

introducing enterprise and employability: an outline for unit writing teams



This leaflet shows how you might think about and promote the ideas of enterprise and employability when you are developing qualifications. It outlines the key policies, and provides a few simple suggestions on how to include enterprise and employability in your writing.

The key strands of enterprise and employability

Determined to Succeed is the Scottish Executive's strategy for enterprise in education — it goes to the heart of the vision for a smart, successful Scotland. It aims to help Scotland's young people develop self-confidence, self-reliance and ambition to achieve their goals — in work and in life — and to develop an understanding of the world of work. Experience of enterprise in education is also a central part of the implementation of *A Curriculum for Excellence* (Scottish Executive 2004), the renewal of the 3–18 curriculum.



Enterprise in education has four interconnected strands:

- developing enterprising attitudes and skills through learning and teaching
- experiencing and developing an understanding of the world of work in all its diversity
- participating in enterprise activities
- enjoying appropriately focused career education

Employability skills are generic skills and attitudes valued by employers. They include:

- understanding the workplace and an employee's responsibilities, for example time-keeping, appearance and customer care
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience



Enterprise in education is an approach to, and a context for, learning that promotes good teaching practice and makes connections with the world of work. This should be an integral part of your thinking when writing units, influencing how you approach the writing, what you write, and what you expect from the practitioner who delivers the unit.

Your role is to encourage and enable the practitioner to:

- provide opportunities for students to think and act in enterprising ways
- provide a clear focus on core and employability skills, and the ability to transfer these to different contexts, in particular, the world of work
- provide opportunities for work-related experiences, both in and outwith the classroom
- adopt enterprising learning and teaching approaches
- promote positive attitudes
- provide opportunities for students to develop skills such as problem solving, decision making and evaluating risks
- provide entrepreneurial experiences

By taking an enterprising approach to your own unit writing task, it should be easier for you to encourage others to follow suit.

ideas to consider when you're writing



The core focus of the unit: It is important to consider how your unit fits into the bigger picture and to encourage connections to be made with other aspects of the curriculum. Think about how the focus of the unit is affected by, supported by, and has influence upon the wider community, including business (public, private and voluntary workplaces.) Try to include and suggest authentic contexts for teaching, such as business case studies and company products – whilst bearing in mind the rapid pace of technological and social change.

Students: Many benefits arise by enabling students to plan, deliver and evaluate aspects of their own education. Consider how to create opportunities for students to take a more active role, such as in planning an event or visit, developing a product or design, organising a group activity or evaluating a presentation. Students often have many personal experiences of the world of work, such as industry visits, work experience, part-time work, community and charity volunteering. Think about how to enable practitioners to recognise and build on that experience, such as by highlighting the skills and attitudes used, and by making clear connections with the unit subject.

Assessment and learning: An enterprising approach can also help students to learn about taking informed risks, problem solving and managing setbacks. In the

safe context of an education establishment, students can learn through their mistakes. Think about how assessment can recognise and value these learning experiences – such as the creative design idea that proved impractical to produce, or the event schedule that worked only on paper – and celebrate successes where the student learned through trial and error.

Enterprising education often involves other 'partners', such as entrepreneurs, business and community representatives or organisations, and family members or carers. Think about how to encourage practitioners to involve these partners in collecting evidence, considering strengths and identifying areas for improvement.

Business and community considerations: There are numerous opportunities to link with business, entrepreneurs and the wider community, and significant benefits to be gained by encouraging such connections. Think about how to build in opportunities for visits to, or receiving visits from, outside organisations, targeted clearly on enhancing and bringing to life aspects of the unit. Consider promoting the use of business or community materials, such as websites, annual and financial reports, case studies and promotional literature. Think about how work-related experiences can enhance the student's understanding and skills, and look for ways to encourage these.

Help practitioners to engage with the business community by encouraging them to keep up-to-date with current business practices, and with career opportunities and expectations, including employability skills.

Core Skills

The five core skills of communication, numeracy, using information technology, problem solving and working with others are at the heart of all education for work and life. The employability skills valued by employers, listed earlier, can be described as additional and complementary to the core skills. As both sets are generic, they will be applicable to all units, and you should be able to identify how your unit contributes to, and gains from, student progression in these skills.

The context for delivery

Using business and the wider community as a context for learning and teaching is also an excellent way to encourage enterprise in education, and to help students to see the relevance of the unit they are studying to their lives.

Assessment guidelines

All three aspects of assessment – assessment of learning, as learning, and for learning – should be integral parts of your unit. As well as assessment by the teacher, student self-assessment and peer assessment could be built in as important elements in the process. The ability to self-evaluate and evaluate one's peers is a key aspect of enterprise and employability. As an enterprising approach to teaching and learning can be more flexible than a more traditional approach, the unit assessment will need to be adaptable too. The timing of assessment, the source of the evidence – which may include information and statements from outwith the educational establishment – and the nature of the assessment criteria will all need to reflect the varied approach taken.

Evidence

Unit writers are encouraged to build in flexibility, and to allow for a range of

evidence to be sought, including written, oral, product, and visual evidence.

Tangible evidence of progression in core and employability skills can be difficult to find, though. For this, including ways to obtain opinions and observations from partners from outwith education – such as entrepreneurs and staff from business and community organisations – can be beneficial. Personal evidence of changes in student self-management, self-esteem, self-control, self-confidence, and so on, can be compared with the perceptions of unit deliverers, partners, and student peers for a more holistic picture.

