

A Guide for Enterprise Education:

activities, support and resources
for educators

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July 2013



Dear Enterprise Educators,

Welcome to the Guide for Enterprise Education. This Guide has been commissioned by the Coast to Capital Local Enterprise Partnership (LEP) in order to support the development of enterprise education. It has been written by Dr Lyn Batchelor, Senior Lecturer in Enterprise, working closely with Dr Dave Cooper, Reader in Management and Economic Development, both based at the University of Chichester. Lyn runs courses on Business Start-up at the university and is an extremely experienced enterprise educator, having taught the subject at the University of Aberdeen and Griffith University, Australia, before coming to Chichester.

The writing team know from experience, that Enterprise Educators face particular challenges in areas of deprivation (like the Sussex Coastal Strip where the university is located). In such areas there is not the sense of optimism around business development that is present in high growth areas. Often the students have parents who have been sole traders in the recession and therefore their family background makes them well aware of the daily struggles involved in running a micro-business. All too often 'success' for our students is defined as not starting their own business. We need to reverse this trend and raise the aspirations of the next generations of young people.

The four universities and 11 further education colleges in the Coast to Capital LEP are certainly doing a great job of embedding enterprise education into their curricula, particularly emphasising the relationship between 'entrepreneurial skills' and 'skills for employability'. However, this Guide is not a compendium of good practice. Rather, it is, a guide to any teacher who finds themselves developing enterprise education in a context of little time and few resources. We also recognise that the really important battle yet to be won for enterprise education is ensuring an early start within the school experience of students aged 6-16.

With this in mind, the Guide explains the 'who, what and how' of developing an 'enterprising mind-set' in students at all levels of education. It identifies the support that is readily available in published literature, on the internet and in the local area. In so doing, we would like to acknowledge the support that the writing team has received from Astrid Flowers (Skills & Economic Growth Consultant attached to the LEP) Sue Dare (Principal Northbrook College) and the groups chaired by Shelagh Legrave (Principal Chichester College) Caroline Wood (Chief Executive Coastal West Sussex) in providing feedback on an early draft of the Guide. We also acknowledge the pioneering work of Russell Strutt (ex-Principal, Central Sussex College) who developed a pilot version of the Guide and showed us the way forward.

Of particular importance, however, has been the Board of Coast to Capital, guided by its Chair, John Peel and Chief Executive, Ron Crank. The Board has had the vision to see that sustainable economic growth, and the cultural regeneration that will accompany it, depends on our ability to effect a change to the entire culture such that generations of school children will consider it perfectly natural to aspire to set up their own business and will have the skills to see that business grow.

Finally, remember that the LEPs themselves are a resource for enterprise education and can act as a conduit to business and an inexhaustible source of speakers, mentors and role models from the local community.

Best wishes,

A handwritten signature in black ink that reads "Clive Behagg". The signature is fluid and cursive, with a large, stylized 'C' and 'B'.

Professor Clive Behagg

Vice-Chancellor University of Chichester, member of the Board of Coast to Capital LEP.

ABOUT COAST TO CAPITAL

Coast to capital is the LEP for Brighton and Hove, Croydon, Gatwick Diamond (including four Surrey areas), Lewes and West Sussex. Local Enterprise Partnerships were founded in 2011 designed to determine local economic priorities and stimulate job creation within its local area, working closely with local businesses and strategic partners. The overall aim; to achieve strong sustainable economic growth.

Our Vision

Our vision is to create an outward facing, high performing international business economy, with a reputation for being a good place to do business. Business and economic performance will be transformed so our area can compete in any global market place.

If we achieve our vision the Coast to Capital economy will be one where:

- A high proportion of businesses are internationalised.
- There is a strong, competitive dynamic with high rates of business formation.
- There are high levels of innovation and business growth.
- There is a highly skilled workforce with high levels of economic activity.
- Young people can learn and follow rewarding careers, without having to move away.
- Private sector employment growth is strong and public sector employment forms one fifth, or less, of the total.

Our Goal

To create net private sector employment growth of 100,000 jobs over the next 25 years to 2035.

