

Enterprise Education and Work Experience

Enterprise Education

From September 2005 the Government will be providing £60 million to support a new focus on Enterprise Education at Key Stage 4. All young people in Key Stage 4 will have an entitlement to at least 5 days enterprise activities, which will be **in addition** to any periods of work experience placements undertaken.

Enterprise Education develops enterprise capability, innovation, creativity, risk-taking, and a can-do attitude and the drive to make ideas happen, together with financial capability and economic and business understanding.

Links with Work Experience

For many young people work experience placements currently have a great impact on their personal, social and career development. Building enterprise outcomes into work experience programmes, where appropriate, will give a further opportunity to enhance the overall relevance and value of the students' experience.

This flyer* looks at the work experience process and where these links may be made. It is intended to offer support for both work experience co-ordinators and work related co-ordinators in schools.



Trident
Skills for Life

connexions



department for
education and skills
creating opportunity, releasing potential, achieving excellence

*This flyer has been compiled by the National Support Group for Work Experience, a network funded by the DfES, which includes representatives from EBPs, Trident and Connexions.

Planning Considerations

- Enterprise capabilities depend on generating in young people lateral thinking and open-mindedness together with a positive attitude. These attitudes can be fostered in the preparation for work experience, during the placement itself and consolidated in debrief and review.
- Placements can enable young people to gain a greater understanding of how businesses and the economy operate at a local and national level, especially if they are asked to complete research questions while on placement. These questions could be included in the students' logbooks. Although it may not be possible for all students to complete the questions, the debrief sessions will provide an opportunity for the sharing of information with their peers.
- There are an increasing number of models and patterns of work experience, which may be tailored to meet specific learning outcomes, particularly where these are linked to vocational and work-based study. A number of schools no longer automatically use the traditional one or two week block placement for **all** students at the same time.
- Schools may wish to consider setting students mini projects to extend their economic and business understanding. This could either be for the whole year group or for specific groups of students. These projects will need to be discussed and negotiated with employers in advance. Ideally, employers may be able to suggest relevant projects themselves, which the student can complete with them.
- If students have the opportunity to present any research findings to the company or in school, this will help both their presentation skills and confidence.
- In order to maximise opportunities there will need to be liaison across departments and support from the senior management team. There may also be training implications.

Examples of Where Enterprise Education Can Enhance Work Experience Programmes

Work Experience Briefing

Economic and Business Understanding

- Including the use of labour market information in discussions of placements and option choices will help increase the level of the students' economic and business understanding.

Can Do Attitude

- Students will gain great benefit from briefings that encourage a positive attitude towards their placement and to resolving any potential problems.
- Young people can be encouraged and challenged to think about new opportunities in their choice of placements, to respond positively to any changes of placement should this be necessary, or changes while on placement. Discussion could also include how to resolve practical issues such as transport difficulties, changes of supervisors and unexpected tasks.
- Where employers are used to support briefings they can re-enforce the message that employers greatly value a positive "can do attitude" in young people.

The Placement

Can Do Attitude

- Students who have gained an awareness of enterprise education are more likely to be receptive to the new ideas and working practices they will encounter on placements.

Innovation and Creativity

- Students rise well to the stimulation of placements, which provide opportunities for a wide range of tasks particularly where they can use some initiative. These tasks will need to be negotiated with the employer by the broker, school or student prior to the placement. A varied programme can give students the opportunity to look at existing practices, and recognise and apply transferable skills and knowledge. Students may also be able to share **their** ideas with the company. This could be either through a formal or informal presentation at the company or school or a written report sent after the placement.

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Economic and Business Understanding

Research tasks for students could include:

- finding out about the structures and organisation of their placement e.g. how departments are organised and roles and responsibilities
- reading company literature and websites to research particular information
- looking at the location of their placement, the local infrastructure, and labour skills needed by their company
- conducting interviews to ask about areas of development at a micro and macro level e.g. "Where do they think the company will be in 3 years time?". "Is it a traditional industry or growth industry?" "Are there current skills shortages?"

For some students research projects could be set asking them to look at these aspects in more detail or at other topics such as market forces and business planning.

Debrief

Can Do Attitude

- Students can be encouraged to discuss how they responded to the challenges of their placements. It is helpful if they record these in their logbooks or diaries while on placement to aid debrief.

Economic and Business Understanding

- It is valuable if students can share any information they have gathered about the economic aspects of their placement. This can be the basis of further group discussion and work.

Review

This provides an opportunity to consolidate all learning outcomes. Longer term review should enable the student and their teachers to reflect on the learning which has taken place and how these experiences are being used within the curriculum to enhance the young person's personal, social **and enterprising skills**.



Please insert local details below

A number of work experience organisers have details of additional materials and resources, which are available to assist work experience. Please contact your local work experience organiser, or call the National EBP Network office on 01635 279914, if you are unsure who your local organiser is.