

Interim report: July 2010

Evaluating the Enterprising Further Education pilot

First interim report

Qa Research and Kate Beresford Associates



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1. Project rationale, background and objectives

The Enterprising Further Education (Enterprising FE) project

The South East of England Development Agency (SEEDA) and the National Endowment for Science, Technology and the Arts (NESTA) are working in partnership to help further education (FE) institutions foster a culture of enterprise and innovation in young people, by creating a programme of professional development training and support for senior FE staff. In doing so, the Enterprising FE pilot programme has been devised and is being run by Oxford Brookes University. The pilot began in September 2008 and will last for three years.

The programme is built around a series of workshops with senior curriculum coordinators and strategic managers in FE colleges throughout the South East. The workshops provide an opportunity for attendees to discuss and develop their understanding of enterprise within an FE context. They also provide support in the form of guides, materials and online resources to increase the introduction of enterprising activity and behaviour within participants' own institutions. The benefits of enterprise are explored, together with the relevance of enterprising activity within the wider college environment.

The key aim of the Enterprising FE programme is to raise awareness of enterprise education in FE for college staff, including:

- What it is and why it matters.
- The context and policy setting.
- Promoters and inhibitors for FE colleges.
- Practical support and advice about what to do and how to make it happen.

The ultimate aim is to foster a culture of enterprise and innovation in young people. In the context of this pilot, enterprise education refers to the development of enterprise capability as defined by the DCSF and the QCA.¹

The programme developed from research² into enterprise education in FE, which was commissioned by SEEDA and carried out by the National Council for Graduate Entrepreneurship (NCGE). The findings of the research highlighted a willingness of institutions to engage in the enterprise education agenda, but at the same time found that there is currently little provision. This is highlighted by the fact that most of the institutions surveyed do not have any enterprise policy or strategy in place and do not offer qualifications or awards in enterprise. In response to the research, SEEDA and NESTA commissioned a demand study³ from the Mackinnon Partnership, to determine the level and nature of professional development required to support colleges in promoting enterprise education to their students.

1. Enterprise capability is the "capability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, and to make reasonable risk/reward assessments and act upon them in one's personal and working life".
2. It can be described as: "innovation", "risk-management", "a 'can-do' attitude and the drive to make ideas happen" (Summary of the Howard Davies review definition).
3. HM Treasury (2002) 'The Howard Davies Review: Enterprise and the Economy in Education.' Norwich: HM Treasury.

As a result of the research and demand study findings, the Enterprising FE programme has been structured to raise awareness about enterprise education and to provide a professional development framework that will support staff in developing effective enterprise education.

At the outset NESTA and SEEDA specified key outcomes and impact measures. The key outcomes are expected to be:

- Raised awareness of enterprise education and benefits.
- An FE Institutional enterprise education strategy.
- Coherent and effective strategies for enterprise education which is delivered in colleges.
- The establishing of a network of enterprise education champions across the South East.

The impact measures of the pilot are:

- The development of enterprise capabilities in young people, to maximise the number of FE students ready for employment and ensure they are equipped to progress in the labour market or self-employment.
- The maximising of opportunities for young people in FE to develop the skills and attitudes necessary for innovation.
- Young people having access to high-quality education and support for enterprise in colleges.

2. Evaluation methodology and progress to date

Qa Research and Kate Beresford Associates were commissioned to undertake an evaluation of the Enterprising FE programme being run by Oxford Brookes University on behalf of NESTA and SEEDA. The evaluation began in April 2009 and will be completed in 2011.

4. NCGE (2007) 'Enterprise and entrepreneurship provision in the further education sector: A pilot study in the South East region.' London: NCGE.

The evaluation aims to answer the following questions:

1. What is the impact on enterprise education in the South East?

Has there been a rise in enterprise courses within FE? Is there an increased awareness and value of enterprise within FE?

2. What is the impact on educational institutions and professionals?

What was the impact of the projects on college staff? Have enterprise strategies been developed within colleges? Did the effects of the project spill over to other educational agendas such as personalised learning?

3. What is the impact on the wider educational landscape?

Was the approach, or parts of it, taken up by other institutions or educational delivery organisations? Has the approach trialled in the project been identified as a source of good practice by reputable commentators?

4. What is the impact on young people?

Is there evidence that the project has altered young people's knowledge or aspirations, both career-related and more generally? Does the project impact on personal attributes, educational attainments or employability skills? How has the project impacted on young people's skills for innovation?

5. What improvements can be made to the current programme?

Does it meet the needs of FE staff? Is the programme suitable for a national roll out?

6. How can the intervention inform enterprise education more generally?

Is there evidence that the project contributes towards the Government's stated goals for enterprise education?⁴ What aspects of the project have been most influential in achieving this impact? What features of the project have acted as barriers to enterprise outcomes?

In order to answer the above questions and to provide maximum insight, the evaluation is utilising a theory of change approach. This ensures that we incorporate the inputs, outcomes and impacts into our approach.

Such an approach allows us to provide actionable recommendations throughout the life of the programme and to ensure that the final report contains key learning points for future programmes.

Table 1: Evaluation methodology



Inputs	Resources, both time and financial, invested into the programme to generate activities
Activities	The various activities undertaken which collectively comprise the programme
Immediate outcomes (outputs)	Straightforward measures recording the results of programme activities (e.g. numbers accessing CPD programmes)
Intermediate outcomes	The degree to which the programme has actually changed target audience behaviour
Impacts	The wider effects of the programme

The evaluation incorporates:

- Comprehensive desk research to examine aims, objectives and outputs associated with the Enterprising FE programme.
- Consideration of comparable projects and other initiatives related to enterprise education.
- Consultation with key stakeholders involved in running the programme, advisory group members and FE staff.

The key outputs for the evaluation will be interim reports in December 2009 and July and December 2010, followed by a full final report in 2011. This allows us to provide formative recommendations as the programme develops.

This document is the first interim report. So far, we have:

- Undertaken desk research as described above.
- Met the project team.
- Attended two workshops.
- Considered comparable projects and other initiatives .
- consulted with key stakeholders, advisory group members and a sample of FE staff who have attended the first three sets of workshops.