EXECUTIVE SUMMARY

The Coast to Capital Guide for Enterprise Education collates good practice and resources from and for the Coast to Capital area centred on creating an Enterprising Mindset at all levels of education. The Guide provides a valuable resource of information to schools and colleges who want to deliver effective enterprise education to their students. It covers the responsibilities of senior management teams, curriculum, activities, employer engagement, combining internal and external provision, partnership and networking, as well as the importance of funding to maximise the opportunities for learners. Each of these sections is accompanied by a guide to good practice and links to support, external opportunities and materials.

Successful enterprise education depends on several critical success factors which the Department for Education suggests relies on the active support of the Senior Management Team (SMT). Once these are in place, the conditions are right for creating an Entrepreneurial Mindset that benefits from an approach that embeds enterprise in the curriculum.

Enterprise education activities are ideally enhanced by the appointment of an Enterprise Co-ordinator with dedicated time to focus on both curriculum and support undertakings together with a strategy/policy for Enterprise Education endorsed by the Senior Management Team. In addition to timetabled enterprise activities, an ideal learning environment places enterprising activity as a high priority across the general curriculum and supports extra-curricular activity.

Central to successful enterprise education in a School, College, or HE Institution is employer engagement. Individuals with a business background need to contribute time and resource to interact with learners and students in enterprise events and activities, as mentors, or advisors in business plan competitions. Time and resources for employer engagement should be allocated at educator level. This type of engagement might be facilitated in a combination of external provision of enterprise activities embedded in the curriculum, in dedicated enterprise modules or standalone events.

Staff should be encouraged to develop enterprise teaching approaches and strategies, which might be underpinned by CPD with other schools, FEs and HEs, dedicated CPD events or even postgraduate qualifications in enterprise education. This might also be coupled with measurement of enterprise activity, and continual assessment of the sustainability of the provision and how it links to overall employability and enterprise goals and budgets. It would be a mistake to be prescriptive in the approach but achieve the outcomes through encouragement.

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1 INTRODUCTION – THE ENTERPRISING MINDSET

The Coast to Capital Guide for Enterprise Education has been devised to support the enterprise and skills agenda of the Coast to Capital Local Enterprise Partnership (LEP). By setting out the information in a Guide the LEP hopes to influence enterprise education practices to pump-prime the region with enterprising young people well equipped for the uncertain world of work and enterprise. Research was begun in 2012 by Dr Russell Strutt and his draft document formed the basis for the current Guide which collates good practice and resources from and for the Coast to Capital area. It provides a practical guide for schools and colleges who want to find out what tools are available to support their work to deliver enterprise in education.

Central to the Guide is the notion that enterprise education outcomes in the region might be influenced by the adoption of a common enterprise education message from schools to further education and higher education. As a result, this Guide is centred on creating an Enterprising Mindset at all levels of education. It covers the responsibilities of senior management teams, curriculum, activities, employer engagement, combining internal and external provision, partnership and networking, as well as the importance of funding to maximise the opportunities for learners. Each of these sections is accompanied by a guide to good practice and links to support, external opportunities and materials.



Figure 1 Key Enterprise Learning Capabilities (Source: Langston 2011)

This Guide continues by; outlining how the range of enterprise activities in the region, noting the work undertaken to produce enterprise education frameworks in other UK and EU contexts and finally, collating the range of activities undertaken in the region in order to provide an activity bank for schools and colleges wishing to widen their enterprise education activities portfolio. Put more simply, the Enterprising Mindset is the ‘what’ of enterprise education and the activity directory in this Guide is the ‘how’.

2 METHOD

The Guide for Enterprise Education draws on the findings of research carried out in education institutions in the area. Four universities, twelve FE colleges, and 760 schools were contacted and surveyed by the University of Chichester (Tullett, Batchelor, & Cooper, 2012). This research formed the basis of a draft Guide (Strutt, 2012) which was disseminated via the Coast to Capital website. In December 2012, the draft Guide was revised and was circulated to individuals at 69 institutions who indicated their interest in commenting further. The current document has been augmented with references to enterprise education Frameworks from England, Scotland and EU and updated with the comments from stakeholders (in particular FE) and repositioned as a tool for educators.

