

# Embedding Enterprise within Initial Teacher Training in Yorkshire & Humber: an evaluation

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## ***A Progression Model for Entrepreneurship Education Ecosystems in Europe:***

*All teachers receiving entrepreneurship education as an integral part of their initial and their continuous in-service teacher training.*

### **Context**

The Embedding Enterprise in Initial Teacher Training (ITT) programme, managed by YPEF Services Ltd (now known as Youth Enterprise Services) and funded by Yorkshire Forward as part of the wider £2.5m Embedding Enterprise in Education Programme, was established in 2008 to address an identified need to develop enterprising attitudes and behaviours in student teachers in order that they are qualified and motivated to inspire the same in their students and foster an enterprising culture in schools.

This report outlines the key areas of impact of the programme on participating student teachers and ITT providers. It also sets the Embedding Enterprise in ITT programme in its policy context, taking into account current reforms, and offers perspectives on the future of enterprise education in ITT, making recommendations for key stakeholders.

A recent Ofsted report<sup>1</sup> based on data from 28 primary and 100 secondary schools, cites that “many of the teachers deployed to deliver aspects of enterprise education were non-specialists, who had little or no training or experience of this area. This limited their confidence and ability to teach effectively.” In addition, extensive research and consultation with employers reveals that many feel that young people today are leaving school and University without the skills and attitudes they need for work and life<sup>2</sup>. The CBI EDI Education & Skills Survey of 566 employers carried out in 2011 indicated that 70% want to see the development of employability skills among young people made a top priority in education.<sup>3</sup>

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<sup>1</sup> *Economics, business and enterprise education*, Ofsted, June 2011  
<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Economics-business-and-enterprise-education>

<sup>2</sup> *UK Commission for Employment and Skills, National Employer Skills Survey for England*, 2009  
<https://ness.ukces.org.uk/Hidden%20Library/NESS09/FINAL%20NESS%20Main%20report%20for%20the%20web.pdf>

<sup>3</sup> *Building for Growth: Business Priorities for Education and Skills*, CBI 2011  
<http://www.cbi.org.uk/pdf/20110509-building-for-growth.pdf>

Though the establishment of the Embedding Enterprise in ITT programme predates the above research, it was based on earlier evidence pointing to similar development needs in teacher training and professional development. The programme was a partnership between YPEF Services Ltd and a range of ITT providers in the Yorkshire region. The objectives of the programme were to improve the quality and consistency of training on enterprise education and enterprising learning during ITT; to enhance the employment prospects of Newly Qualified Teachers (NQTs) from participating ITT providers; and to create stronger and more meaningful educational links between ITT providers, colleges, schools, local businesses and third party agencies.

Participating providers agreed to fulfil a set of core requirements, which are outlined in Figure 1 below. YPEF Services Ltd encouraged individual providers to implement these requirements in whichever way was most appropriate for their institution, and consequently each developed a slightly different approach.

