Learning and progression in entrepreneurship education

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Welsh Government

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Audience   Headteachers, principals, governing bodies, management committees, careers and the world of work coordinators, personal and social education coordinators and teachers and lecturers of entrepreneurship education in all maintained schools, further education colleges and work-based learning settings, Careers Wales advisers, Welsh Baccalaureate coordinators, Essential Skills Wales coordinators, local authorities, Children and Young People's Partnerships and providers of entrepreneurship education training programmes.

Overview   Guidance on how learning providers should plan and work in partnership with others to deliver entrepreneurship education.

Action required   Learning providers should have regard to this guidance when implementing their entrepreneurship education provision.

Further information   Enquiries about this document should be directed to:
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Additional copies   This document can be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills

Related documents   *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*; *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* (Welsh Assembly Government, 2008); *Financial education for 7 to 19-year-olds in Wales: Guidance for schools and colleges* (Welsh Assembly Government, 2010); *Personal and social education framework for 7 to 19-year-olds in Wales* (Welsh Assembly Government, 2008); *Youth Entrepreneurship Strategy: An Action Plan for Wales 2010–15* (Welsh Assembly Government 2010); *Youth Engagement and Employment Action Plan* (Welsh Government, 2011)

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Introduction

Learning gives our population the skills and aspirations to drive a successful economy containing highly-competitive and innovative businesses that generate good-quality jobs and sustainable prosperity for all. Enhanced entrepreneurship among young people is essential if we are to boost our performance and create opportunities.

> "We need to create an entrepreneurial spirit among the pupils of our schools, colleges and universities as this group are the key to the future of the Welsh economy. We need to educate people about the opportunities out there and create the ambition and drive to succeed."
>
> Leighton Andrews, Minister for Education and Skills

The *Youth Entrepreneurship Strategy: An Action Plan for Wales 2010–15* draws together the different dimensions of the Welsh Government's Economic Development and Education policies. It aims to equip young people aged 5 to 25 with entrepreneurial skills and attitudes to raise aspirations so they can fulfil their potential whatever choices they make in their future working life.

All learners in Wales should experience high-quality entrepreneurship education as part of their personal development. Those who guide, support and influence young people should seek to embed entrepreneurial thinking and skills in their learning experiences. Schools, colleges and other learning providers play a central role in equipping young people with the relevant skills, attitudes, knowledge and experiences to develop their capacity to behave entrepreneurially.

Definining entrepreneurship education

In the *Youth Entrepreneurship Strategy: An Action Plan for Wales 2010–15* the Welsh Government provides the following definitions.

- **Entrepreneurship education** is about developing young people's attitudes and skills to help them realise their potential. It is also about having the drive to turn ideas and opportunities into reality, enabling young people to be positive, proactive and successful in their approach to life and work.

- **Enterprise education** is about providing the opportunity for young people to apply their skills and develop their understanding in practical ways.

In the most effective practice, learning providers[1] plan entrepreneurship and enterprise learning opportunities in a coherent and integrated way. All schools and colleges in Wales should:

- create a culture that supports entrepreneurial behaviour
- provide entrepreneurial education programmes that meet the needs of all learners.

In Wales, the **ACRO model** of entrepreneurship has been developed to define what entrepreneurship education means in practice and to provide a structure for curriculum development and planning.

- **A**ttitude – having a 'can do' attitude is crucial and drives everything else.
- **C**reativity – thinking differently about business, being innovative, coming up with new ideas and creative solutions to problems.
- **R**elationships – getting on with people, being able to negotiate, listening to and persuading them.
- **O**rganisation – successfully undertaking tasks associated with starting-up a business, being able to manage risk and to research the work environment.

This guidance aims to:

- explain the context for entrepreneurship education in Wales
- identify expected outcomes for learners
- assist with strategic planning
- help providers to embed entrepreneurship education
- clarify roles and responsibilities relating to the management of entrepreneurship education
- identify opportunities to address entrepreneurial education within the school curriculum in Wales
- exemplify progression in entrepreneurial learning
- ensure inclusion for all learners
- emphasise the importance of working in partnership to deliver entrepreneurial education.

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[1] Learning providers refers to schools, further education colleges and work-based providers.

The context for entrepreneurship education

Competition for employment has never been greater. It is therefore vital that young people become entrepreneurially aware and active so they can adapt to new challenges and be motivated to succeed. The *Youth Entrepreneurship Strategy: An Action Plan for Wales 2010–15* (November 2010), renews the Welsh Government's commitment to equip young people aged 5 to 25 with entrepreneurial skills and attitudes to raise aspirations so they can fulfil their potential whatever choices they make in their future working life. A key theme of the *Youth Entrepreneurship Strategy (YES) Action Plan* is empowering young people with entrepreneurial learning opportunities. The *Global Entrepreneurship Monitor Special Report: A Global Perspective on Entrepreneurship Education and Training*[2] highlights the importance of schools providing a foundation for entrepreneurship. This guidance aims to show how an entrepreneurial ethos can become a reality.

> "The exhilaration of taking control of your own future and being your own boss is a great feeling."
>
> Abi Carter, Dynamo Role Model

Why teach entrepreneurship?

> "The skills needed to turn ideas into commercial successes must be taught in school."
>
> Peter Jones, Dragons' Den

Entrepreneurship education is an essential element of the curriculum. It helps young people to develop their entrepreneurial capability and to prepare for their futures within the complex business, economic and financial environment in which they will live.

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[2] *Global Entrepreneurship Monitor Special Report: A Global Perspective on Entrepreneurship Education and Training* by Alicia Coduras Martínez, Jonathan Levie, Donna J. Kelley, Rögnvaldur J. Sæmundsson, Thomas Schøtt and the Global Entrepreneurship Research Association (GERA) (© 2010).

Key outcomes are learners who:

- are self-aware and can reflect on their own particular strengths, interests and aspirations

- have a can-do attitude and the drive to make ideas happen

- are skilled in getting on with people, influencing, negotiating and contributing to a team approach

- are creative, innovative, and flexible

- are resourceful in managing risk and risk-taking

- take imaginative and informed approaches to problem solving

- are able to apply their literacy and numeracy skills in real-life contexts

- have a constructive attitude towards business

- can succeed and become valued members of their community.

Crucially, learners should be able to articulate how they have developed and demonstrated their entrepreneurship capability, and why these skills are important.

The wider benefits of establishing an embedded approach to entrepreneurship education include:

- a more relevant curriculum

- improved learner motivation and self confidence

- more effective cross-curricular and cross-phase collaboration.