3 ENTERPRISE EDUCATION FRAMEWORKS

While the aim of developing enterprise competency in all students is not contested (BIS, 2011; Wilson, 2012), the challenge is to develop the enterprising mind-set within the curriculum environment (McLarty et al., 2010). There is a raft of research and studies produced both detailing and calling for frameworks, as well as auditing current provision. Table 1 summarises those consulted in depth for the Guide. It is useful to note that the McLarty et al. work for the Department for Education lists framework essentials and skills that also appear in the Ofsted summary of inspection evidence document in economics, business and enterprise education (2011) indicating a consistent approach at policy level.

In England, the extent to which enterprise education is embedded into the curriculum varies widely, and this is no less true in the Coast to Capital region. Many schools and colleges do not have an Enterprise Champion, and no enterprise contact could be identified by the central switchboard receptionist in many cases. Although teachers are aware of the value of enterprise education and its link to employability skills, many find it difficult to fit into subjects with prescribed syllabi. The author's own practice aligns with the experience of other teachers in that a lot of energy and personal time is required to develop an enterprise culture.

Scotland's Colleges have developed a Framework for Enterprise Education centred on developing an Enterprising Mindset which contributes to both Employability Capability and Entrepreneurial Capability. Schools and Colleges in the Coast to Capital region also speak of components of the Enterprising Mindset and link many subjects and courses under this title. At school level, West Sussex County Council, is running a programme to introduce ACRO (Attitude, Creativity, Relationships, Organisation), the Welsh model of Enterprise Education to schools which has the Mindset attributes in its structure. In the Bognor Regis area, Felpham Community College has all the elements of the Enterprising Mindset embedded in its enterprise activities and uses them to develop most particularly, Entrepreneurial Capacity. Last year the students received widespread media recognition for a venture that took the work of digital media students and turned it into canvas wall art. They sold it for a profit that went to their supported charity.

Table 1: Enterprise education publications

Author	Year	Title
Association for Careers Education and Guidance	(2012)	The ACEG Framework: A framework for careers and work-related education: Association for Careers Education and Guidance
Association of Colleges Yorkshire and the Humber	n/a	Enterprise Education in FE Initiative
BIS	(2013)	Enterprise education: impact in higher and further education
CBI	(2012)	First steps: a new approach for our schools
Curth, A	(2011)	Order 129: Mapping of teachers' preparation for entrepreneurship education
European Commission,	(2009)	Entrepreneurship in Vocational Education and Training: Final Report of the Expert Group
Gazelle Group	(2012)	Enterprising Futures: The changing landscape and new possibilities for further education
Gibb, A	(2007)	Entrepreneurship: Unique Solutions for Unique Environments. Is It Possible to Achieve This with the Existing Paradigm? International Journal of Entrepreneurship Education 5: 93-142, Senate Hall Academic Publishing
Gillie, C	(2012)	Enterprise Education in Schools
Hytti, U	(2006)	State-of-art of Enterprise Education in Europe - results from Entredu project
Langston, C	(2011)	A proposed enterprise education framework for Scotland: Scotland's Colleges
McLarty, L, Dubit Limited, Highley, H, Brightpurpose, Alderson, S, & YPEF	(2010)	Evaluation of Enterprise Education in England
NACUE	(2012)	Student enterprise framework: Educator questions
NCEE	(2013)	http://www.ncee.org.uk/publication/NCEE__2012_Mapping_Report.pdf
NGCE	(2006)	Towards the Entrepreneurial University, Entrepreneurship Education as a level for change, NCGE Policy Document
Ofsted	(2011)	Economics, business and enterprise education. A summary of inspection evidence: April 2007 to March 2010
Pittaway, L, & Cope, J	(2006)	Entrepreneurship Education: A systematic review of the evidence: National Council for Graduate Entrepreneurship
Quality Assurance Agency	(2012)	Enterprise and entrepreneurship education: Guidance for UK higher education providers
Tullett, S, Batchelor, L, & Cooper, D	(2012)	Final Report: Coastal West Sussex Enterprise Skills Coordination
Wolfe, A	(2011)	Review of Vocational Education (does not specifically talk to enterprise or entrepreneurship education but included due to the obvious link between vocational education and enterprise).