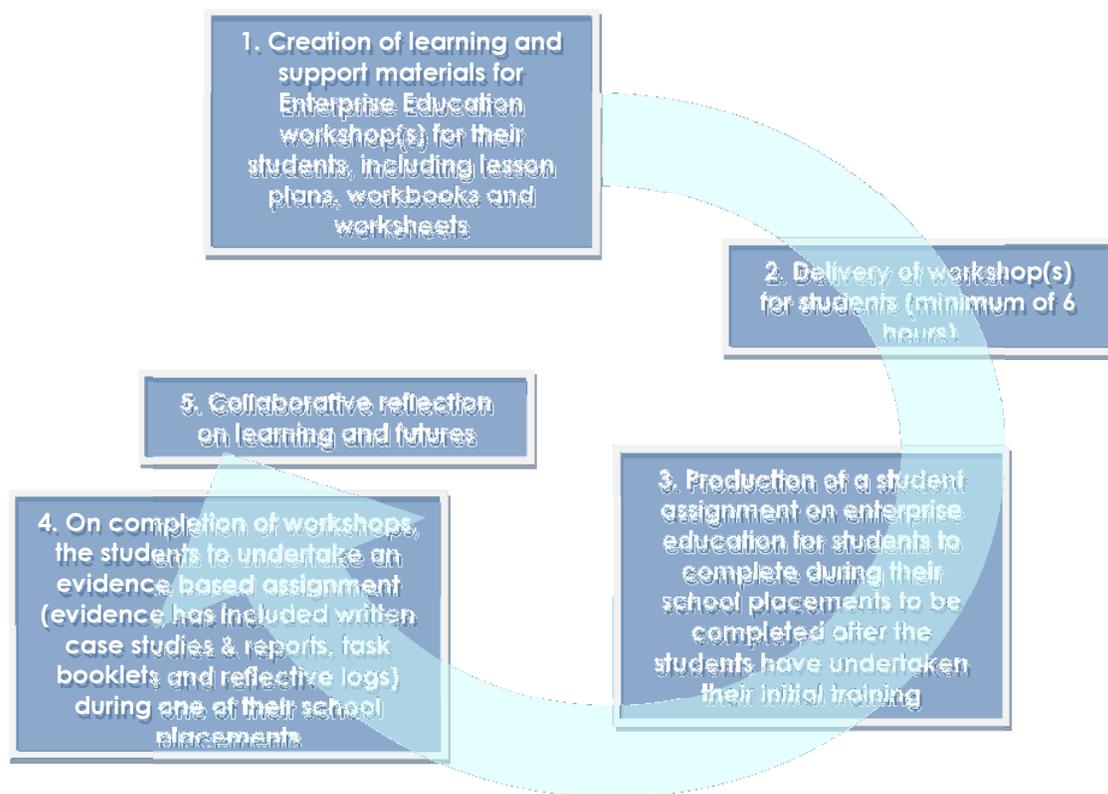


Figure 1: Embedding Enterprise in ITT - core requirements

Table 1 provides an overview of the programme.

ITT provider	Years participated	Total student participants	Course
Leeds Trinity & All Saints University College	2008-2011	259	PGCE Secondary
Leeds University	2008-2009	17	PGCE Secondary
Sheffield Hallam University	2008-2009	43	BEd Primary third year, PGCE Secondary, GFT
McMillan School of Education, Bradford College	2009-2011	363	PGCE Secondary PGCE Primary BEd Secondary
Hull Training	2010-2011	45	FE Tutors and Assessors undertaking various teacher training courses
Hull University	2010-2011	75	PGCE Primary
Rotherham College of Arts & Technology	2010-2011	30	PGCE and Cert Ed ( Post 16)
Hull College	2010-2011	30	Pre Service 14-19

Table 1

## Outcomes

The Embedding Enterprise in ITT programme had wide ranging and sometimes transformational outcomes at both individual and institutional levels.

### Impact on student teachers

*“Opened my mind up to what’s possible.”*

#### *1. Knowledge and Understanding*

All Providers have facilitated increased understanding of enterprise and its application in a school setting, and students clearly evidenced the contribution of the theory-based context setting by citing how they had gone on to run activities for their peers, and also used their new skills during school placements. For some students the sessions reinforced and consolidated their existing understanding and philosophies. For others the experience was transformational.

*“I have a better understanding of enterprise education and have developed strong enterprise skills myself that I can model and teach in the classroom.”*

*“I’ve realised how I can use it to teach applied science, starting with a real world example then working back to the actual science.”*

Some tutors articulated benefits of a greater understanding of enterprise that are much harder to define.

*“clearly different understanding of what enterprise is at the end of their time with us than at the beginning in that it’s not just a school tuck shop, it’s something more systemic in the way in which pupils learn and they teach.”*

*“They see how enterprise is integral to teaching and learning. Enterprise isn’t what you do; it’s who you are.”*

## **2. New and effective ways of working**

Tutors confirmed that students’ classroom style and approach to teaching and learning was positively influenced by their experience of the enterprise programme.

*“When outlining problem or scenario at top of lesson they adopt enterprising skills. The structure of lesson is different.”*

Students were very positive about their experiences and had immediately seen application and integration opportunities within their own teaching practice. They were able to give examples of how they had used their enterprise skills during school placements, and the benefits of doing so.

*“I have employed enterprise when teaching about Consumer Law and Marketing by getting pupils to create a product and pitch it to me and staff members as if they were on Dragons’ Den. Pupils loved creating the product working in groups, presenting their cases and the role-play involved. I intend to continue incorporating enterprise education wherever and whenever I can in citizenship.”*

And many students cited the opportunity to work with students from other subject disciplines and see how cross curricular working can happen as a key benefit of their experience.