When interviewing FE staff our approach has been to seek their views on the immediate impact of the programme and the likely medium- and long-term impacts. At this stage it is difficult to accurately predict what these longer-term impacts will be; for this reason we will be re-interviewing staff six months and one year after completion of the workshop programme.

3. National and regional context

3.1 Summary of relevant UK and South East regional policy

Enterprise education is not new; indeed many educators will argue that they have been teaching about enterprise for 15 or 20 years. The subject has attracted ever-increasing attention from government, education and business over the past ten years as the benefits to the economy and society as a whole have been more widely recognised.

In the UK, however, higher education (HE) and the schools sector have attracted more government attention and related funding streams than FE. It is only in the last 3–5 years that policymakers have started to respond to calls for similar priority to be given to enterprise education within FE.

Enterprise education in HE and schools

Higher education was the first sector to receive funding specifically to establish enterprise education modules and courses. The Science Enterprise Challenge (SEC), announced by the Treasury in 1999, provided £44 million over two rounds to establish enterprise and entrepreneurship education predominantly for scientists and engineers. The driver for this initiative was primarily the commercialisation of research, but the initiative led to a gradual take-up of enterprise education in other curriculum areas. The pace quickened from 2004 onwards as funding for enterprise education was incorporated into the Higher Education Innovation Fund (HEIF).

In 2002 the importance of enterprise education was highlighted in the *Review of enterprise and the economy in education* by Howard Davies.⁵ Citing the qualitative shift towards self-employment and, in terms of the labour market, the growing demand for entrepreneurial people, Davies argues that young people seeking work in the future will need to be more flexible and entrepreneurial in their attitudes:

“Even in larger firms and in the public and voluntary sectors entrepreneurial skills are more highly valued than they were in the past... But our research also shows that whilst young people recognise the challenges and rewards involved in starting and running a business, many are unsure of their own ability to meet the challenges successfully. They lack the skills and confidence to turn positive attitudes into action during their future careers.”⁶

Davies’s argument here is framed around the concept of ‘enterprise capability’, which he describes as:

“The capability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in one’s personal and working life.”⁷

5. The Mackinnon Partnership ‘and the Economy in Education.’ Norwich: HM Treasury.
6. HM Treasury (2002) ‘The Howard Davies Review: Enterprise and the Economy in Education.’ Pg 7, Norwich: HM Treasury.
7. HM Treasury (2002) ‘The Howard Davies Review: Enterprise and the Economy in Education.’ Pg 17, Norwich: HM Treasury.

His concept of enterprise capability is, then, not only about starting up a business, but refers to the skills, competences and attitudes he sees as imperative in negotiating all realms of work and social life. He argues strongly that the development of an entrepreneurial culture must begin in schools.

Later in 2002, and partly informed by Davies's findings, the Treasury published a report entitled *Enterprise Britain: A modern approach to meeting the enterprise challenge*, which highlighted the importance of enterprise to the UK economy:

*"Enterprise is the lifeblood of our economy – boosting productivity, creating employment and prosperity and revitalising our communities. Our aim as a Government has been to change attitudes to enterprise – from the classroom to the boardroom – and to tackle the difficulties that we know entrepreneurs can face in starting and growing their businesses."*⁸

Within this report came the announcement that every school child in the UK would receive some experience of business and enterprise before leaving school. From 2005/06, £60 million per annum was allocated to provide five days of enterprise education for all Key Stage 4 school children.

In 2004, in response to the above reports and others highlighting the need to develop an enterprise culture in the UK, the then Chancellor of the Exchequer, Gordon Brown, introduced Enterprise Week (which later became Global Entrepreneurship Week). This is an annual UK-wide week of activities and events aimed at inspiring young people to have ideas and make them happen. Enterprise UK (formerly Enterprise Insight) works with all educational sectors and business to deliver the national campaign.

The same year also saw the establishment of the NCGE, an organisation that delivers an enterprise programme known as Flying Start to graduates and undergraduates. It also works closely with Enterprise Educators UK (EEUK) to deliver CPD to HE lecturers through the International Entrepreneurship Educators Programme. EEUK also delivers informal CPD to educators through its best practice events.

By 2006, with funding established through HEIF, enterprise education was becoming better embedded within HE curriculum programmes, the School's Enterprise Education Network (S'EEN) had been set up by the Specialist Schools and Academies Trust (SSAT), and FE started to receive more attention.

Enterprise education in FE

Since 2006 policymakers have started to respond to calls for a higher priority to be placed on enterprise education within FE. A number of initiatives have been launched and these are explored in more detail below.

In March 2008, *Enterprise: Unlocking the UK's talent*,⁹ published by the Treasury and the Department for Business, Enterprise and Regulatory Reform¹⁰ (BERR), announced that the Government's support for enterprise education would be extended across all educational sectors:

*"From autumn 2008, the Government will commit a further £30 million to extend enterprise education from secondary schools into primary and tertiary education. Secondary school pupils will lead 'feeder' primary pupils in enterprise projects; and colleges will learn from 'feeder' secondary schools, thereby extending good practice in enterprise education to every part of the education system including Higher Education."*¹¹

Since then the SSAT has been awarded the contract to deliver a remodelled and more extensive version of S'EEN, with an extended remit to include primary and FE as well as

8. HM Treasury (2002) 'Enterprise Britain: A modern approach to meeting the enterprise challenge'. HM Treasury, Norwich.

9. HM Treasury, BERR (2008) 'Enterprise: unlocking the UK's talent'. HM Treasury, Norwich.

10. Disbanded in June 2009 when the Department for Business, Innovation and Skills was created.

11. HM Treasury, BERR (2008) 'Enterprise: unlocking the UK's talent.' Pg 38, HM Treasury, Norwich.

secondary education. Details of this initiative, called the Enterprise Network, are included in section 3.4 on page 12.

Enterprise UK has also established the Further Education Enterprise Network (FEEN) which is providing a further source of support for colleges, also explored in detail in section 3.4.

Enterprise education – the regional context

The South East of England has the largest population (8.3 million in 2006) of any region of England and covers an area of 19,000 square kilometres. It stretches around London from Thanet in the East to the New Forest in the West and Aylesbury Vale and Milton Keynes in the North. It includes the counties of Kent, Surrey, East Sussex, West Sussex, Hampshire, Isle of Wight, Berkshire, Oxfordshire and Buckinghamshire.