The school curriculum for Wales offers clear opportunities to teach about entrepreneurship. *Careers and the world of work: a framework for 11 to 19-year-olds in Wales* should be used as a basis for planning entrepreneurial education across the curriculum. 'Understanding the world of work' is the component with particular relevance to entrepreneurial education. Learning outcomes describe the range of knowledge and understanding that should be used as learning contexts to develop entrepreneurial skills and attitudes.

Entrepreneurship education is also integral to Learning Pathways 14–19 and makes learning relevant to the world of work. The Learning Core element of Learning Pathways 14–19 offers opportunities for young people to:

• develop their entrepreneurial skills

• explore the world of business and work

• develop an appreciation of the importance of being able to make informed choices and decisions regarding their future career goals.

Entrepreneurship is also a component of the Welsh Baccalaureate Qualification (WBQ) and of apprenticeships.

Entrepreneurship learning should be a planned, integrated part of the curriculum, effectively coordinated to ensure continuity and progression for all learners through challenging, entrepreneurial learning experiences. It should not be seen as an additional subject or delivered in isolation. The delivery of the curriculum is delegated to learning providers who will decide on the time given to entrepreneurship education and the strategies for learning adopted.

"Entrepreneurial learning needs to focus as much on personal development and social skills as on business development, so today's small firms become the training ground for tomorrow's great small business success stories."

Russell Lawson, former Head of Public Affairs, Federation of Small Businesses in Wales

Strategic planning for entrepreneurship education

This section offers guidance for governing bodies, management committees, school and college leaders and other partners on planning for learning and progression in entrepreneurial education.

> "I'm very much about the future and goal planning, and I really do think that if you put your mind to something, you can do it ... It's just having the guts to do it!"
>
> Rachel Flanagan, 2011 South Wales Business Awards Young Entrepreneur of the Year

Features of an embedded approach

Entrepreneurial schools and colleges have a clear vision of the transforming impact of an aspirational ethos upon learning and teaching and standards of achievement. Developing an entrepreneurial culture and successfully embedding entrepreneurship education across the curriculum requires strategic planning and coordinated action, including:

- a common understanding of entrepreneurship education, based on an agreed definition

- a high-profile commitment by senior leaders to entrepreneurship education and a clear strategy for creating an entrepreneurial ethos

- having a senior member of staff to champion entrepreneurship education and to allocate sufficient time and resources

- consulting with learners to ensure their views are considered and the needs of all learners, particularly those with additional needs, are addressed

- having an effective programme of professional development to increase staff awareness of entrepreneurship education and develop their expertise in delivering it effectively

- having systems in place to monitor the effectiveness of the entrepreneurship education programme, to evaluate the impact of activities on learner outcomes and to use evaluation findings to improve future provision.

All staff need a shared understanding of entrepreneurial learning outcomes, the wider implications for learning and teaching and how to create learning environments with a work-oriented ethos. All areas of the curriculum should be encouraged to develop opportunities for entrepreneurship learning and teaching and to promote learners' entrepreneurial capabilities and attitudes. Evidence indicates that the following factors are central in embedding entrepreneurship education successfully across the curriculum:

- a coherent programme that embraces all learners

- learning outcomes are identified

- progression in learners' skills, knowledge and understanding, building on their prior experiences

- dedicated lessons to develop learners' entrepreneurial skills that make best use of appropriate learning resources such as business games, simulations and competitions

- relevant, interesting learning activities which actively engage learners by being based in real contexts

- effectively planned and consistently implemented cross-curricular opportunities to reinforce key messages across a range of subjects

- effective partnership working with external agencies and specialist organisations when planning and delivering learning activities.

Developing policy

For entrepreneurship education to become embedded, developing a policy ensures that everyone agrees what is meant by entrepreneurship education, understands why it is important and know what the benefits are.

The policy should:

- provide a clear definition of entrepreneurship education

- outline the organisation's vision of entrepreneurship education

- state the aims and expected outcomes for learners of the entrepreneurship education programme

- describe how the programme is managed and who will take lead responsibility for the delivery plan for embedding entrepreneurship education

- outline how the programme is delivered, the teaching approaches and resources used and who is responsible for providing it
- specify how the continuing professional development needs of staff will be identified and addressed
- summarise the content of the entrepreneurship education programme for each year group
- describe how the programme meets the needs of all learners
- specify how the views of learners will be sought
- describe how the school/college will work with parents/carers
- summarise how external agencies and employers are involved in the programme.

The policy should also describe:

- how standards of learning and teaching of entrepreneurship will be monitored
- who will have lead responsibility for monitoring and evaluating entrepreneurship provision
- how the views of learners will be considered
- the role of the governing body, management board or equivalent group.

For an exemplar entrepreneurship education policy framework please see Annex A (page 35).

Developing effective entrepreneurship education

This section offers guidance for practitioners responsible for the coordination of entrepreneurial education and for practitioners responsible for the delivery of entrepreneurial education.

Learning providers that effectively facilitate whole-setting approaches to entrepreneurship education plan and coordinate progressive, differentiated learning opportunities across the curriculum. Relevant, high-quality entrepreneurial learning activities are embedded into schemes of work and lesson plans.

Developing such an approach takes time but results in an entrepreneurial culture, rather than entrepreneurship education being perceived as a one-off 'initiative' or only for certain groups of learners studying specific subjects or courses. Learning providers typically begin by introducing elements of entrepreneurship within a limited number of subjects and learn by experience. Most teaching staff quickly discover that at least some of their learning activities are already, or have the capacity to become, 'entrepreneurial'.

> "Entrepreneurship can be taught, and must be learned."
>
> Doug Richards, School for Startups

Skills development through entrepreneurship education

Well-planned programmes adopt a skills-based approach and provide real-life scenarios for applying literacy, numeracy, thinking and ICT skills.

In entrepreneurship education, through group activities and discussion, learners share information, explore issues and offer opinions. Through debate, they listen to and value the viewpoints of others, persuade and negotiate. They also consider and interpret language and text drawn from a range of media including ICT. Learners apply their numeracy skills as they solve problems in everyday contexts. They gather and analyse numerical data from a variety of sources, including ICT, and use it to make informed choices about the merits and impacts of providing goods and services. Entrepreneurship education also engages learners in a wide range of activities that require them to be informed, skilled, thoughtful and adaptable. Through practical and real-life contexts, learners plan and

set goals when carrying out collaborative tasks and evaluate progress. They work together to locate and record information from a range of sources and learn to discriminate between fact and opinion and question the reliability of evidence. Crucially, through experimenting with their own and others' ideas, they become skilful and confident in entrepreneurial thinking, willing to take risks with ideas. Entrepreneurship education also provides rich contexts for learners to develop and apply their ICT skills by using technology to research, develop and present their work in a variety of ways including databases and spreadsheets. By exploring relevant information from a variety of ICT sources, including the internet, they begin to question the bias of these sources. They gain an awareness of the potential dangers of commercial practices targeted at young people and use simulation of real-life scenarios to develop consumer and business acumen.