*“This was the first time we’d worked in groups with different subject areas. It gave us different perspectives and ideas.”*

*“It’s best when it’s integrated – it’d be great to plan a project across the whole school so that each subject area would take responsibility for the elements most relevant to them – maths doing the budget etc.”*

## **3. Behaviour and progression**

Students and their tutors were also able to provide anecdotal evidence of the impact of students’ increased understanding of enterprise in securing a job at the end of the course suggesting that many head teachers viewed specific enterprise education favorably. Evidence supplied by students and tutors indicates that enterprise capability can fundamentally influence a student’s approach to teaching, shaping the type of teacher they become.

*“I bigged up my involvement in it on my application form, and I am employed on a permanent contract as a result.”*

Tutors who have kept in touch with graduates, or who come into contact with them again, usually when they get jobs locally and become mentors or managers of new students, see that the enterprise experience continues to make an impact. One former student from Leeds Trinity and All Saints University College’s pilot group is now Head of Department at a Bradford school. He confirms that what he learned on the enterprise programme had an impact on him and the way he teaches that he now passes that on to more junior teachers.

Some Providers talked about graduates of the enterprise programme going on to cascade their learning amongst colleagues, and influencing school culture through introduction or enhancement of enterprise.

#### Impact on ITT Provider institutions and staff

The development of different elements of the delivery models in each provider institution has led to improved practice, and in some cases the development of new modules or courses. Collectively the participating providers have developed a wealth of experience, techniques and strategies which means that providers are able to comment critically and with experience on how Enterprise Education can be successfully taught in ITT.

Providers have tried new approaches by delivering the enterprise programme, and have used this to inform development of their overall provision, transferring successful methodology to other areas and influencing colleagues within and beyond their own faculties:

*"[we learned] the importance of mixing students up, thinking more holistically about their development... Next year we're having an Inclusion Week to look at issues such as diversity, SEN, ESL... We'll mix all the students up; something we probably wouldn't have done without having done it successfully for the enterprise day."*

Individuals have also taken inspiration from the facilitation of enterprise learning to develop their own teaching.

*"Staff saw that students were really motivated and excited by the enterprise day... [some] are considering less didactic methods.... Rethinking lecture based knowledge transmission to think about other ways of doing things."*

## Ensuring sustainability

Evidence from the varied approaches of the participating providers suggests a set of core principles that can contribute to the success and sustainability of the intervention.

### 1. Inspire, innovate, engage and challenge

- Create fun, inspirational, high quality experiences that are rooted in a real practice drawn from students' own experiences and understanding of enterprise education in its widest context.
- Create a menu of experiences mapped to student readiness and capability with short events followed by more, deeper, frequent and sustained interventions.

### Case Study 1: Inspire, innovate, engage and challenge

Sheffield Hallam University's enterprise programme is externally facilitated by Rotherham Ready, giving student teachers access to external expertise, and a perspective from outside the education sector. The format of the learning opportunity has changed each year giving Rotherham Ready and the faculty a chance to experiment with different approaches.

Delivery over several shorter sessions has allowed the faculty to track student progress and change in attitude more easily, building a more discursive and long term relationship with them.

The initial and most well established programme is with third year BEd primary students, where all now have a compulsory 6 hours' enterprise education provision as part of a module on values-based education after two years' worth of different opt in sessions. Provision was extended to secondary PGCE and GTP trainees in 2010-11. The programme has usually happened in the Autumn term, and students complete task related written work during their school placements.

### Case Study 2: Inspire, innovate, engage and challenge

At McMillan School of Education at Bradford College the learning opportunity is offered as a compulsory single Enterprise Day between first and second placements in February so that the PGCE students participating can already see how the theory would apply in a school setting, and still have the opportunity to apply their new skills in their second placement. A different group of student teachers is tasked each year with delivering the days' activities, which are prepared in advance by the faculty. There are additional benefits to this group of students, who staff believe get the most out of the day.

*"... This gave us a great opportunity to develop our Enterprise skills and teaching skills. This gave us a true experience of how Enterprise works as we had to manage ourselves, create resources and simply organise the event entirely for 150 PGCE students."*

*Student teacher*

## 2. Organisational structure, culture and sustainability

- Ensure that the organisational culture embraces change and reflective practice and risk taking and is supported by an enthusiastic and committed champion with strong leadership and advocacy skills.
- Support cross subject specialism working, enabling students to work with others from different disciplines and Key Stages.
- Strengthen validity and recognition by using logos on student certificates.