4 CRITICAL SUCCESS FACTORS

Before moving on to the providers and activities, it is important to set out how the Senior Management Team can be involved in embedding enterprise education in their curricula and what support they need to give to their staff. The series of provisions outlined by the Department for Education (McLarty, et al., 2010) and Ofsted (2011) comprise:

- Support of the Senior Management Team
- Appointment of an Enterprise Co-ordinator with dedicated time (accompanied by a strategy/policy for Enterprise Education)
- Time in the timetable for enterprise activities
- High priority in the curriculum
- Time and resources for employer engagement
- Combination of external provision and that embedded in the curriculum
- Encouraging an enterprising way of teaching
- Relevant CPD for teaching staff
- Measurement of the impact of activity
- Continuous review of sustainability of provision (2010, p. 3; 2011, p. 37).

These conditions are broadly met in the HE sector, are emerging as a focus in the FE sector, and are applied sporadically in schools in Coast to Capital. An Enterprise Champions Network has been established by the Association of South East Colleges supported by Operation Enterprise to build enterprise capacity through sharing practice, training, and disseminating links to national resources. Other networks exist for HE and schools. The University of Brighton offers individual modules, including Developing Enterprise Education in Further Education, which can lead to a Postgraduate Certificate in Professional Education Studies. The range of support options is listed in **Table 2**.

Table 2: Organisations providing support and learning networks for Enterprise Educators in all three sectors

Education Sector	Provider	Description	Cost	URL
Schools	The Enterprise Village	The Enterprise Village is the online element of the Enterprise In Schools Network. The aim is to support schools in working together to develop enterprise education.	Free	http://www.enterprisevillage.org.uk/
FE	Association of South East Colleges	Meetings are chaired by an expert within the sector and hosted in colleges across the region giving the opportunity to network with a wide range of FE practitioners. Members can also stay in touch between meetings by using the extensive online community.	Fee	http://www.aosec.org.uk/development-networks

Table 2 continued

Education Sector	Provider	Description	Cost	URL
FE & HE	National Council of Entrepreneurship Educators	Raising the profile of entrepreneurship in education across the FE and HE sectors; stimulating cultural change in institutions to create environments in which entrepreneurial aspiration and endeavour can flourish and is encouraged; institutional capacity building through staff development opportunities for embedding enterprise and entrepreneurship opportunities within the educational experience; and supporting the option of starting a business or a new venture as a future life choice amongst students, graduates and staff.	Fee	http://www.ncee.org.uk/
FE	University of Brighton	PGCert in Professional Education Studies with modules in Enterprise Education in FE	£495 £760 £1440 (depending on number of modules taken)	http://www.brighton.ac.uk/courses/study/professional-education-studies-pgcert
FE	The Gazelle Group	The Gazelle Colleges Group, is an alliance of colleges committed to transforming the curriculum to encourage an entrepreneurial mindset in their students; a mindset that will serve employers well and increase opportunities for all.	Free	http://www.thegazellegroup.com
HE	Higher Education Entrepreneurship Group (HEEG)	A regional network of academics, business development, knowledge transfer and entrepreneurship professionals, careers services staff, senior managers and students based in Higher Education Institutions (HEIs) across South East England.	Fee	http://www.heeg.org.uk/

Table 2 continued

Education Sector	Provider	Description	Cost	URL
HE	National Council of Entrepreneurship Educators	Raising the profile of entrepreneurship in education across the FE and HE sectors; stimulating cultural change in institutions to create environments in which entrepreneurial aspiration and endeavour can flourish and is encouraged; institutional capacity building through staff development opportunities for embedding enterprise and entrepreneurship opportunities within the educational experience; and supporting the option of starting a business or a new venture as a future life choice amongst students, graduates and staff.	Fee	http://www.ncee.org.uk/
HE	Enterprise Educators UK	A national network of over 500 enterprise educators and practitioners, mainly from UK Higher Education Institutions.	Fee	http://www.enterprise.ac.uk/
HE	The Institute for Small Business and Enterprise (ISBE)	ISBE is a network for people and organisations involved in small business and entrepreneurship research, policy, education, support and advice.	Fee	http://www.isbe.org.uk/

5 THE 'HOW' OF THE COAST TO CAPITAL FRAMEWORK FOR ENTERPRISE EDUCATION

The study on Coastal West Sussex Skills Co-ordination (Tullett, Batchelor, Cooper, 2012) demonstrated that the level of enterprise education awareness is high in Coastal West Sussex area in the Coast to Capital region, while desk research confirms this for other Coast to Capital areas. The following sections give examples of good practice identified.