SEEDA places a high priority on enterprise skills as part of the ‘smart growth’ priority in the Regional Economic Strategy (RES) action to increase the business stock by 35 per cent by 2016. The RES argues that:

“Enterprise and employability skills in schools, colleges and Higher Education institutions need to be highly developed in order to better equip new entrants to the workforce with skills and competences required not only by employers but also as a sound basis for creating their own businesses.”¹²

In 2004, SEEDA established the Higher Education Entrepreneurship Group (HEEG) which aims to “increase the capacities and capabilities of Higher Education to develop more enterprising students and more graduate business start ups through up-skilling staff and sharing best practice.”¹³

An early action related to HEEG was to celebrate the enterprising achievements of member HEIs and to provide a platform for sharing best practice through the publication of *Wake up to enterprise*.¹⁴ Similar publications have also been published for schools and FE colleges.

SEEDA’s commissioning of the Enterprising FE programme in partnership with NESTA is an example of the commitment made by regional development agencies (RDAs) to funding practical measures, which are designed to support young people to become more enterprising as they make their journey through the region’s education system.

There are 65 FE colleges in the South East, all of which are eligible to participate in the programme.

3.2 Enterprise in FE across the UK

Enterprise in FE colleges is not new but there are wide interpretations of what enterprise is, varying from learning about business start-up to learning how to be a more enterprising employee. Enterprise is also relevant in the context of the college as a whole being more enterprising in all that it does; this may include creative approaches to business development and more enterprising management and leadership, as well as embedding the development of enterprise skills and attitudes within the curriculum.

There is a marked difference between the small number of colleges that have well-developed enterprise activities spanning numerous curricular and non-curricular areas and those many other colleges that are little higher than the first rung of the ladder, grappling with the concept of enterprise and in need of considerable support. There seem to be relatively few colleges that sit between these two extremes.

12. SEEDA, (2006) ‘Regional economic strategy: 2006-2016.’ Pg 69, SEEDA, Guildford.

13. HEEG Homepage: <http://www.heeg.org.uk/Heeg/home.aspx>

14. SEEDA (2007) ‘Wake up to Enterprise: fostering entrepreneurship across the university campus.’ SEEDA, Guildford.

It is also worth noting that the word ‘enterprise’ does not have a common definition that is clearly understood by all; the implication of this is that there may be colleges that are including enterprise within their programmes but don’t recognise it as such.

3.3 Challenges of embedding enterprise within the FE context

In order to examine the challenges involved, we have consulted with a broad range of people who are involved with enterprise in FE and have examined other schemes currently in operation across the UK. This provides useful context for the Enterprising FE programme in the South East and allows us to compare the activities being undertaken and impacts being made.

We noted earlier that Davies’s definition of enterprise is a broad one that embraces all types of enterprising behaviour. We understand that the UK Government is committed to supporting young people to become more enterprising as they make their transition through the education system, regardless of their eventual career choice. The subject is fraught with misunderstandings and misinterpretation, however, and in the minds of young people and educators alike enterprise is still frequently reduced to the development of business start-up skills. This leads to an incorrect assumption that enterprise is only relevant to a minority of college students.

A key challenge in embedding enterprise in FE is overcoming resistance to change. This has been discussed in the workshops, where participants have stated that one of the barriers to implementing enterprise education is that members of staff will often see it as an additional responsibility that is not easily incorporated into a busy schedule.

Many other issues have been raised, some of which are major structural issues that can only be addressed through national policy changes while others can be addressed at the regional or college level. A summary follows.

Table 2: Summary of challenges of embedding enterprise within the FE context

Major structural issues	Regional/college level issues
1. Little spare time within the FE curriculum	1. Resistance to change
2. Lack of reference to enterprise within the Ofsted inspection framework, leading to a higher priority being placed on areas that are subject to inspection	2. Lack of understanding of the benefits (for the college and its students) of embedding enterprise
3. No general UK-wide funding stream for developing and delivering enterprise within colleges	3. Lack of support and commitment from senior leaders
	4. Lack of advice and support for both senior leaders and lecturers
	5. Little time within lecturers’ schedules to learn how to incorporate enterprise
	6. A risk-averse culture within FE colleges

Where colleges truly embrace enterprise they adopt strategies to introduce it within three overlapping areas:

- Enterprise skills and attitudes – students learning how to be more enterprising regardless of their chosen career path.
- Business start-up and entrepreneurship – usually linked to vocational courses.
- Business development and operational issues

There are three key factors that influence the extent to which enterprise is embraced within colleges: firstly commitment from the senior management team (SMT); secondly the availability of practical support for lecturers and practitioners; and thirdly the presence of enterprise champions to enthuse and provide practical advice to colleagues.

Senior-level understanding of the concepts, combined with a real commitment to implementation, is essential if progress is to be made and sustained. There is, however, also a need for intense practitioner-level support to assist lecturers, who are often unfamiliar with enterprise and lack the skills and confidence to embed it into the curriculum and into extra-curricular activities. In colleges where enterprise is well developed and embedded, it is almost always due to a holistic approach incorporating top-down support from the SMT combined with practitioner-level support.

Oxford Brookes's approach is to work primarily at the senior level with vice-principals, heads of curriculum and business development managers. The Enterprising FE project aims to help colleges to "foster a culture of enterprise and innovation in young people, and to maximise enterprise opportunities for themselves";¹⁵ it is therefore aimed more towards developing enterprising young people and enterprising colleges than towards business start-up and entrepreneurship.

3.4 National support for Enterprise in FE

There is no single UK-wide system of support to assist colleges to introduce and embed enterprise, in fact the support that exists is rather fragmented with a degree of overlap in places. There are two UK-wide initiatives, the FEEN led by Enterprise UK and the Enterprise Network run by the SSAT. The Welsh Assembly Government (WAG) is rolling out a system of support in Wales and a number of the English RDAs are funding initiatives such as the Oxford Brookes programme. Each of these initiatives includes one or more of the following ingredients:

- Training and workshops for senior leaders.
- Training and best practice exchange for practitioners.
- Online teaching resources.
- Case studies.
- An enterprise coordinator to work across colleges.
- Enterprise champions to work within colleges.
- College self-review resources.
- Cross-sector links (to primary, secondary or FE).