### **Case study 1: Organisational structure, culture and sustainability**

There is a focus on sustainability at McMillan School of Education at Bradford College within the secondary PGCE department. The department works collaboratively, embraces change and challenge and has bought into enterprise. They are supported by a senior leader who is also passionate about the value of enterprise education.

### **Case study 2: Organisational structure, culture and sustainability**

At McMillan School of Education at Bradford College and Trinity and All Saints University College the enterprise programmes have been opened up beyond their initial participants from PGCE Citizenship and Business Studies. Both programmes now attract students from across subject specialisms, providing a rare opportunity for them to work together. At McMillan this has been seen as a particular benefit of the enterprise programme, as students of different disciplines have had the opportunity to observe and work with one another, sharing ideas and techniques. The model of mixing students up across subject routes has since been expanded to other areas of provision.

## 3. Quality assurance and professional development

- Encourage student discussions around the value and importance of enterprise education.
- Integrate programmes into a continuum of professional development for teachers from ITT to NQT to Advanced Skills Teacher, referencing the Professional Standards for Teachers, carefully considering options for formal and informal accreditation.
- Encourage team working and professional development for all staff to build a shared belief and vision.

### Case study 3: Quality assurance and professional development

Providers felt that to maximise students' understanding of enterprise it was necessary to give them a solid sense of its context in terms of importance to teaching and learning, how it relates to QTS, and its wider relevance. One provider mentioned this as vital in convincing some students of the merit of attending unaccredited lectures. The student quote below, where enterprise has been understood as a holistic approach, and as a lens through which teaching can be seen, vindicates this opinion:

*"It ties into my QTS achievement in that Enterprise could be used as a form of differentiation, assessment, creativity and lesson planning and working collaboratively with other staff and organising out of school learning for example."*

### Conclusion

The Embedding Enterprise in ITT programme has begun to address the skills gap among teachers highlighted by Ofsted<sup>4</sup> in a planned, considered, and quality assured way with good chances of sustainability of activities and impacts. Participating new and early career teachers are now better equipped to facilitate the acquisition of skills in children and young people that employers say are crucial and currently often lacking in school leavers and graduates.

The quality and consistency of enterprise education has generally improved across participating ITT providers, with only one having had prior experience of delivering any enterprise provision. The flexibility afforded to the providers in terms of their fulfilment of the requirements of the programme has allowed each to explore how enterprise might best fit into and enhance their curricula, encouraging experimentation that has in some cases resulted in meaningful change that has not always been restricted to the delivery of enterprise alone, but has extended to more general approaches and practices.

The impact on students of the enterprise programme has gone beyond the initial objective of increasing their employability on qualification as teachers. For some employability has been enhanced, or is anticipated to be enhanced. However, wider student benefits have been identified by students and providers alike, evidencing in some instances a much wider impact of changed attitudes that have and will continue to shape approaches to teaching and learning and interpretations of the role of teacher.

The key benefits and learning from this programme now need to be disseminated amongst other ITT providers to advocate the integration of Enterprise Education as a core and compulsory element of all initial teacher training programmes, and there are various opportunities and threats associated with this.

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<sup>4</sup> *Economics, business and enterprise education*, Ofsted, June 2011  
<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Economics-business-and-enterprise-education>

## Securing the future of enterprise education in ITT: opportunities and challenges

Those interviewed for the current research were asked their opinion on the influencing factors for the development and sustainability of enterprise education in Initial Teacher Training. The pending change to Initial Teacher Training, proposed in *The Importance of Teaching: Schools White Paper*<sup>5</sup> published in November 2010 suggests a shift from a University-led model to a schools-based approach, including doubling the capacity of Teach First. Interviewees were concerned about the capacity of schools, particularly primaries, to deliver the breadth and depth of training that ITT providers currently offer to ITT students, remarking that schools with little or no experience of enterprise education are unlikely to be able to offer student teachers appropriate training in this area. However, the move to the 'training school' model could provide a practice-based opportunity to develop and embed enterprise education within a real context for student teachers in schools where enterprise education is already embedded.