5.1 EMBEDDING ENTERPRISE

Adopting an approach focused on developing an Entrepreneurial Mindset that sits at the centre of any Enterprise Education Framework will encourage both positive employability and entrepreneurial outcomes in learners and students. Schools, FE and HE might examine all their offerings and map them to this model and so reassure themselves that much of the desired outcomes exist in the curriculum and other areas. A positive outcome would be that Senior Management could easily promote to students, staff, and other stakeholders via their websites, the relevance of their current provision to equip young people for the uncertain world of work. Rather than investing staff time in devising stand-alone enterprise modules and courses in the first instance, activities and teaching approaches already used can identified as instilling enterprise capability, financial capability, as well as business and economic understanding. In addition to courses there are many events including Splash run at Northbrook College.

Stand-alone Enterprise and Entrepreneurship Programmes Modules exist at University level and are not documented here as they can be accessed easily via institution websites, this is also the case at FE level. The most high profile of the FE courses is the Peter Jones Academy, a full-time BTEC enterprise course at Levels 2 and 3. Other FE offerings are shown in **Table 3**.

Table 3: FE courses in Enterprise and Entrepreneurship

Provider	Accredited Courses, & Providers & Description	Levels & Target Market	GLH	Cost	Ease of implementation 1 easy/10 difficult	Delivery requirements & Comments
Pearsons BTEC - widely recognised work-related qualifications suitable for a wide range of ages and abilities	1 Unit as part of the 2 year course	L3 16-24 Full-time	4.5hours for 12 weeks	Absorbed in the Student registration for the BTEC Course	3	By 1 lecturer, will need to create new assignments and have the expertise to deliver business planning.

Table 3 continued

Provider	Accredited Courses, & Providers & Description	Levels & Target Market	GLH	Cost	Ease of implementation 1 easy/10 difficult	Delivery requirements & Comments
Pearsons BTEC - widely recognised work-related qualifications suitable for a wide range of ages and abilities	1 Unit Level 2 as part of the 1 year delivery	L2 16-24 Full-time	4.5 hours for 12 weeks	Absorbed in the Student registration for the BTEC Course	4	By 1 lecturer, sample assignments available from business that will need adapting by the lecturer. May not be able to offer this to every faculty as some may not be delivering through Edexcel/BTEC.
	PSD Units 1 unit for the course	L1 16-24 Full-time	1.5 hours for 12 weeks	Absorbed in the Student registration for the BTEC PSD Course	2	By 1 lecturer, will need to create new assignments
	Enterprise Course	L2&3 16-24 Full-time	120 GLH per year	TBC	4	Can run without Peter Jones approval but College must have a "Lead Internal Verifier" in Business. Availability of staff with business knowledge, entrepreneurial mind-set and some expertise in this area will be essential for effective delivery.
Enabling Enterprise*		L2 & L3	24 – 36 hours per year	Approx. £30 per learner	3	Developed with schools in mind. Willing to adapt to college requirements. Suitable for a school type curriculum.

Table 3 continued

Provider	Accredited Courses, & Providers & Description	Levels & Target Market	GLH	Cost	Ease of implementation 1 easy/10 difficult	Delivery requirements & Comments
NCFE		L1, L2, L3	12 – 36 in total	TBC	5	Need to be approved by NCFE and complete necessary documentation.
SFEDI Awards		L1 & L2	Approx 12 – 36 in total	Approx. £20 - £30 per reg.	5	Need to be approved by the Small Firms Enterprise Development Initiative (SFEDI) by completing their documentation
Young Entrepreneur Society	Understanding and exploring entrepreneurship	L2 - 3 Credits	26 in total	Approved by Ofqual and funding available per student £160 - £190	5	12 Step programme on the subjects of employability and entrepreneurship. 26 Guided learning hours. Suitable for tutorial programmes and for students in faculties such as Hair & Beauty, Public Services, Fashion Retail, Media, IT, Construction studying at Level 2.
Young Enterprise		L1 & L2 14-16		Class based - £10-15 per student -student numbers and delivery methods impact		Need to agree with appropriate faculty of what is realistic according to their timetables and where in the year this could fit.
		Company Programme		£500 per company per year (up to 25 students)		

6 The 'what' of Enterprise Education

The study on Coastal West Sussex Skills Co-ordination (Tullett, Batchelor, Cooper, 2012) demonstrated that the level of enterprise education awareness is high in Coastal West Sussex area in the Coast to Capital region, while desk research confirms this for other Coast to Capital areas. The following sections give examples of good practice identified.