Entrepreneurship education in primary schools

The Welsh Government recommends that all primary schools have an appropriate programme which emphasises entrepreneurial thinking and helps children understand the range of jobs carried out by people in their community, that money is earned through work and can be used to buy goods and services. Learners should be encouraged to experiment with their own and others' ideas, to begin to take risks and to become independent thinkers.

Primary schools which integrate entrepreneurship education effectively throughout the curriculum typically:

• have a headteacher who is very interested in developing entrepreneurship education

• include entrepreneurship education in the school development plan

• identify a key person to plan and coordinate the programme.

Responsibility for aspects of entrepreneurship education is often devolved to several teachers who plan collaboratively, learn through doing and work closely to share ideas and develop practice.

Other key features include:

- identifying the connections between entrepreneurship education and other subjects, themes and topics
- planning activities that develop learners' use of age-appropriate basic entrepreneurial terminology
- providing progressive opportunities for learners to use their own initiative, and to develop entrepreneurship-related skills such as problem-solving and team working
- establishing effective links with local businesses.

Examples of engaging learners in entrepreneurship activities include:

- inviting visitors to give learners an insight into the range of different occupations in the local area
- introducing mini-enterprise activities and 'Dragons Den'-type presentations
- establishing fruit tuck shops to help learners apply their numeracy skills in a real life context and gain experience in selling, and running their own tuck shop
- learner involvement with charity fund-raising
- taking learners on visits to local businesses to look at what goes on behind the scenes
- visits by learners from the local secondary school to run entrepreneurship activities.

Primary schools should have clear parameters on what learners should be taught before moving to secondary school and should communicate with secondary colleagues to ensure that there is consistency of approach and appropriate progression between schools.

Case study: Rogiet Primary School, Monmouthshire – Being entrepreneurial

As part of the science curriculum, Year 3 learners studied the life cycle of a frog. Rather than write about their learning, the learners decided to produce an animated film. This allowed them to explore aspects of film making and the commercial use of film to explain scientific facts to an audience.

The learners swiftly learnt the skills of film making and animation, which they enjoyed. They were very pleased with their outcome so they decided to invite an audience of learners and parents/carers to a 'film premiere' of their animation. They decided that they would charge for entry, produce tickets, and take into account other factors that would make the premiere successful, cost effective and possibly generate a profit, e.g. selling popcorn.

Borrowing from the bank
A group of learners made a presentation to the headteacher for a 'loan' sufficient to buy their raw materials and to get them started. They signed an agreement for the return of the loan, focusing their minds on the need to make a profit.

Popcorn for profit
This involved researching the various types available, the advantages and disadvantages of re-selling ready-made popcorn as opposed to making and selling their own. They soon found out that buying un-popped popcorn was significantly cheaper than selling readymade popcorn bought from a wholesaler. This prompted the task of setting-up a testing and production line, with many bizarre flavours being suggested. They found this very enjoyable, however they queried whether all the flavours had the potential to sell. The learners eventually focused on the more traditional flavours – a worthwhile lesson in market testing a product.

Organising the event
The learners produced the tickets, took control of marketing the premiere, sold the tickets and organised the equipment and room.

The learners put on a highly successful show and produced a profit sufficient to repay their loan and with some to spare! A traditional science topic emerged naturally as a truly entrepreneurial learning activity. The school used the ACRO model to underpin this project.

Case study: Carway Primary School, Carmarthenshire – What a STORM

In a local history project, learners investigated the attempts made at breaking the land speed record on Pendine sands in the early 1920s. They were also inspired by news of the development of 'Bloodhound', a new supersonic car designed to break the current land speed record. This captured the learners' interest and raised their awareness of how entrepreneurial you need to be in a competitive world. The school used the ACRO model to underpin this project.

Attitude – Can do
Learners explored the varying challenges that those attempting to break the world land speed record face, and how enterprising they have to be to succeed or even get to try!

Creativity
Learners worked creatively to design and make a model car which had to be marketed and raced. The learners:

- considered the design and production of the car
- carried out trials of the racing capability of the car at Ffos-Las racecourse
- investigated a brand name for the car – 'Storm'
- developed varying strategies to market the car including:
  - the production of a 'storm rap'
  - a car logo
  - merchandising, e.g. T-shirts, key rings, hats.

Relationships
The T-shirts, key rings and logos were developed as part of a transition project with learners from the local secondary school.

Organisation
The learners planned the project, drafted bids and wrote to local businesses, raising over £500 in sponsorship.

This example of entrepreneurship education involved every class in the school, with connections made with a range of curricular areas including science, design and technology and history, whilst providing a real life context for developing literacy skills. The project helped to develop learners' attitudes to being entrepreneurial, allowed them to work as a team, solve problems, and provided a glimpse of the real world of engineering and motor sport. Their efforts were recognised by winning the South Wales regional final in the National Formula 1 Challenge competition.

Case study: Developing entrepreneurship skills across a community of schools

Gower College Swansea recognises the importance and value of learners gaining entrepreneurial skills and has an engaging programme to promote entrepreneurship for all FE students within the college. Its programme also spreads wider than the college itself engaging local schools and local business. The links are beneficial to both the college students and the many local partners, such as primary and secondary schools, the local chamber of commerce and businesses.

The college appreciates that entrepreneurial skills can be developed, not only by lecturers and teachers, but also by other students who already have an insight into working with partnerships in the community through their own involvement with Young Chamber of Commerce, team enterprise, local business partners, national and international entrepreneurial events.

In groups, college students from a variety of faculties work closely with primary learners over a six week period to plan, organise and implement an entrepreneurial activity. They support the school in setting-up collaborative teams, and use the Dynamo materials to help younger learners develop the skills to work cooperatively. The benefits for the school and learners are that they:

• have support in developing the skills required to engage in entrepreneurial activities

• are able to develop the ACRO skills across the school curriculum.

This peer mentoring approach embeds skills development rather than the activity being just 'enjoyable' with no tangible outcomes. The college students benefit from having an opportunity to pass on the entrepreneurial skills they have developed in college to others in the community. It also provides an opportunity to use their communication skills which generates evidence for key skills and the community participation element of the Welsh Baccalaureate Qualification.

Learners from the primary schools thought:

"I had to think up something that everyone would want to buy, think of a design, colour and price and then draw it out. We then had all the designs judged and mine was the best one, it felt great."

"I think I would like to be my own boss in the future as I am great at coming up with designs and selling them."

"I learned loads of new things like working with my friends to think up ideas. Making the different mascots was fun as we have to be creative and come up with some fun designs but also work together to decide on the best idea."