15. SEEDA, NESTA (2008), 'Invitation to tender: Delivery of a Pilot of Professional Development and Support for Senior Staff in FE Colleges in the South East', NESTA, London.

Enterprise UK

Enterprise UK (www.enterpriseuk.org) takes a dual approach, working with both FE principals and practitioners across the UK. A group of colleges, several of which were formerly Centres of Vocational Excellence (CoVEs) for enterprise, has been supported to establish the practitioner-focused FEEN. Where regional networks exist they have been encouraged to collaborate with FEEN, and where there is no regional network Enterprise UK will establish one. In parallel with FEEN, Enterprise UK has established a network of 25 principals to influence the development of enterprise cultures and strategies from the top level of college management.

Enterprise Network/Enterprise Village

The Enterprise Network (www.enterpriseinschools.org.uk) is the re-launched S'EEN, run by the SSAT. It now has an extended remit to support enterprise in primary through to FE. The Enterprise Network coordinates a network of enterprise learning partnerships, provides resources to educators via its website and organises events across the UK.

Enterprise Educators UK

EEUK is a well-established network of enterprise educators and practitioners within HE. It has been running practitioner-focused best practice workshops since 2004 and these have regularly attracted delegates from FE. While there are significant differences between the sectors, many of the practical issues faced by university enterprise educators are similar to those faced by FE staff and, in the absence of workshops tailored for FE, these events have proved to be a useful source of information and support for college lecturers.

3.5 Other local and regional initiatives

Centres of Vocational Excellence

Five CoVEs for enterprise were established in 2006, with posts funded for two years by the Department of Trade and Industry (DTI) and Learning and Skills Council (LSC). These consortia of colleges led by Sutton Coldfield College, Park Lane College Leeds, Newham College London, Leicester College and Manchester College aimed to introduce enterprise in both curricular and extra-curricular areas. The funded periods for these CoVEs have now come to an end but in most cases the CoVE status and funding has created a launch pad from which the individual colleges within each consortium have been able to continue to develop their approach to enterprise.

Northern Way enterprise education in FE initiative

This important programme in the North of England aimed to demonstrate how colleges can help to meet the enterprise needs of the economy, particularly in terms of fostering business start-ups, innovation, social enterprise and corporate enterprise activities. By doing so, the initiative aimed to embed enterprise in FE.

The initiative ran between September 2006 and March 2008. It was funded by the three RDAs which make up the Northern Way – One NorthEast, the North West Development Agency (NWDA) and Yorkshire Forward – to the value of £712,000.

Across the three regions, 32 colleges took part – ten in the North East, ten in Yorkshire and the Humber and 12 in the North West. Each of the participating colleges received a grant of £9,000 which could be used for a variety of purposes, including enterprise events (for example, events in the style of Dragons' Den involving students), to invest in small student start-ups, to invest in training activities for staff, to buy in external expertise or to buy materials, documents or equipment to support enterprise activities.

Each of the colleges nominated three members of staff to act as enterprise champions. When interviewed for our evaluation, the Northern Way stated that this had been a critical success factor in the initiative. The enterprise champions undertook CPD training and were responsible for disseminating learning throughout their colleges.

As the programme is spread across a wide geographical area, the initiative aimed to ensure that the courses were valued by the FE staff so that attendance would be positive. The programme organisers recruited guest speakers and business support agencies to provide their insight and expertise into the programme. Furthermore, a great deal of discussion was facilitated so that colleges could learn from each other. When interviewed, a representative of the Northern Way stated that attendance at the events had been very positive as a result of these factors and the content of the courses.

This content differed from that of the workshops being carried out as part of the Enterprising FE programme, focusing on providing staff with the means to encourage start-ups among students. This included examining topics such as how to research whether there is a market for a product, how to secure finance and how to legally register a business. This meant that the champions could then encourage their students to think about these subjects.

In order to disseminate learning, the enterprise champions were responsible for communicating what they had learnt within their colleges. Many did this by running internal courses so that other members of staff were exposed to thinking about enterprise. This was critical in enabling enterprise to be embedded across the colleges and throughout a range of subject areas.

A key challenge identified above is resistance to change. In order to overcome this, the Northern Way's initiative sought to communicate that enterprise should become embedded within the curriculum, rather than being an add-on. The funding provided the colleges with the opportunity to do this, along with the work of the enterprise champions. This meant that enterprise was not just considered by business studies departments, but across all faculties. In addition, the Northern Way stated that it was critical to obtain buy-in from senior management. This provided staff with the support needed to trial enterprise-related activities.

North West FE Enterprise Hubs

The FE Enterprise Hub project (www.enterprisenw.org) is a new initiative funded by the NWDA and delivered by Enterprise Advisor Service North West (www.enterprise-advisor.com). The initiative forms part of the NWDA's undertaking to promote and embed processes and structures that will help to create an enterprise culture in order to boost the productivity of the region.

Thirteen college-based enterprise hubs are being supported to become centres of excellence, to raise awareness and support enterprise education across FE and secondary schools. With a strong focus on cross-sector projects, the hubs aim to develop and embed a culture of enterprise within colleges and to assist schools and colleges to work together more closely to ensure that the move towards increased enterprising activity within the educational arena is better synchronised across sectors. The project funds a half-post middle manager within each of the 13 colleges to work across the college and with local secondary schools.

Enterprising Yorkshire

In Yorkshire & Humberside, former CoVE Park Lane College Leeds is the lead in a consortium of colleges delivering a programme of CPD, resources and support for lecturers. A regional enterprise coordinator is in place to disseminate best practice and to encourage partnership working between colleges and across sectors. A network of enterprise champions has been established to provide a conduit for the exchange of ideas.

Wales

The WAG funds a comprehensive programme of support for enterprise and entrepreneurship education across all educational sectors. It uses the term 'entrepreneurship' to refer to the wider development of entrepreneurial attitudes that in England tends to be referred to as enterprise. Conversely, in Wales 'enterprise education' refers to the development of skills associated with business start-up.