Support notes

Support notes can be the place for suggestions and examples of more creative approaches to teaching and learning. Consider pointing the practitioner towards good and innovative practice case studies, many of which can be found on Determined to Succeed, Learning and Teaching Scotland, HM Inspectorate of Education and Careers Scotland websites, amongst others. Encourage greater involvement with organisations and individuals from outwith the education establishment, who can help to deliver the unit in a more enterprising manner. Think about local entrepreneurs, representatives of business, industry, charities and community projects, arts and cultural organisations such as outreach groups, and local council staff and contractors. Family members and carers also have a wide range of expertise which can enhance the curriculum through their active involvement both in school and at home. In addition, there are organisations with specific enterprise in education aims, such as businessdynamics, Young Enterprise Scotland and Achievers International.

Here is a summary guide of the key elements of enterprise and employability to bear in mind when you are writing.

Knowledge and understanding

Enterprise and employability includes developing students' knowledge and understanding of:

- the nature of the world of work and social and economic enterprise
- the roles, rights and responsibilities of individuals as employees, managers, employers, entrepreneurs, investors, customers and global citizens
- career planning, including transitions throughout life and the importance of making connections between past, present and future experiences
- the positive and negative contributions of technology and business to society
- the roles and contributions to society of voluntary organisations
- wealth creation and wealth distribution both nationally and globally

Practice: applied knowledge and understanding

Enterprise and employability includes opportunities for students to:

- engage in entrepreneurial activities and experience challenging, entrepreneurial projects
- develop enterprising attitudes and skills — have a 'can do, will do', 'be all you can be' attitude
- develop personal qualities and leadership skills essential for the world of work
- engage in work-related and vocational learning
- become creative, flexible and resourceful in managing or responding to change

- actively engage in school/college and community life in a positive manner to the benefit of the school and the wider community

Generic cognitive skills

Enterprise and employability includes opportunities for students to:

- appreciate the relevance of what they are learning, by making connections across the curriculum and with the world of work
- use experiences in enterprise to reflect on other learning
- generate and act upon original ideas
- develop a constructively critical attitude towards the world of work
- take imaginative and informed approaches to problem solving, including taking calculated risks
- evaluate self and others as an integral part of learning, in an environment where students' opinions are sought and valued

Communication, ICT and numeracy skills

Enterprise and employability includes opportunities for students to:

- communicate and engage positively with a range of people in society
- develop an appreciation of the aesthetic and cultural values, identities and ideals of others, as well as their own
- experience a range of traditional and modern communication techniques in a variety of one-to-one and group situations



- make formal and informal presentations to people from within and outwith the classroom, particularly from business and the wider community
- experience a range of ICT applications as used in work and work-related environments
- develop skills in managing personal finance and those of a small business.

Autonomy, accountability and working with others

Enterprise and employability includes opportunities for students to:

- demonstrate self-motivation and accept setbacks as learning experiences
- become self-aware and able to reflect on their own particular strengths, development needs, interests and aspirations
- experience a range of team and group working situations, and develop positive attitudes to teamwork
- become skilled in planning, influencing and negotiating
- demonstrate leadership, initiative, determination and confidence
- experience enterprise activities with social goals, where outcomes encourage a sense of responsibility to the community and society
- take responsibility for and accept the consequences of their own actions.

Sources of information

Because this is a general leaflet, we cannot give you sources of information specific to your unit – but we can suggest places to look for further reference.

Key documents:

- A Curriculum for Excellence, Scottish Executive, 2004
- Ambitious, Excellent Schools, Scottish Executive, 2004
- Career Education in Scotland: A National Framework, Learning and Teaching Scotland, 2001
- Determined to Succeed: A Review of Enterprise in Education, Scottish Executive, 2002
- Determined to Succeed: Enterprise in Education – Scottish Executive Response, Scottish Executive, 2002
- Enterprising Ideas for Secondary Schools, (2007) <http://www.strath.ac.uk/enterprising-careers/publications/>
- Excellence through Enterprise – National Guidance: Enterprise in Education, Learning and Teaching Scotland, 2005
- Focusing on Enterprise in Education: A Paper for Professional Reflection, Learning and Teaching Scotland, 2005
- More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland, Scottish Executive 2006
- Quality Indicators in Enterprise in Education, HM Inspectorate of Education and Scottish Executive, 2004



Online support:

- Determined to Succeed: www.determinedtosucceed.co.uk
- Learning and Teaching Scotland: www.LTScotland.org.uk/enterpriseineducation
- HM Inspectorate of Education: www.hmie.gov.uk/hmiegoodpractice
- A Curriculum for Excellence: www.acurriculumforexcellencescotland.gov.uk
- Careers Scotland: www.careers-scotland.org.uk
- Scottish Further Education Unit: www.sfeu.ac.uk
- Future Skills Scotland: www.futureskillsscotland.org.uk
- Excellence in Education through Business Links: www.careers-scotland.org.uk/eebl
- businessdynamics: www.businessdynamics.org.uk
- Enterprising Careers: www.strath.ac.uk/enterprisingcareers
- Young Enterprise Scotland: www.yes.org.uk



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