The Coast to Capital region has produced a wealth of activities that might be adopted to augment provision in any environment. They fall into six broad categories:

- Business plan/ideas competitions,
- enterprise/entrepreneurship workshops,
- enterprise/entrepreneurship summer schools,
- entrepreneur events,
- network introduction events, and
- student enterprise clubs and societies.

These activities take many forms and often depend on the business and community links of individual schools, FE colleges and universities. There are many outstanding examples of business plan competitions and student enterprise clubs are more formally organised at a national level, as well as at individual institutions. The National Consortium of University Entrepreneurs (NACUE) supports the growth of enterprise societies in both colleges and universities, and sponsored its first student lead societies in the Coast to Capital Region in the 2011/12 academic year.

6.1 Business Plan Competitions

Business plan competitions, business idea competitions and other activities where students start-up a business are an essential part of directing the enterprising mind set to practical applications of enterprise. While all the universities, and some colleges and schools regularly conduct their own activities, with a local focus often with social objectives, there are many opportunities to engage on a national basis. The advantage is that the host organisation sets the structure, rules and activities and often provides support as well as offering sometimes significant prizes and opportunities finalist level. The table lists the competitions and application eligibility.

Table 4: Business plan competitions in the UK

Organisation	About	Target	National	URL
Apax-Mosaic Enterprise Challenge	Teams of students work with a mentor from the business community to learn about becoming future business leaders, play a simulation game, and come up with fantastic business ideas.	School	Y	http://www.mosaicnetwork.co.uk/en_gb/portal/enterprise-challenge
Barclays Take One Small Step Start Up Competition for £50,000		Any	Y	http://www.barclays.co.uk/TakeOneSmallStep/TakeOneSmallStepCompetition/P1242586676364/
Engineering YES (Young Entrepreneurs Scheme)	The competition takes place between 8 April to 19 June 2013. It is a competition for UK-based post-graduates students and post-doctoral researchers to present a business plan for an imaginary start-up company to a group of investors and industry experts. There are also over £2000 worth of cash prizes up for grabs.	Any	Y	http://www.engineeringyes.org/
HSBC Growth Grant Competition for £50,000		Any	Y	http://www.business.hsbc.co.uk/1/2/
Lloyds TSB Enterprise Awards	Lloyds TSB Enterprise Awards organised by the bank aim to celebrate the Best Start-Up and Best Enterprise with prizes of up to £50,000 for the winners to invest in their businesses.	Any	Y	http://www.lloydstsbenterpriseawards.com/
Marketest Business Plan Competition	Marketest, online quantitative market research experts for entrepreneurs, organise business start-up competitions with the chance to win £1000 or £500 market research prize.	Any	Y	http://www.marketest.co.uk/business-start-ups-competition

Table 4 continued

Organisation	About	Target	National	URL
Micro Tyco	Micro-Tyco 2012 brought together over 1100 teams from schools, colleges, universities and businesses from across the country and challenged them each to grow £1 seed capital into as much money as possible in just four weeks. One month later this initial investment resulted in an astounding return of nearly £250,000.	All	Y	http://www.wildheartsinaction.org/microtyco/
Pitch Competition with a prize package of £50,000	If your business is registered with Companies House and has been trading for less than three years, you're eligible to enter The Pitch. If you're a budding entrepreneur with a brilliant idea, but you're not yet trading and not registered with Companies House, you can enter as a One to Watch.	Any	Y	http://www.thepitchuk.com/
RBS EnterprisingU Competition	Nationwide business plan competition hosted by Find Invest Grow (FIG), sponsored by the RBS Group and LinkedIn. The competition last took place between 2 April 2012 and 15 June 2012 and has a total prize package of £40,000. The competition is open to any student or graduate (of the past 5 years) who has an idea that needs investment to help kick-start the business.	Any	Y	http://www.enterprisingu.com
Shell Live Wire	The UK's biggest online community for young entrepreneurs (aged 16-30) who are starting or running their own business. They offer free online business advice and support, funding and networking opportunities to new start-ups.	16-30	Y	http://www.shell-livewire.org/
Shell Springboard	Competition for small businesses who have an innovative product or service that will help address climate change. Winners receive cash prizes of up to £40,000.	Any	Y	http://www.shellspringboard.org