The Youth Enterprise and Entrepreneurship Strategy for Wales (YES), first launched in 2004, provides a common model of entrepreneurship learning and a delivery framework under the brand 'Dynamo'. The aim is to develop and nurture self-sufficient entrepreneurial young people, who will contribute positively to economic and social success, in all communities across Wales. The model is built around four key dimensions of entrepreneurial behaviour – attitude, creativity, relationships and organisation (ACRO) – and incorporates:

- One enterprise champion post in every college and HEI, part-funded by the WAG.
- Dynamo role models – local entrepreneurs who inspire young people.
- Dynamo curriculum materials and support for college staff to use the materials.
- Dynamo Curriculum Exchange – a network of teachers and lecturers from across Wales who get together to share experience and learn from each other.
- Eleven consortia of FE and HE providers, formed to encourage the sharing of best practice and to avoid duplication of effort.
- A discretionary fund to support innovative and creative approaches to developing entrepreneurial capacity.

A recent review of progress against the action plans within this strategy reveal good progress in the areas of awareness-raising, embedding of entrepreneurship within learning and support for start-ups. It is particularly interesting to note that in Wales entrepreneurship has been integrated within the National Curriculum, included in the Welsh Estyn¹⁶ inspection framework, the Careers and the World of Work¹⁷ framework and the Welsh Baccalaureate. These developments act as drivers for change although the review also highlights that there is still a gap in teachers' and lecturers' understanding of the term entrepreneurship and the connection with the ACRO model described above. The development of revised YES action plans is underway and these were launched in March 2010.

Support from the senior leadership of colleges has been identified as being as crucially important in Wales as it is in England. The WAG has worked closely with principals to support them to change cultures within their colleges and support the work of the champions; sign-off from the principal was a pre-requisite for participation in the champion scheme and has been secured in every case.

The Head of Enterprise at the WAG has identified the fact that it is more straightforward to introduce a comprehensive programme in Wales than it would be in England, because Wales is a smaller country where ministers take a direct interest in what is happening within the relatively small number of colleges. Nevertheless it has taken some years to establish the programme and it is constantly under review, with close attention paid to measuring impact and benchmarking against other European states.

A further significant catalyst for change has been participation by every Welsh college in the annual Global Enterprise Challenge (www.globalenterprisechallenge.org.uk) that has acted as a competitive stimulus to encourage the adoption of entrepreneurial approaches to problem-solving.

16. The office of Her Majesty's Inspectorate for Education and Training in Wales

17. Welsh Assembly Government (2008). 'Careers and the world of work: A framework for 11-19-year-olds in Wales.' WAG, Cardiff.

4. Delivery model and summary of project progress to date

4.1 Delivery model

The delivery model devised by Oxford Brookes and agreed with the funding partners aims both to assist colleges to develop their students' enterprise capabilities and to assist colleges to be more enterprising in all that they do. The objective is to ensure that the FE sector in the South East develops a more enterprising vision for the future, extending to student skills, college improvement, student retention, employability-enhanced employer engagement and access to more diverse funding streams. The model is innovative and experimental and it is hoped that lessons learned over the course of the pilot will help to inform national policy related to enterprise in FE.

We noted earlier that if these objectives are to be achieved there must be a change of culture at the very top level within colleges. The Oxford Brookes team understands this very well and for this reason the programme that has been devised is a holistic one based on the development of creativity skills. These will generate more enterprising behaviour among the target audience of senior managers involved with both curriculum and business development.

The delivery team has developed an innovative model of workshops, supporting materials and resources that are designed to support senior leaders within colleges to understand the role that creativity can play when developing a more enterprising college. The programme aims to test the model and adapt it over time in response to feedback and impact measures. Over time the team will also establish a network of mentors and enterprise champions and will work with other enterprise organisations such as Enterprise UK and the SSAT to develop a network of enterprise educators.

4.2 Consultation, communication and programme development

A comprehensive consultation exercise was undertaken in the early months of the project to inform the tailoring of the programme to meet the needs of the target beneficiaries. This was undertaken chiefly by the project director and involved regular personal contact with senior college managers. Project reports from Oxford Brookes indicate a highly positive level of support for the project.

A database of key senior-level contacts within all the colleges of the South East has been compiled and used to raise awareness of the programme, with communication targeted at appropriate personnel since the start of the marketing campaign in February 2009. The data will be refined over the course of the programme as more information becomes available.

The project director has had significant success in raising awareness of the programme nationally and internationally. A comprehensive list of profile-raising activity has been supplied and includes the presentation of papers at three conferences: the International Entrepreneurship Educators Conference (IEEC); Learning & Skills Research Network (LSRN); and The Institute for Small Business and Entrepreneurship Conference (ISBE) – as well as a meeting with the British Council and publication in the *HR and training journal*. The project director has also continued his personal involvement with regional and local awareness-raising activities.

Robust mechanisms have been established for managing the project and advising and guiding the delivery team at three levels:

1. The internal Oxford Brookes project team, which meets once per month or as required.
2. A project management group, consisting of Oxford Brookes, SEEDA and NESTA, which meets quarterly.
3. An advisory group, consisting of a wide range of stakeholders from across the UK, which meets approximately three times per year.

The views of participants have been recorded through an internal feedback mechanism within each workshop. Given that the Enterprising FE programme is a pilot, continual improvement on a workshop-by-workshop basis was seen as a necessity from the outset. Participants are provided with the opportunity for direct feedback to the workshop delivery team as well as an anonymous feedback form, asking participants to rate the workshop on a variety of performance indicators and to suggest changes. This information can be fed back to the project management group via the Oxford Brookes project team.

4.3 Workshop series

The findings of the demand study undertaken by the Mackinnon Partnership, prior to the commission and delivery of the Enterprising FE programme, indicated that there was demand among a number of colleges in the South East for a professional development programme which would support colleges in promoting enterprise education to their students.

The workshops have been used to deliver this programme to individuals representing FE colleges across the South East, with the aim of raising the profile of enterprise education and ultimately fostering a culture of enterprising and innovative behaviour among young people.

From the outset it was envisaged that the target audience for the programme would be senior managers, senior curriculum leaders and senior academic staff. It was felt that these individuals would be best placed to develop and implement an enterprising agenda within their colleges at a strategic level. The demand study indicated that while demand generally was not particularly strong, the workshops could be used to stimulate demand among FE colleges by engaging with those institutions enthusiastic about a development programme.

Relevant individuals from FE colleges across the South East were invited to take part in a series of three half-day sessions, with each session building upon those which had previously taken place.