Some thoughts from one of the college students:

"We were really nervous about going into the primary school to teach the children entrepreneurial skills, but we really enjoyed working with them, we formed a great bond with the small group we were working with and built up a great relationship with many of them. The skills we were helping them with were communication, teamwork, creative skills, problem solving, how to come up with great ideas and how to persuade people to vote for their idea."

The FE lecturers were also impressed:

"My sports science students were chosen to go out to the local primary school to deliver a six week project, initially they were reluctant to undertake this as they had little idea of teaching in a classroom and even less enthusiasm, however over the course of the six weeks I saw a huge change in their attitude and their confidence."

"Skills such as creativity, problem solving, negotiation and persuasion, motivation, drive and commitment were used time and time again by our students and this is a very worthwhile programme."

Entrepreneurship education in secondary schools (and other educational settings that cater for learners of secondary school age, e.g. Pupil Referral Units)

The Welsh Government recommends that all secondary schools have an appropriate entrepreneurship programme that helps learners:

• explore the attributes of entrepreneurs and the role of enterprise in wealth creation

• develop their own ability to act in entrepreneurial ways.

Secondary schools which have embedded entrepreneurship education effectively throughout the curriculum use a combination of:

• dedicated lessons, often as part of a module within the personal and social education (PSE) programme

• learning that is integrated across a range of subjects

• 'suspended timetable' days.

Where schools depend solely on 'suspended timetable' days, learning experiences are isolated from the rest of the curriculum and learners may develop only a partial understanding of key ideas or concepts. However, the advantage of 'suspended timetable' events is that they enable learners to:

• engage in extended activities that are difficult to manage in normal lessons

• work in teams to develop solutions to business-related problems and present their ideas

• benefit from the involvement of external partners, such as local employers.

Whatever the model of delivery adopted, entrepreneurship learning activities should provide opportunities for learners to:

• plan activities and manage their time effectively in order to meet deadlines

• develop team working, negotiation and problem-solving skills as well as communication, presentational and social skills

• reflect on their learning and their actions

• develop positive attitudes and values which influence the way they behave

- develop the skills needed to make and implement well-informed decisions about their future careers
- know how to get informed advice and impartial guidance on career ideas.

Examples of engaging learners in entrepreneurship activities include:

- 'Dragons Den'-type presentations
- business simulations
- learner involvement with charity fund raising
- enterprise-related activities, projects, clubs and competitions
- Dynamo Role Model presentations
- visits to local businesses
- organising and managing charity or community initiatives (as part of the Welsh Baccalaureate or the Duke of Edinburgh Award)
- planning the funding of trips and visits
- involvement in Fairtrade schools
- work-focused experiences also have the potential to offer further chances for learners to experience real entrepreneurial behaviours and attitudes
- peer mentoring programmes
- out of school hours clubs.

Case study: C'mon Community!

Llwyddo'n Lleol helps young people aged between 11 and 19-years-old living in North West Wales move up the career ladder and succeed within their communities. The project was made possible by the EU's Convergence European Social Fund through the Welsh Government and its aims include the following.

- Increase the awareness of young people regarding the growth sectors in their areas, and the opportunities for employment and self-employment that those sectors offer.

- Nurture a can-do attitude mindset amongst young people and encourage our young generation to see self-employment and venture creation as a viable, exciting career choice.

- Develop enterprising skills amongst young people.

Year 9 learners from Gwynedd secondary schools were invited to a series of Social Enterprise Fairs. During the fairs, they were given the opportunity to learn more about social enterprise, and the opportunities for employment and self-employment within the sector. It was also an opportunity for the young people to meet and question local social enterprises to learn more about their work.

At the end of the fairs, a competition, 'C'mon Community', was launched for groups of young people to think about their own ideas for a social enterprise, and to present them as a short film. Eight schools presented their ideas, with five receiving a Llwyddo'n Lleol bursary to turn their idea to reality.

One of the successful schools was Ysgol y Berwyn, Gwynedd, which presented their idea of establishing a garden on the school grounds to grow and sell vegetables and fruit to the local community. The 'Berfa'r Berwyn' enterprise has been established, and the garden developed.

One of the student partners of the Berfa'r Berwyn enterprise said: "We had a lot of fun filming our idea and creating our business plan. We have worked hard on the garden, and have already been successful in growing crops such as potatoes which we have sold."

Case study: Ysgol Uwchradd Bodedern, Gwynedd – developing entrepreneurial skills in Key Stage 3

The school starts developing entrepreneurial skills in Year 7 as the aim is to develop entrepreneurial capability at an early age so that learners can make progress by the time they reach Year 9, when they are focusing on subject options and future careers choices.

Lessons focus on the strategies involved in generating and implementing ideas in a systematic but creative way. After an initial briefing when staff are introduced to the ACRO model and training sessions held during weekly staff meetings, lessons are delivered by form tutors who are encouraged to use an enquiry-led approach.

Learners complete various activities during PSE lessons in preparation for the final task during a Skills Activity Week at the end of the summer term. The activities include:

What is the task?
A whole year group presentation to set the scene.

Gathering
Identifying various roles within the group and choosing a company name and logo.

Creativity; organise and decide
Creating ideas and researching current trends including market research. Identifying items needed for their companies, developing business plan and costs.

Implement; Let's do it
Firming up of their ideas and producing a prototype during Skills Activity Week.

Let's tell someone
Making a convincing argument and presenting their idea to others, including a panel of experts, such as a development officer from Menter a Busnes and local employers. The panel members give each team advice and guidance as well as judging their ideas and processes.

The project is successful in raising learners' awareness of entrepreneurial skills. Learners benefit and improve their skills, becoming more confident and understanding what it is to be entrepreneurial. Another positive outcome is learners and local businesses cooperating with each other, and gaining a mutual understanding of each other's skills and needs. Many learners now know more about their local businesses than they did before.

Entrepreneurship education in special schools

Schools providing education for learners with moderate and severe, profound and multiple learning needs should consider how best to meet the needs of all learners when planning entrepreneurship provision. It should be a planned and integrated part of the curriculum, coordinated effectively to ensure continuity and appropriate progression in learning across key stages.

Special schools should decide the precise content of the programme and the strategies for learning adopted to meet the differing needs of learners.

Examples of engaging learners in entrepreneurship activities include:

- helping to run the school tuck shop

- business simulations – providing work-focused experience for post-16 students in school-based businesses, such as a café, car wash and garden centre, in which they work together to create products and services and make a profit for their company

- involvement with charity fundraising in which learners are encouraged to decide on themes for charity events and suggest ideas on how to raise the most money

- volunteering – post-16 students carry out work placements at the local Foodbank and charity shops as part of the element volunteering within the Duke of Edinburgh award

- enterprise-related activities, projects and competitions; e.g. Enterprise Days for all Key Stage 4 students. Work is carried out in lessons leading up to the event to prepare students for the day. People from local businesses are invited in to work with the students

- visits to local businesses to gain an insight into the world of work and the range of opportunities available

- employees from a range of businesses invited to speak with students about their jobs and the world of work.