A new set of Teachers' Standards<sup>6</sup> due to replace current QTS and Core standards from September 2012 potentially poses a threat to programmes such as this. Synergy can be found between enterprise education and the current standards, helping student teachers to map their enterprise education learning to achievement of QTS. The suggested reforms to the QTS will see them greatly reduced in number and a much more tightly focused set of key competencies teachers must achieve.

The publication of the Schools White Paper also reveals other changes that may affect the status of enterprise education in schools, and consequently impact on the content of ITT courses. The move away from vocational and work related studies and qualifications towards academic subjects is highlighted by the introduction of the English Baccalaureate and the broader curriculum review, which looks likely to result in a slimmed down National Curriculum focused on core academic subjects. Recent research suggests that many schools are struggling to find synergy between the new focus on academic subjects and delivery of enterprise education, with 55% of the schools questioned reporting that they thought that enterprise education would have no contribution to students achieving the English Baccalaureate.<sup>7</sup>

The development of Free Schools and the expansion of Academies, neither of which will be obliged to follow the National Curriculum, offers both opportunities and threats to enterprise education as individual schools exercise greater freedom over what they teach, meaning that schools with greater experience of or interest in enterprise education may choose to invest in it further, while schools with less experience or interest may choose to ignore it all together.

The Wolf Review of Vocational Education<sup>8</sup> issues a challenge for the future of enterprise education. The review reinforces a growing call from employers that enterprise education better equips young people for the world of work, but finds that current vocational qualifications often offer poor pathways to further study or work. This finding brings enterprise education and work related learning under the spotlight and invites practitioners and advocates to make their case, guaranteeing that the qualifications on offer respond to the Wolf Review's recommendations to

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<sup>5</sup> *The Importance of Teaching: Schools White Paper*, Department for Education, November 2010  
<http://www.education.gov.uk/schools/teachingandlearning/schoolswhitepaper>

<sup>6</sup> *Teachers' Standards*, Effective from 1 September 2012, Department for Education, July 2011  
<http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards.pdf>

<sup>7</sup> *The State of the Nation: Enterprise Education in Yorkshire & Humber*, Dubit Ltd on behalf of YPEF Services Ltd, June 2011 <http://www.enterprisingyorkshire.co.uk/resources/y>

<sup>8</sup> *Review of Vocational Education – The Wolf Report*, Department for Education, May 2011  
<http://www.education.gov.uk/16to19/qualificationsandlearning/a0074953/review-of-vocational-education-the-wolf-report>

‘ensure they [young people] are gaining skills which will lead to progression into a variety of jobs or further learning’.

There was also recognition of the benefits of enterprise education from Ofsted in its recent report into Business, Economics and Enterprise Education,<sup>9</sup> urging the Government to ‘as part of its National Curriculum review, consider the place of well-planned provision for enterprise education...at all key stages’, and highlighting the current inconsistency of teachers’ skills in this area and insufficiency of professional development currently available. The report recommends actions for Government and schools and colleges, though not ITT providers, to address these areas, suggesting that there is still work to be done to ensure that providers are seen as a crucial part of teachers’ enterprise education.

The current educational reforms create a context of critical appraisal for enterprise education, potentially threatening current provision, but also providing an opportunity for provision and status to be strengthened. The findings of the current research suggest a series of recommendations for ITT providers and the Government to strengthen the contribution of teacher training to successful acquisition of enterprise skills in children and young people.

#### *Recommendations*

- Continue a campaign of advocacy, drawing from the findings of the Davies Review<sup>10</sup> combined with those cited within this document, to articulate the value of enterprise education for student teachers to key decision makers including Ofsted, DfE, Head teachers, teachers and ITT provider institutions themselves,
- Continue to support ITT provider enterprise education programmes that are in the early stages of development to ensure that they become embedded within core provision,
- Develop a network of ITT and NQT champions capitalising on previous students’ enthusiasm and commitment to support them in effective dissemination and skill sharing within their own and other local schools,
- Explore the growing European interest in enterprise education which could pose significant opportunities for development work with provider institutions,
- Seek further opportunities for collaborative work with organisations supporting the development of creative capacities within schools which overlap with skills associated with enterprising behaviour.

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<sup>9</sup> *Economics Business and Enterprise Education*, Ofsted, June 2011  
<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Economics-business-and-enterprise-education>

<sup>10</sup> *A Review of Enterprise and the Economy in Education*, 2002  
<http://www.mebp.org/Downloads/Davis%20Review%20main%20report.pdf>