Workshop aims

The aims of the workshops broadly fitted into the overall aims of the project, in that they were designed to build the capacity and capability of FE colleges. More specifically the workshops were intended to:

- Raise awareness of the national enterprise agenda among FE managers and strategy developers.
- Provide an opportunity for senior managers and those involved in curriculum development to determine ways to engage more actively in enterprising activity.
- Empower enterprise champions to encourage other organisations and institutions to take part.
- Provide tools known as 'enterprise hooks' (see section 4.5) to enable enterprise activity and track outcomes relating to increased enterprising behaviour.
- Raise understanding of the barriers to developing enterprising behaviour, and introduce methods of overcoming them.
- Encourage sharing of enterprise education best practice among participants.
- Stimulate demand for an enterprise initiative among colleges.

The workshops provided senior managers in strategic roles with time and space to think about how they could encourage enterprising behaviour and attitudes within their colleges.

It is intended that the programme will engage with 100 senior managers and curriculum developers over the three-year period 2009-2011. Each learning opportunity would be for a minimum of six hours and could be made up of different delivery methods – not just face-to-face sessions. The delivery will be broken down as follows:

- Year 1: 20 participants.
- Year 2: 40 participants.
- Year 3: 40 participants.

Progress to date

Table 3 on page 19 provides a breakdown of those workshops conducted so far (as of December 2009), in terms of attendance and participant type.

A process of continual monitoring and improvement is being utilised by Oxford Brookes to identify positive changes which can be implemented within the workshop programme.

Changes to the workshop delivery

One of the initial challenges of the workshops was encouraging consistent attendance between groups. Consultation with potential participants identified a number of possible causes of inconsistent attendance including:

- Timing of the dates with respect to holiday periods.
- The interval between workshops.
- The half-day attendance requirement.

Table 3: Attendance and participation at workshops

Cohort 1	Attendee count			Period of delivery	Attendee description
	W1	W2	W3		
Group A	5	6	3	May–Jul	Senior managers and curriculum developers from a range of colleges
Group B	8	7	N/A	Oct–Nov	Senior managers and curriculum developers from a range of colleges
Group C	13	10	N/A	Oct–Nov	Single College Model (Amersham and Wycombe College)

- The current climate and challenges for FE senior managers.

As a result of this feedback mechanism, and consultation with the project management group, course schedules have switched from three half-day sessions, to one full day and one half day. This reduces the travel burden on those participating and improves continuity between groups.

In response to feedback from one delegate, a single-college model has also been tested, where all participants are from a single FE college. For these workshops (Group C in the table above) individuals from a range of roles attended, contrasting with the earlier model which focused on senior manager and curriculum coordinator attendance.

4.4 Website

The website (www.business.brookes.ac.uk/futures/cred/enterprisingcolleges) has been designed to provide background information and access to additional resources to support beneficiaries and their colleagues before, during and after the workshop programmes. Information about the package of support, workshop dates, downloadable flyers and online registration are available to support recruitment. Thought papers support the rationale for the programme while enterprise hooks, the Enterprise Grid (see section 4.6) and a creative thinking reading list provide practical resources to assist colleges to introduce enterprise.

4.5 Enterprise hooks

Enterprise hooks are organised into two categories: enterprise in the curriculum and enterprise in the college.

Enterprise in the curriculum

This collection of case studies aims to demonstrate how enterprise themes can be introduced into different areas of teaching and learning. The collection starts with details of how to use the SCAMPER creativity tool that is introduced during the workshops. Five full-length case studies and four sets of mini case studies present wide and varied approaches to introducing enterprise within a variety of curriculum areas. Many of the areas covered are those that

are often seen to present particular challenges when colleges are considering introducing enterprise, for example modern languages, history, physics, English and mathematics. Furthermore the cases present methods for developing broad enterprise skills and attitudes rather than focusing on business start-up.

Enterprise in the college

Materials available here include information about knowledge transfer partnerships, Business Link's start-up service and the link between enterprise and employability. There are also details of a self-assessment tool for measuring efficacy among participants of enterprise programmes.

4.6 The Enterprise Grid

A one-year subscription to the Enterprise Grid from TDK Business Technologies is provided free of charge for all colleges participating in the programme. This tool enables colleges to record and track enterprise activity and is designed to be used as part of their strategic planning activity.

4.7 Integration with national enterprise initiatives

National organisations such as the Lifelong Learning Network have fed into the programme on the issues surrounding progression from FE to HE and the way in which enterprise can be embedded across sectors. Linking the programme into regional enterprise networks has also been explored, to encourage the sustainability of the programme in the future.

In order to reinforce the message being promoted by the Enterprising FE programme, there has been an active development of links with other initiatives to maximise the value of the programme.

The Enterprising FE programme is a pilot initiative, with the programme still in a formative stage, therefore much of the focus of developing national links has been on raising awareness of the programme among a national audience.

It is important that the programme does not duplicate work taking place elsewhere, and that alternative initiatives are not sending out mixed messages about enterprise education and the ways it can be introduced into the classroom. The programme's profile has been raised by contact with national enterprise organisations, both through face-to-face meetings and through presentations at events such as the EEUK/NCGE conference and the Learning and Skills Research Network summer conference.

The advisory group, with members from across the enterprise spectrum, provides broad knowledge and experience of the enterprise initiative. This allows the programme to develop without encroaching upon or duplicating the remit of work being done elsewhere.

5. Interim findings and recommendations

- Many of the participants who have been consulted have only recently completed the workshop series and are only able to comment on the immediate impact of the programme, rather than any long-term changes that have taken place. We will interview the same cohort after six months and one year to provide a more robust assessment of medium-term and potential longer-term impact.
- The overwhelming feedback from programme participants has been that the workshops have provided an extremely valuable opportunity to develop individual creativity skills, but there has been a mixed response regarding the potential for college-wide impact. Senior-level participants have generally expressed very positive views about the likely medium- and long-term impact of the programme. Among middle managers and lecturing staff in particular, however, there is still the view that there are significant barriers to wider uptake – mainly related to college culture and colleagues' resistance to change.

This underlines the importance of working intensively with senior leaders to assist them to understand the role that enterprise and creativity can play within the college environment. We recommend that the policy of focusing on senior leaders should be maintained and more work should be done to influence senior leaders to participate in the programme and introduce enterprise strategies within their colleges.