Table 4 continued

Organisation	About	Target	National	URL
Target Events - Best Beer Competition		Over 18	Y	http://targetjobsevents.co.uk/best-beer-competition
Tenner Competition	Tenner, founded by Enterprise UK in 2007, is a nationwide competition to promote enterprise in schools. It is an annual competition where tens of thousands of school children across the UK are loaned a ten pound note for a month and challenged to make money, make a difference and give back.	School	Y	http://www.tenner.org.uk/
Tycoon in Schools	Tycoon in Schools gives students an opportunity to experience running a real life business, from creating a business plan to actually trading – all while at school.	School	Y	http://www.tycooninschools.com/
Worthing Enterprise Challenge	A business ideas competition for FE colleges applying creative thinking to regeneration areas	FE	Local	
Young Start-up Talent	Young Start-up Talent – a community based project whose aims are to help 16-25 year olds in the Gatwick Diamond, Brighton & Hove and the West Kent region. The overall winner is determined following a 'Dragon's Den' style final in each area.	16-25	Local	http://www.youngstartuptalent.co.uk/

While the national competitions are attractive in terms of prizes and exposure, the success of the Worthing Challenge, especially in engaging with the business community and (re-) introducing the student participants to their local area is also a successful relevant model.

7 Employer Engagement

Engaging employers is cited as one of the most critical success factors for effective enterprise education in the English Enterprise Education system evaluation. However much success is reported when partnering with local Chambers of Commerce (CC). For example, a key partner of Northbrook College is the local CC which supports young enterprise through the Youth Chamber. Schools often find it difficult to make time to build their relationships with SMEs in the area. However, asking employers to act as mentors in business plan competitions is one way of linking the two. West Sussex County Council has combined them effectively in the Worthing Enterprise Challenge. It first of all trained both staff and business leaders as mentors at a session run by the University of Chichester, then paired the mentors with student teams for the competition. Chambers of Commerce can also play a key role here.

This model is also used in a more formal context at Mosaic in deprived communities. Set up by the Prince of Wales in 2007, it uses volunteer business mentors to guide primary school students, secondary school students and young ex-offenders through activities which can lead in to the Apax-Mosaic Enterprise Challenge which is open to all students in the UK. Although they are calling for more schools to enter the challenge, Mosaic's South East region mentor support network does not yet reach Coast to Capital.

Enterprise educators in the Coast to Capital region without access to other mentoring trainers can equip employers to mentor their students through the online training at Get Mentoring. Led by the Small Firms Enterprise Development Initiative (SFEDI) and funded by BIS only up to December 2012, the materials are still available for use, and lead to free membership of Institute of Enterprise and Entrepreneurs. Links to these organisations are in **Table 5**.

Table 5: Mentoring organisations

Name	Description	URL
Get Mentoring	A public-private sector partnership initiative to unlock, train and support a community of enterprise mentors across the UK. Our aim was to recruit and train thousands of mentors from the micro, small and medium-sized business community.	www.getmentoring.org/
Mentors Me	Designed to quickly and easily find a mentor.	www.mentorsme.co.uk/
Mosaic	Mentoring and Enterprise Challenge - A national competition for secondary school students across the UK, designed to develop and encourage their entrepreneurial skills.	www.mosaicnetwork.co.uk

Table 5 continued

Name	Description	URL
The Institute of Enterprise and Entrepreneurs	Enterprise development professional body set up by SFEDI where those starting running their own enterprises and those providing support to them develop themselves by answering business questions and transferring skills and knowledge to each other	www.ioee.co.uk/
Young Enterprise	Mentoring takes place in the flagship Company Programme (for students aged 15-19yrs) which offers participants direct experience of business and entrepreneurship by enabling them to set up and run their own real-life company supported by a volunteer Business Adviser.	http://www.young-enterprise.org.uk/

8 Combining Internal and External Provision

Internal provision of enterprise education can be successfully complemented by external providers such as those listed in Table 3 FE courses in Enterprise and Entrepreneurship earlier in this report. Some tensions arise in terms of the cost of external provision versus the opportunity for the injection of fresh ideas from outside the educational institution. At school and at FE level the dominant provider of external provision is Young Enterprise, the UK's largest business and enterprise education charity, offering a range of programmes for young people aged 4-25. Private sector organisations, including Innovate Enterprise also offer tailored and bespoke events.