Case study: Sunshine Café, Woodlands High School, Cardiff – a secondary school for students with moderate to severe learning difficulties

Each Wednesday afternoon post-16 students run a café that is open to members of the public. In the morning the students carry out a stock-take, buy stock if necessary, prepare and make food to sell, agree prices and discuss the work skills such as health and safety, customer service and teamwork that they will be focusing on that week.

In the afternoon the students run the café taking orders, making drinks, handling money and clearing up.

Case study: Woodlands High School, Cardiff – a secondary school for students with moderate to severe learning difficulties

Year 10 learners take part in Dragon's Den type activities in which they work in small teams over an extended period of six weeks to invent, design and make a new product. They decide on a team and product name, draw their designs, use scrap materials to make their product and decide on price and market, etc. The students then present their ideas to the 'Dragons' – normally other students, teachers and local employers.

The Welsh Government optional skills assessment materials 'I'm an Inventor' are a useful guide to structure and map out an event like this. The rich activity 'What could we invent?' has ideas to engage learners and make them think about the task. Originally designed for Year 5 students, the materials can easily be adapted for use in special schools.

Entrepreneurship education in further education colleges

The Welsh Government recommends that all further education colleges have an entrepreneurship policy and programme that helps learners to:

- explore the attributes of entrepreneurs and the role of enterprise in wealth creation

- develop their own ability to act in entrepreneurial ways

- explore ways in which they can achieve successful commercial outcomes.

Colleges should create an environment where all students at all levels learn how to become more entrepreneurial, and have a strategy for embedding entrepreneurship education across the institution. Taking part in relevant entrepreneurial activities ensures that all students better understand the skills they need for employment as well as what it takes to run a business.

Good practice approaches ensure that all learners should:

- develop entrepreneurial skills and attitudes as part of their core course, incorporating a strong experiential learning component where practicable

- have the opportunity to engage in activities outside their core curriculum or as an extension to their learning. Examples include competitions, internships, workshops and entrepreneurial boot camps, action research and community based enterprise, where students feel their actions are real and have an impact locally

- benefit from the involvement of external partners, such as local employers and entrepreneurs.

All staff, in all departments, need to be confident and well supported to successfully deliver entrepreneurship education. Initial briefing and continued training of staff, as well as carefully planned and developed support materials, is an important element of a successful approach.

Where colleges depend solely on suspended timetable days, learning experiences are isolated from the rest of the curriculum and learners may develop only a partial understanding of key ideas or concepts. It also risks entrepreneurship being seen as an add-on rather than a core area for learning.

Whatever the model of delivery adopted, entrepreneurship learning activities should provide opportunities for learners to:

- plan activities and manage their time effectively in order to meet deadlines

- develop team working, negotiation and problem-solving skills as well as communication, presentational and social skills; and to reflect on their learning and their actions

- become more creative and innovative in their approach to entrepreneurship

- develop positive attitudes and values which influence the way they behave

- experiment with their own ideas and those of others, to become skilful and confident, willing and able to take risks

- develop the skills needed to make and implement well-informed decisions about their future careers

- know how to get informed advice and impartial guidance on careers including business start-up.

The ACRO model should underpin the structure for planning and delivering these skills. A well-developed approach could include:

- department-level entrepreneurship strategies to provide a framework for development and delivery to ensure that all learners access skills development as outlined in the ACRO model

- entrepreneurship champions in each department to provide expertise and guidance

- employer engagement such as Dynamo Role Models and vocational tutors with industrial expertise to contextualise lessons

- student involvement in peer-led delivery such as student enterprise ambassadors or interns

- competitions and events such as Dragons Den type presentations, Global Entrepreneurship Challenge Cymru and Global Entrepreneurship Week. These provide opportunities for students to put into practice the skills they have acquired within a competitive setting

- student enterprise clubs, e.g. The VIP Club, Shut Up & Start Up, in which students receive advice and discuss their ideas in an informal environment with other like-minded individuals

- skills development workshops and business start-up surgeries including topics such as creativity, presentation skills, money management and developing key attributes such as self-motivation, independence, the ability to analyse and problem-solve.

Case study: Embedding entrepreneurship in learning and teaching in further education

Ystrad Mynach College has been very successful in engaging staff and learners in entrepreneurship events and activities, ensuring that entrepreneurship education is truly embedded within the college.

Strategically it was decided that all faculties would need to take responsibility for embedding entrepreneurship and that this responsibility would not rest solely with the Entrepreneurship Champion (EC). Specifically, faculty leaders considered how to engage, empower and equip learners. Creative Curriculum Plans (CCPs) were used as the vehicle for embedding entrepreneurship and creativity into the curriculum. The CCP contains three elements:

- how entrepreneurship education is planned and delivered by each School/Faculty
- how creativity is used to deliver the curriculum by each School/Faculty
- what support is required from the EC to further develop entrepreneurship and to initiate and develop work on creativity.

The EC worked with 10 Heads of Faculty to develop a CCP for each learning area and to identify how the Entrepreneurship Team could support their work. The group identified the importance of a stimulating physical environment; a creative space providing a sense of surprise, challenge and fun as essential factors in innovative and creative thinking, problem solving and reflective practice. A key innovation was the setting up of a creative lab, offering a vibrant environment to stimulate creativity, generate ideas, develop entrepreneurial skills and run start-up support surgeries. To date more than 150 sessions have been held in the creative lab giving tutors, from a wide range of curriculum areas, the opportunity to consider more creative and learner-focused methods of developing an entrepreneurial mind-set. The stimulating colours encourage learners to think more laterally and develop their thinking skills to consider more than just the obvious solution. Learners broaden their horizons and learn to look for entrepreneurial opportunities. Positive feedback from lecturers has ensured the strategic support from the college management continues.

Case study: Supporting and promoting entrepreneurship within the creative industries

Thinc is a dynamic learning and teaching resource developed within Yale College, Wrexham to support and promote entrepreneurship within the creative industries. It does this by:

- responding to the needs of employers by improving individual skill levels to support the regeneration of the economy
- developing effective local, regional and national and international partnerships.

The Thinc project has embedded real life entrepreneurial activity into a range of courses, linking the creative industries and the requirements of the Welsh Baccalaureate Qualification. This experiential approach fully supports aspirations for self-employment or starting a business and assists in identifying potential entrepreneurs. It has enabled creative industries students to move from quality design (artisan approach) to more entrepreneurial activity (quality design, manufacture and sales). The ACRO model underpins the approach.

