in any medium) of their work placement or part-time job identifying what they have learned about work • apply some of the learning gained from work experience to their Key Stage 4 courses and their career planning • analyse what motivates people for work • demonstrate an understanding of the main changes happening in the world of work.
3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place	Students have at least two curriculum activities that develop their understanding of business and work.	<ul style="list-style-type: none"> • outline the main types of business enterprises and the key roles within each • give examples of employers' and employees' rights and responsibilities at work, particularly in relation to equality of opportunity, respect for diversity and health and safety • demonstrate a basic knowledge and understanding of a range of economic concepts • describe some ways that working conditions changed during the last century and give some reasons for the changes.
4. Develop awareness of the extent and diversity of local and national employment opportunities	Students undertake at least two tasks that investigate labour market information.	<ul style="list-style-type: none"> • explain the chief characteristics of employment, self-employment, unemployment and voluntary work • recognise the concept of the labour market (local, national, European and global) • describe the main trends in employment in their local area and relate these to their career plans.

<p>5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives</p>	<p>Students undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.</p>	<ul style="list-style-type: none"> • collect and use relevant information about opportunities available to them beyond Key Stage 4 • reflect on and record achievements, abilities, interests and skills and use them to make realistic choices for progression after Key Stage 4 • access and use an interview with a careers guidance specialist to progress plans • complete application procedures for work placements, part-time jobs and post-16 opportunities, including preparing a CV and adapting it for different applications • present themselves well at an interview.
<p>6. Undertake tasks and activities set in work contexts</p>	<p>Students use work as a context for learning within the curriculum on at least two occasions, and record evidence of their learning.</p>	<ul style="list-style-type: none"> • explain the relevance of a curriculum subject to the world of work • demonstrate understanding of work-related language and vocabulary • analyse how examples of learning within the curriculum can be applied to work contexts.
<p>7. Learn from contact with personnel from different employment sectors</p>	<p>Students have direct contact with a minimum of two people from different employment sectors with differing roles and working conditions.</p>	<ul style="list-style-type: none"> • describe working practices in different employment sectors • understand the career motivations and pathways taken by people in different employment sectors • understand the importance to employers of attitude, qualifications and skills.
<p>8. Have experience (direct or indirect) of working practices and environments</p>	<p>Students use work practices or environments as contexts for learning in the curriculum on at least two occasions and record evidence of their learning.</p>	<ul style="list-style-type: none"> • describe (from experience gained through work placements, visits, simulations, videos and so on) the working practices of one type of business compared with another • describe (from experience gained) the work environment in one type of business compared with another • describe the main hazards associated with particular types of workplace.
<p>9. Engage with ideas, challenges and applications from the business world</p>	<p>Students undertake at least one business challenge, problem solving or enterprise activity.</p>	<ul style="list-style-type: none"> • know and understand key enterprise concepts • demonstrate the main enterprise skills, attitudes and qualities.