The University of Brighton have customised their Entrepreneurship programme (Bee Purple) for an FE audience and offer a series of six Enterprise Master Classes to complement FE enterprise offerings.

Table 6: External providers of Enterprise Education

Name	Description	Cost	URL
Sussex Education Business Partnership	Links businesses to schools, colleges and other education establishments to provide young people with a range of work related learning and enterprise education activities.	Fee	http://www.bhlp.org.uk/ebp/

Table 6 continued

Name	Description	Cost	URL
Excellence in Education through Business Links (EEBL)	BEE works with industry partners as well as with The Schools Network, providing sector specific training to practitioners across the UK. BEE is also working internationally through the Global Travel and Tourism Partnership. *Newly started	Fee	http://www.educationscotland.gov.uk/resources/e/eebl.asp
Innovate Enterprise	Deliver enterprise/enrichment days & provide enterprise resources to schools all over the UK. Each Innovative Enterprise workshop is a self-contained event – we organise and deliver the whole course leaving teachers free to get involved, build their knowledge and skills and enjoy the day.	Fee	http://www.innovativeenterprise.co.uk
University of Brighton	Beepurple is the university's entrepreneurship network, made up of students, graduates and staff who are interested in developing their enterprise skills and/or their business ideas	Free	http://www.brighton.ac.uk/careers/enterprise
Young Enterprise	Young Enterprise (YE) is the UK's largest business and enterprise education charity inspiring young people to learn and succeed through enterprise and entrepreneurship for almost 50 years.	Fee	www.young-enterprise.org.uk

9 Partnership and Networking

The evaluation work undertaken by McLarty et al. (2010) revealed that schools would like to work with other schools to improve practice or even to swap suggestions and share activities. As well as the support networks in **Table 2 Organisations providing support and learning networks for Enterprise Educators in all three sectors**, the Education Business Partnerships (EBPs) are singled out for attention. However, McLarty et al. report that schools are unsure of how the EBPs can help them. There The Education Business Partnerships may be familiar resources to many educators. These were directly funded until September 2012 and provided a service to the Coast to Capital region, Brighton and Hove EBP, Capital South EBP, and Surrey EBP. Funding changes have meant some changes to the services, but the links in Table 7 show the updated resources and contacts. FE institutions have used this network as an opportunity to provide work experience and employer links for local schools.

Table 7: Enterprise Business Partnerships in the Coast to Capital Region

Name	About	Cost	URL
Sussex Education Business Partnership	Links businesses to schools, colleges and other education establishments to provide young people with a range of work related learning and enterprise education activities.	Fee	http://www.bhlp.org.uk/ebp/
Capital South Education Business Partnership	A long established broker between education and business links schools and colleges with the business community and supports young people in their journey to work.	Free	http://www.capitalsouth.org
Surrey Education Business Partnership	The Education Business Partnership works with industry and commerce to offer schools complementary programmes each of which, through a diverse range of activities, enables schools to add an essential practical and work related dimension to relevant areas of the curriculum.	Free	http://www.surreysatro.org/

10 Funding

The involvement of the Senior Management Team is essential in securing funding for enterprise teaching and activities. McLarty et al. (2010) report that even in schools with Enterprise Co-ordinators there is confusion about how much of the Department for Education funding is earmarked for Enterprise activities, and that this translates to local authorities who do not label enterprise as a separate item in their funding letter. However funding for Vocational qualifications is explicitly documented and is embedded in the approach to teaching and learning (Wolfe, 2011).

11 Updates

Contributions of further ideas and resources are welcome and should be submitted to a site set up for this purpose <http://www.survey.bris.ac.uk/chichester/handbookforee>.

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