Attitude – learners acquire a can do attitude which helps to drive innovation.

Creativity – learners display creativity while at the same time developing the skills needed to bring a product to market.

Relationships – learners get on with people, being able to negotiate, listening to people and persuading them.

Organisation – learners complete tasks associated with risk management, researching and planning; getting to grips with costs, cash flow and managing work environments.

For example, building on the previous work of business studies classes, a Thinc project was established to extend opportunities to students to hone their entrepreneurial skills and to have their glove designs taken from the drawing board, through manufacture, to promotion in America and Japan.

The students' designs were judged and feedback given by a leading glove manufacturer and The Japan Centre. Students and staff within the art and design department worked directly with a Dynamo Role Model, who is also the managing director of a glove manufacturing company. This involved attending briefing meetings, pitching ideas and creating design sheets, samples and prototypes. Students from across the art and design department were involved in all aspects of the project including producing photographs for the company website, catalogues and advertising, producing poster/advertising designs, and packaging designs for the gloves. The winning designs were made-up and taken to Japan and America and exhibited as part of a commercial portfolio.

Effective delivery of entrepreneurship education

The ACRO model defines what entrepreneurship education means in practice, providing a structure for curriculum development and planning.

Active learning that promotes creativity whilst developing entrepreneurship attitudes and skills is at the heart of entrepreneurial learning. Key features of effective teaching include:

- facilitation of learning, rather than instruction
- encouraging learners to be independent and to take responsibility for their own actions
- highlighting and reinforcing links with personal and social development
- planning group/team-oriented problem-solving activities that engage with real issues
- adopting activities that appeal to learners' different learning styles
- helping learners to evaluate the outcomes of their decisions.

A combination of approaches such as dedicated curriculum time, cross-curricular projects, peer mentoring, suspended timetable days and extra-curricular activities are used successfully to deliver entrepreneurial learning and develop entrepreneurship capability.

Entrepreneurship education opportunities are also provided for by involvement in short-term mini-enterprises, and learner-run companies/social enterprises that offer real opportunities to provide goods and services to the school and wider community.

Project-based entrepreneurial activities that complement classroom learning enhance learners' engagement with, and understanding of, a range of subject areas by demonstrating the relevance of their learning to their life beyond school or college. Where such projects are cross-curricular, learners see how different subjects link together and how the skills they develop can be applied in real life.

Ideally, such projects should promote equality and include opportunities for:

• learners to work independently

• risk-taking and the possibility of failure

• organisation of people, resources and activities

• the development of literacy, numeracy and ICT skills

• the development of financial capability

• engagement with the local community and/or employers

• the exploration of business-related moral and ethical issues.

Such curriculum innovation requires a coordinated approach to continuing professional development (CPD) by school/college leaders. The person with lead responsibility for entrepreneurship education has a crucial role to play in ensuring all staff receive the ongoing CPD they need. Some schools and colleges create a small entrepreneurship cross-curricular 'enquiry-led' group of colleagues experienced in the delivery of entrepreneurship education to:

• develop resources to support curriculum delivery

• experiment with new approaches

• share effective practice

• provide mentoring and one-to-one support for individuals.

Recognising learner achievement

Schools and colleges that embed provision successfully also have a clear understanding of why achievement in entrepreneurial education should be recognised, assessed, reported and, where possible, accredited.

Factors which underpin robust and effective assessment include an approach that:

- builds on an embedded programme of entrepreneurship education
- supports' learning and allows for learner progression, e.g. by assessing different levels of capability, and by helping learners to reflect on their progress, identify their strengths or weaknesses and set personal targets for future improvement
- provides opportunities for assessment of entrepreneurial skills, e.g. problem-solving, risk management/risk taking, communication, team-work, decision-making, leadership, creativity and innovation.

Learners need to be entrepreneurship literate – they need to know what entrepreneurial capability is so that they can self-assess whether they have developed the skills or not. Successful approaches include:

- online criteria-referenced tools that learners use to self-assess their own entrepreneurial capabilities. They then use the findings to set themselves targets for improvement
- assessment of entrepreneurial capabilities demonstrated in discrete lessons or cross-curricular projects by teacher, peer and self-assessment
- entrepreneurship record/log/passport – booklets which identify progression in entrepreneurial capabilities, attitudes, behaviour, knowledge and understanding and skills which enable learners to evidence the application of each entrepreneurial skill (against defined criteria), showing how they have demonstrated each of the entrepreneurial capabilities
- award schemes that recognise and celebrate learners' entrepreneurial capability
- formally accredited programmes that involve skills assessment.

Such approaches demonstrate to learners just how much entrepreneurship learning they experience across the curriculum and the value it brings to their studies. It also enables them to articulate the value of their skills.

Through wider choice within the local area curriculum, young people aged 14 to 19-years-old have opportunities to have their entrepreneurial learning opportunities accredited. For example, entrepreneurship is at the heart of the Welsh Baccalaureate Qualification (WBQ). All learners at foundation, intermediate and advanced level are required to be involved in a team enterprise activity.

Entrepreneurship education can also be used as a context to generate portfolio evidence in order to assess learners' Essential Skills and Wider Key Skills, independently or as part of the Welsh Baccalaureate Qualification. For more details of qualifications that require some entrepreneurship-related learning visit the Database of Approved Qualifications in Wales (DAQW) at: www.daqw.org.uk/

Monitoring and evaluation

Monitoring the progress of curriculum development and evaluating the outcomes of whole-school/college provision are essential if an entrepreneurial culture is to be created successfully. An annual review of the entrepreneurship education policy and development plan will help determine the criteria for judging success.

Monitoring and evaluation should focus on the quality of learning experiences, both curricular and extra-curricular, and come to judgements about the short term outcomes of learning activities for learners. For example:

• Learning – What new skills, knowledge, or understanding did they acquire?

• Behavioural change – What are learners doing differently as a result?

• Impact – What difference have the learning and behavioural changes made?

Indicators of progress need to be measureable. 'Feeling' more entrepreneurial is very subjective, whereas learners' understanding, skills and behaviours can be assessed. Questions you may wish to consider include the following.

• How will you measure whether planned objectives have been achieved?

• How will you know that the school/college's culture is more entrepreneurial?

• What activities will be happening?

• What does an entrepreneurial learner look like?

• What competencies have they developed?

• What behaviours will staff and learners demonstrate?

Consideration should also be given to the different types of evidence to be collected to show the effects of the programme. Evidence of the entrepreneurial skills developed by individual learners, recorded using skills tracking systems, enables the impact of entrepreneurship education to be evaluated. Evidence from teachers, partners and parents/carers should inform the evaluation process.