- Feedback from the first workshop group included suggestions that the programme needed more adaptation to the FE environment, but there has been no suggestion of this from the second or third groups. We believe that this reflects the fact that the delivery team has already modified the programme to meet college needs more closely. This is therefore a positive finding, indicating the success of the internal feedback mechanism. It should also be noted that the first group was extremely small and therefore their views may not be adequately representative.
- Feedback has been almost exclusively related to the workshop programme. Although other resources have been developed and made available by Oxford Brookes, there is a very low level of awareness and uptake of these resources. For example, despite the fact that participants are told about enterprise hooks at the workshops none of those interviewed had accessed them and many seemed to be unaware of them. This is partly a reflection of time pressures within colleges but also suggests that a more rigorous approach to raising awareness of the existence and value of these resources might increase their use, thereby increasing the overall impact of the programme.
- An alternative approach of delivering workshops to a single college has been tested, to assess whether there is a benefit from engaging with a larger group within a single college (as opposed to attendees from several colleges from across the South East). The senior staff from this cohort were positive about the overall impact. Lecturing staff and

middle managers, however, were positive about the benefit to them as individuals but felt less confident about introducing enterprise into their day-to-day work. There was a suggestion that culture change needs to take place among the leadership before there can be significant impact lower down the college. This programme is predominantly focused on raising awareness of the value of creativity and enterprise, and therefore has naturally focused on working with as many of the senior management team as possible with middle managers and lecturing staff being less involved at this stage. We will continue to compare the impact of these different approaches over the next year.

- Although this pilot programme is focusing on the senior leader level, there are other programmes such as those delivered by Enterprise UK and the SSAT that provide support for staff who are working directly with students on curricular and non-curricular programmes. Those interviewed were mostly unaware of the additional support offered by these organisations, so an opportunity exists to increase the breadth of support available by strengthening the links between the Enterprising FE programme and these initiatives.
- Advisory group members have also noted that they are keen to learn from the programme and have not yet had the opportunity to do so. We suggest that it is too early for this but note the importance of widely sharing the lessons learned as outcomes become clearer.

Appendix A: List of those consulted

Stakeholders and Advisory Group Members

Jan Edrich	Association of South East Colleges (AoSEC)
Nick Rousseau	Department for Business, Innovation and Skills (BIS)
Kate Fredericks	Enterprise UK
John Stone	LSN
Aidan Jackson	Lifelong Learning UK
Iain Mackinnon	Mackinnon Partnership
Gerard Darby	NESTA
Andrew Millar	NESTA
Christina Hartshorn	SEEDA
Helen Beardmore	SSAT

Delivery Partner

Richard Beresford	Oxford Brookes University
John Corlett	Oxford Brookes University
Liz Brown	Oxford Brookes University

Participants

Steve Billcliffe	Abingdon and Witney College
Caroline Cooper	Amersham & Wycombe College
Moir Hamer	Amersham & Wycombe College
John Spencer	Amersham & Wycombe College
Simin Alaei	Amersham & Wycombe College
Lynda Pickering	Basingstoke College of Technology
Ian Francis	Oxford & Cherwell Valley College

Participants cont.

Neil Edwards	Oxford & Cherwell Valley College
Carolyn Andrew	Stanmore College
Sandie Dinnen	Stanmore College
Chris Meunier	Thames Valley University Reading

Others

Joy Addinsell	Enterprise Adviser Service North West
Simon Heaton	Leicester College
Alison Price	NCGE
Mike Hawkins	One NorthEast
Deborah Dean	SSAT Yorkshire & Humber
Chris Shaw	Unleashing Enterprise (emda)
Sue Morgan	Welsh Assembly Government

Appendix B: Examples of enterprise hooks

Example 1: From the Enterprise in the Curriculum pack

Enterprise in the Curriculum: SCAMPER

SCAMPER is an idea generation tool (or to be precise a set of nine idea generation tools) which can help people in organisations to solve problems creatively. It was originally created by Robert Eberle, an educational administrator in the US, but gained wider recognition in Michael Michalko's seminal book *Thinkertoys* (in 1991).¹⁸

The principle itself is fairly simple. Whenever we are looking for new ideas – in this case, in an FE context – passively waiting for inspiration can be counter-productive because it can often take too long, and achieve too little. Far better to use provocative mind tools which can help us to jolt our brains out of traditional thinking patterns, and enable us to come up with alternative and additional ones.

SCAMPER

The acronym SCAMPER encourages us to manipulate existing thought patterns by asking ourselves a series of creative thinking questions using action-orientated verbs.

S = Substitute	What if I could substitute this for that?
C = Combine	What if I could combine this with something else?
A = Adapt	What if I could adapt or borrow an idea from somewhere else?
M = Modify	What if I could modify this concept, or magnify it, or minify it?
P = Put to other uses	What if I could apply this to a completely different context?
E = Eliminate	What if I could eliminate it?
R = Rearrange	What if I could reverse this, or rearrange its parts?

In fact, in the business world of enterprise, it is virtually impossible to think of an innovation we admire which has not used elements of SCAMPER in some way. For example, Dyson 'eliminated' the bag, the company Umbro got their name by 'combining' the 'um' from Humphreys with the 'bro' from Brothers, and Stella Artois 'reversed' the concept of beer costing too much from a negative into a positive with the strapline 'reassuringly expensive'.

Similarly, from an FE perspective, SCAMPER can be used to encourage and promote a range of fresh options we may not have considered before, from the incremental end of the spectrum to the radical end of the spectrum.

18. Michael Michalko (1991), 'Thinkertoys: A Handbook of Creative Thinking Techniques.' Ten Speed Press, California.

Perhaps it is no coincidence then that Robert Eberle earned his place in 2004 in the Creative Education Foundation's Hall of Fame for being a 'tireless devotee of creative thinking' who 'carried his message far and wide in the education world', and also enterprisingly turned SCAMPER into a product, *Creative Games and Activities for Imagination Development*.

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Example 2: From the Enterprise in the College pack

Enterprise in the College 3: Employability

Why? The rationale for employability

One of the key agendas and objectives of FE colleges is of course employability, and enterprise education delivers on that objective any which way you look at it.