Evaluation of provision through lesson observations by year group and curriculum area makes classroom practice and its development open for scrutiny by others. Supplemented by reviews with subject leaders to assess plans for further development, such an approach offers both challenge and support, encouraging cross-curricular planning and ensuring evaluation data is used to inform and develop future learning and teaching of entrepreneurship.

It is important when monitoring and evaluating curriculum developments to avoid creating any new or additional procedures for evaluation and accountability purposes. Entrepreneurship education provision can be readily evidenced by school self-evaluation based on the quality indicators from the Estyn Common Inspection Framework. Estyn is also statutorily required to report on the quality of provision at any learning setting they inspect. Such reports may also provide useful evidence for the evaluation of an entrepreneurship education provision.

Working in partnership

This section offers guidance for practitioners responsible for the coordination of entrepreneurial education about working in partnership with the wider community when planning and delivering entrepreneurial education.

Entrepreneurial schools and colleges are outward-looking and open up their resources to, and provide services for, the community. They are alert to the skill-needs of local businesses and establish enduring mutually-beneficial partnerships with employers and community organisations.

The most effective entrepreneurship programmes are found in those schools and colleges who work cooperatively with external agencies and employers. People with particular life experiences add a fresh perspective to entrepreneurial education programmes. Auditing current provision will identify gaps and therefore where external providers can help develop a tailored package of support without duplicating existing activities.

Elements of entrepreneurship education may be provided by a wide range of partners which include:

- Careers Wales
- employers – employer involvement is crucial in bringing the world of work to life and helping learners and teachers alike to see how learning activities in school are relevant to the workplace
- role models
- peer educators
- school alumni
- community partner organisations which facilitate experiential learning opportunities as part of their education business link activities.

Community partners bring a new outlook and offer specialised knowledge, experience and resources. Young people are also interested in community projects, charities and good causes. Working with community partners offers real-life opportunities for learners to develop entrepreneurial skills whilst doing something they care about.

Governors and parents/carers are often an untapped resource. However, before they can contribute, they need to be made aware of the value of entrepreneurship education. They may want to know how entrepreneurship education:

- supports learning in each of the key stages
- is delivered at the school/college, and the role of wider partners, e.g. external providers and local employers
- increases financial confidence and develops personal and social skills
- contributes to qualifications such as Essential Skills Wales, GCSEs, A-levels and the WBQ
- increases employability.

People entering the school or college to help deliver entrepreneurial education should only be invited as part of a planned programme. It is the school/college's responsibility to manage the entrepreneurial education programme and to plan carefully the involvement of community partners in the delivery of lessons. Schools must have effective arrangements in place to safeguard and promote the welfare of their learners and all visitors should conform with these arrangements.

The effectiveness of external providers should be reviewed by staff and learners and this feedback should contribute to the evaluation of the effectiveness of the whole programme.

Case study: Working in partnership to embed entrepreneurial education in further education

Embedding the learning and teaching of entrepreneurial activities and skills within an organisation takes time. Staff training is critical if colleges are to develop and implement a whole-college approach successfully. Continuing professional development (CPD) supports staff in understanding the principles involved, communicates the ACRO model and ensures the embedding of entrepreneurship skills. This approach has worked well in the South West Wales partnership where Gower College, Swansea and Neath Port Talbot College have collaborated to involve faculties within and across each college in a range of different entrepreneurship CPD activities.

The model is one where the Entrepreneurship Champion at each college supports each faculty with training on embedding entrepreneurship in the curriculum. They use the Dynamo materials and other resources, and are available to talk to staff at meetings, organise training sessions or work with individual members of staff on a one-to-one basis if needed. Managers attend tutorial sessions to support staff to deliver entrepreneurship sessions if and when support is needed. The hands-on approach is designed to give staff confidence and facilitates the sharing of best practice to all staff.

Entrepreneurship days are offered to all staff across the college with role models, workshops and activities to promote entrepreneurship education. Regular workshops and business surgeries are implemented to promote entrepreneurship to students at both colleges. Innovative events such as Global Enterprise Challenge and other similar competitions enhance the curriculum, providing students with opportunities to be innovative and help build their ACRO skills.

Annex A: Sample template for an entrepreneurship education policy

Introduction

A brief explanation to show how the policy relates to national priorities and Welsh Government guidance such as:

- *Youth Entrepreneurship Strategy: An Action Plan for Wales 2010–15*
- the requirements of *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*.

Rationale and aims

The policy should:

- take account of the school/college's mission statement
- outline the setting-specific aims of entrepreneurship education.

Links with other policy statements

Related policies might include the following.

- Safeguarding/child protection.
- Confidentiality.
- Equality.

The management and organisation of careers and the world of work

A brief description of the roles and responsibilities of the governing body, senior leaders and the curriculum coordinator for entrepreneurship education. Setting specific information regarding:

- how entrepreneurship education forms part of the school/college's careers and the world of work provision
- where entrepreneurship education is delivered across the curriculum.

The delivery of the entrepreneurship education programme

A brief description of:

- how the entrepreneurship education programme is delivered
- time allocation
- who is responsible for providing the programme, e.g. class/subject teacher, form tutor, specially trained staff, external agencies/employers
- how the needs of all learners will be addressed.

The content of the entrepreneurship education programme

A brief description showing continuity and progression in each key stage of relevant learning outcomes from *Careers and the world of work: a framework for 11 to 19-year-olds in Wales* and school-specific outcomes, possibly presented as a curriculum overview grid.

The involvement of external organisations

Details regarding which external organisations, if any, contribute regularly to the delivery of the entrepreneurship education programme.

Continuing professional development (CPD)

Brief text to explain the arrangements for:

- identifying the professional development needs of staff
- meeting the training needs of key staff
- dissemination of relevant information to other members of staff
- identifying suitable resources
- sharing of effective practice.

Working with parents/carers

Describe the arrangements for making the policy available to parents/carers, e.g. in the school/college prospectus, other curriculum guidance materials, school/college website.

Monitoring and evaluation

Brief text to explain:

- who is responsible for monitoring learning, teaching and standards in entrepreneurship education
- the arrangements for involving young people.

Arrangements for reviewing and updating the policy

- The date the policy was agreed by staff/governors.
- The arrangements for consulting with young people.
- How frequently the policy will be reviewed.

Annex B: Achieving progression in entrepreneurship

The purpose of these grids is to provide a framework to enable school/college leaders to develop an entrepreneurial ethos and embed entrepreneurship learning across the curriculum.

As a progression audit they help schools and colleges to evaluate their own current levels of involvement in entrepreneurship education. Indicators are given to help assess the levels, from basic to embedded, that an organisation is currently working at. Evaluating the level of engagement with entrepreneurship education will help identify areas for further development.

Achieving progression in entrepreneurship				
Aspect	**Basic**	**Developing**	**Developed**	**Embedded**
Leadership	No strategic planning for entrepreneurship.	Entrepreneurship is included in the school/college development plan.	Entrepreneurship included in departmental/subject development plans.	Departmental/subject development plans have specific measurable objectives for entrepreneurship.
	No policy for entrepreneurship.	Policy in place with a clear definition of entrepreneurship.	Policy is reviewed regularly with input from learners and partner organisations.	Policy encompasses the school's vision for the future development of entrepreneurship.
	No clear ownership of, or responsibility for, entrepreneurship.	Senior leaders have discussed entrepreneurship.	Senior leaders provide clear direction and specific responsibilities for entrepreneurship are defined.	Leaders at all levels are confident in their role for promoting entrepreneurship.
	No discrete budget for entrepreneurship.	No budget, however resources are developed in-house.	An agreed budget and adequate teaching resources to deliver entrepreneurship learning across key stages.	An allocated budget and regular review of resources to reflect current thinking and meet learner need.
	Entrepreneurship generally perceived as 'another initiative'.	Some staff are aware of entrepreneurship through CPD or curriculum responsibilities.	Leadership team have consulted with staff to develop a shared understanding.	A clear vision for entrepreneurship which forms a core part of institutional philosophy and practice.

	Achieving progression in entrepreneurship			
Aspect	**Basic**	**Developing**	**Developed**	**Embedded**
Leadership (continued)	Staff are not fully committed to developing entrepreneurial learning outcomes.	Staff awareness raised on the ways in which they are already teaching entrepreneurship.	Staff are fully aware of entrepreneurship and it is discussed regularly at staff meetings.	Staff are committed to entrepreneurship within the school/college and the local community.
	Learners are not consulted about entrepreneurship.	Learners are consulted about entrepreneurial learning opportunities.	Learners evaluate and reflect on their entrepreneurial learning experiences and self-assess their capabilities.	Learners make regular suggestions for and take initiative in leading entrepreneurial practices.
	No recognition of entrepreneurial learning.	Rewards system recognises and celebrates entrepreneurial achievement.	Opportunities are provided to externally accredit entrepreneurial learning.	Entrepreneurship learning is established as an entitlement for all learners.

Achieving progression in entrepreneurship				
Aspect	**Basic**	**Developing**	**Developed**	**Embedded**
Learning and teaching	An entrepreneurial audit has been carried out but outcomes are rarely shared or used to inform planning or practice.	A curriculum audit of entrepreneurship education has been completed and advice and guidance provided on how to introduce entrepreneurship in subject areas.	A systematic organisation-wide audit of entrepreneurship education has been completed and the person with lead responsibility for entrepreneurship education shares information with all members of staff.	A portfolio demonstrating progression in entrepreneurship has been developed and is updated regularly. Effective practice is shared with all staff.
	Coverage of entrepreneurship is limited to one or two subject areas.	Entrepreneurship is explicitly addressed in some subjects.	Entrepreneurship is planned for and addressed in a wide range of subjects.	Entrepreneurship is integrated, where appropriate, across the whole curriculum.
	No accreditation of entrepreneurship.	Entrepreneurship is addressed in the requirements of one or two externally accredited courses.	Entrepreneurship is reflected in the requirements of a growing number of externally accredited courses.	Whole-school initiatives and extra-curricular activities support curriculum delivery, e.g. well attended 'out of hours' entrepreneurship club. Participation in a relevant national programme or award scheme.

	Achieving progression in entrepreneurship			
Aspect	**Basic**	**Developing**	**Developed**	**Embedded**
Learning and teaching (continued)	Entrepreneurship activities are delivered entirely by external providers.	Entrepreneurship activities are delivered by staff and external providers.	Staff feel confident about implementing entrepreneurship in the classroom and activities are jointly planned and delivered by staff and external providers.	Staff facilitate participative, experiential learning activities that promote entrepreneurial skills development.
	Entrepreneurship is addressed through 'one off' events, primarily relating to enterprise.	Staff are encouraged to explore ways of developing entrepreneurship throughout the curriculum beyond extended 'off timetable' sessions.	Opportunities for entrepreneurial learning are highlighted in lesson plans and involve whole year groups engaging in a range of entrepreneurship education activities.	Development of entrepreneurial understanding, skills and attitudes is made explicit in short and medium term planning.
	One-off CPD activities linked to entrepreneurship education have taken place.	Staff have had the opportunity to attend CPD sessions on entrepreneurship provided by external organisations.	All staff experience CPD on entrepreneurship, building on the range of skills, knowledge and experience that already exists in house.	Structured CPD programme enabling staff to research and evaluate entrepreneurial learning and teaching. School clusters work together to develop and share good practice.

Achieving progression in entrepreneurship				
Aspect	**Basic**	**Developing**	**Developed**	**Embedded**
	No monitoring or evaluation of impact.	Monitoring and evaluation are limited to suspended timetable sessions.	Entrepreneurship provision across the curriculum is monitored and outcomes for learners are evaluated.	Self-evaluation reflects progress in entrepreneurship and identifies future action required. Staff are encouraged to observe each others' lessons to learn from different approaches.
Learning and teaching (continued)	Learners' understanding of the importance of entrepreneurship is limited.	Learners do not display entrepreneurial behaviour.	Entrepreneurship learning outcomes are shared with and understood by learners who are increasingly able to apply their learning across subjects.	Learners confidently apply their entrepreneurial understanding and skills.
	Learners do not display developing entrepreneurial skills and attitudes.	Learners display developing entrepreneurial skills and attitudes. Opportunities for learners to display entrepreneurial behaviour are limited, e.g. charity fund-raising events.	Learners display a developing entrepreneurial approach throughout school or college.	Entrepreneurial skills are embedded in learning behaviours.

	Achieving progression in entrepreneurship			
Aspect	**Basic**	**Developing**	**Developed**	**Embedded**
Partnerships	No involvement by business or community organisations.	Awareness raising presentations from Dynamo Role Models, focussing on the experience of an entrepreneur, including a Q/A session with the visitor.	Subject-related inputs from representatives from the world of work plus involvement of visitors from business or community organisations to act as mentors for learning activities.	Staff are encouraged to take responsibility for organising employer engagement within their own subject areas.
	No links established with local authority officers or local/regional companies that offer their input into the curriculum.	Initial contact made with relevant LA officers and external partners.	Effective joint working with relevant LA officers and external partners.	Coherent, well established links in place with relevant LA officers and external partners.
	Information about entrepreneurship education not shared with parents/carers.	Governors and parents/carers are aware of entrepreneurship, e.g. articles about entrepreneurship learning activities are included in newsletters.	Opportunities are provided for shared learning about entrepreneurship between learners and their parents/carers.	The school/college is a focal point for entrepreneurship in the local community.