Enterprise is about vision, adaptability, flexibility, persuasiveness, confidence, competitiveness, risk-taking, perseverance, discipline, organisation. In today's global, dynamic economy, such entrepreneurial attributes are a must-have for all organisations and possessing entrepreneurial skills clearly enhances employability: employer surveys reveal employers calling for future employees to leave school and colleges with a 'can-do' attitude, a willingness to take on responsibility, a creative and innovative approach to solving problems, the ability to cope with uncertainty and change and make reasonable risk/reward assessments. Surveys amongst employers recruiting from FE colleges reveal that enterprise skills are deemed to provide added value in the job market. No longer a 'nice-to-have', entrepreneurial attributes are considered by employers as 'intermediary' rather than 'sophisticated level' skills. Indeed for some employers enterprise education should be viewed as a basic skill along with numeracy, literacy and ICT. The link between successful employment and enterprise appears clear.

But the scope of employment is not limited to paid employment, and again enterprise provides an important link. If entrepreneurship is about identifying an opportunity, creating something innovative, adding value, having or developing the capacities necessary to deliver on that idea and showing commitment to see it through, these attributes can be manifested in self-employment as much as employment (in entrepreneurial or 'intrapreneurial' people). Developing the entrepreneurial abilities of young people allows therefore for the full-range of employment opportunities to be open to them. Not only are single-person companies the numerically dominant type of business organisation, but according to a recent survey by Make Your Mark, self-employment is still the most appealing career option for young people.

In the imperative but also considerable personal efforts made in FE to achieve employability, enterprise provides opportunities to support destination outcome measures across multiple categories. Enterprise allows for a concern with employability to consider that it is not only about 'learning provision for the next rung of the ladder or the rung after that' but also for 'changing ladders or falling off ladders' – in other words the portfolio working environment. Employers of FE students recognise the significance today of the interplay between employees and the self-employed, recognising in a recent survey that their success depends on the quality of their suppliers as much as of their own employees, and that many of their employees would one day become these suppliers.

Not only does recognising the link between enterprise and employability richly support destination objectives, it can also support other imperatives such as internationalisation and the alternative funding streams. Being enterprising is key to employability and where a college is able to get this message across to its students, employers and relevant

funding agencies, successful opportunities exist to develop new links with employers but also internationally. Increasing interest in the UK by overseas students in itself of course provides valuable revenue for colleges, but employability and enterprise are useful vehicles as illustrated by the British Council's Skills for Employability partnership programme.

How? Embedding employability in colleges

Examples of good practice in embedding entrepreneurship and employability in FE exist across the sector. A range of interconnecting activities can serve help students 'position themselves' for self-employment, intrapreneurship or the portfolio world of work:

- Engaging students in an ongoing personal development planning process (PDP).
- Designing activities to allow students to apply their knowledge in practice.
- Focusing course design on relevant skill development (with credit awarded for subject-specific and generic personal enterprise and employability skills).
- Recognising work-based learning (e.g. based on short/part-time work experience).
- Working closely with careers facilities or better still integrated careers education.
- Establishing employer partnerships (working with employers to identify future skills needs, curriculum design and delivery, careers services, funded projects).
- Ensuring staff development includes personal interpretation of entrepreneurship.

Lewisham College

Through a research project with City and Guilds Centre for Skills Development, Lewisham College's embedding of enterprise recognises enterprise as "far more than a subset of employability skills: skills for both starting up business as well as the expertise to think in a creative way that can improve and sometimes challenge a business to do better". Recommendations include: conducting an institutional self-review which in itself provides useful insight; considering whether the terminology being used is meaningful to all students and employers ('skills for work' rather than employability); conducting a programme-led approach to aid new project decision-making; recognising the need for sector-specific employability skills (e.g. numeracy for catering or engineering) but also the benefit of sharing good practice across sectors; allowing teaching staff freedom to decide how to develop this in their teaching. For more information see www.skillsdevelopment.org.uk.

Deloitte Employability Course

Developed in consultation with employers and colleges, the Deloitte Employability Course has been delivered through FE colleges across the country with the intention of helping students "with the skills, attitudes and behaviours they will need to secure and sustain employment". Winning numerous training awards, the programme seeks to address some of the important areas identified previously as key for employability and enterprise including not just CV writing (i.e. helping students position themselves for the world of work) but also developing many of the skills sought by employers which closely match those identified as entrepreneurial, including: self-confidence, understanding the workplace, initiative, positive attitude, presentation, communication, dependability, and goal and objective setting. More funding is available for a further 80,000 students. See www.deloitte.co.uk/employability.

British Council Vocational Partnerships

The British Council funds UK training providers and consortiums that are interested in forming collaborative partnerships with vocational training institutions in the Near East and

North Africa, Central and Southern Asia, and South East Europe. The British Council does this through regional Vocational Education and Training projects such as Skills for Employability and Skills @ Work. Projects aim to encourage skills development in these regions but also to encourage closer links between education and industry through engagement of employer organisations in an industry-driven curriculum. These international partnerships of course offer multiple off-shoot opportunities for colleges. Examples of partnerships span the areas of tourism, ICT/telecommunications, business, fashion design and manufacturing. See www.britishcouncil.org/learning-international-experience.htm.

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Appendix C: Enterprise Activities – Learning Outcomes

	Enterprise knowledge and understanding	Enterprise skills	Enterprise attributes
Enterprise capability	Organisation, innovation, risk, team work, managing change and personal effectiveness	Decision-making, thinking and learning skills, design and make skills, leadership, managing risk, selling, team-working and key skills	Self-reliance, can-do approach, responsibility, ambition, open-mindedness, respect for evidence, pragmatism, commitment
Financial capability	Money, credit, investment, costing projects, personal finance and insurance	Budgeting, financial planning, personal risk management	Take responsibility for the impact of financial decisions
Economic and business understanding	Market, competition, price, efficiency, economic growth, organisation of business, world of work	Decision-making, judgements, investigate simple hypotheses	Taking an interest in economics, resources, role of business and its responsibilities

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- Enterprise UK
- Learning and Skills Network
- Leicester College
- Lifelong Learning UK
- The Mackinnon Partnership
- National Council for Graduate Entrepreneurship
- One Northeast
- Oxford & Cherwell Valley College
- Specialist Schools and Academies Trust
- Stanmore College
- TVU Reading
- Welsh Assembly Government

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