Final Report

Coastal West Sussex: Enterprise Skills Coordination

Carried out on behalf of the Coastal West Sussex Skills and Enterprise Group

Contents

1.0 Introduction

1.1 Background

This report details the findings of an evaluation of enterprise skills provision and placement activity in further education (FE) and higher education (HE) in Coastal West Sussex as well as enterprise activity in primary and secondary schools across the whole of West Sussex.

The project was commissioned following the 'Meeting Business Needs – simplifying the skills message' workshop on the 21st April 2010. The workshop held at Ricardo in Shoreham brought together representatives of business support organisations, local authorities and education providers to:
- Share ideas and best practice in relation to skills support for businesses
- Identify gaps and future opportunities for collaboration responding to business needs
- Develop a more closely coordinated employer engagement function for coastal businesses

At the workshop it was identified that extensive research was needed into the enterprise skills and work placement agenda throughout Coastal West Sussex. The study investigates the progression of enterprise skills provision starting in primary through to higher education and aims to identify any gaps or inconsistencies in enterprise provision. The study also analyses business perceptions of work placements and how the offer can be better communicated to businesses. The report proposes tangible solutions to be taken forward and recommends synergies and linkages with regional and national enterprise programmes that will realise the potential in West Sussex to increase and improve the enterprise education offering.

The recession, the Comprehensive Spending Review and formation of the 'Coast to Capital' Local Enterprise Partnership makes this a particularly timely study. There is a growing need to develop an entrepreneurial culture and improve the enterprise skills provision from an early age in order to ensure a higher level of start ups and improved employment prospects in a knowledge based economy.

The project is comprised of three interlinking strands:

Strand 1 focuses on enterprise skills provision in further and higher education, looking at curricular and extracurricular enterprise education, and support for start up ventures.

Strand 2 focuses on work placements at all levels of education, how these are coordinated and marketed, business perceptions, the benefits of, and barriers to, taking work placements.

 Strand 3 has a focus on the schools' enterprise agendas, looking at enterprise in the curriculum, extracurricular activity, and the progression of enterprise skills provision.

1.2 Objectives of the study

The key objectives of the study were to:

- Inform and develop a new approach to enterprise and the broad work placement agenda

- Identify gaps in enterprise skills provision in Coastal West Sussex and develop tangible solutions

- Identify the key benefits and impacts for businesses through taking work placements, and propose recommendations on how these are communicated to businesses without making the market more complex

1.3 Definitions

The terms 'enterprise', 'enterprise education' and 'entrepreneurship' have distinct meanings, which can differ between institutions and organisations. In order to ensure consistency when discussing these terms, working definitions (DFE, 2010) are provided below:

Enterprise
"A set of skills and attitudes that can enable a culture of innovation, creativity, risk taking and entrepreneurship"

Entrepreneurship
"Spotting opportunities, creating new ideas and having the confidence and capability to turn these ideas in to working realities"

Enterprise Education
"The core principle of Enterprise Education is to ensure young people are well equipped in facing the challenges of the world of work and entrepreneurship, resulting in a positive outcome for individuals, communities and the economy"

A glossary of abbreviations is included in Appendix 2 of the report.

2.0 Methodology

The data collection outlined below was conducted between October 2010 and March 2011.

Background Work

Initial desk based research was carried out into the current activity of the seven Coastal West Sussex further and higher education institutions (University of Chichester, University of Brighton, University of Sussex, Brighton and Hove City College, Chichester College, Worthing College, Northbrook College). A wider scope of research into regional and national enterprise programmes was also conducted.

Nationwide examples of best practice in enterprise skills provision and encouraging entrepreneurs were collected. These include organisations such as: Enterprise UK, Enterprising Colleges Project, Skilled Up ltd, Young Peoples Enterprise Forum, Young Enterprise UK and the National Council for Graduate Entrepreneurship (NCGE).

A number of strategies and previous research in this area have been used to guide and inform the project. These include: Framework for Action on Skills in West Sussex, Coast to Capital Local Enterprise Partnership, Skills and Enterprise in Rural West Sussex, Business Support Framework for West Sussex and the 2010 NCGE Survey of Enterprise and Entrepreneurship in Higher Education.

Online Surveys

Three online surveys were created, one for each of the three project strands, to gain a complete picture of enterprise in education and a business perspective of the work placement agenda.

1) The further and higher education enterprise survey was completed by representatives from: University of Chichester, University of Brighton, University of Sussex, Brighton and Hove City College, Chichester College, Worthing College and Northbrook College.

2) The primary and secondary school survey achieved a response rate of 19% providing a total sample of 51 West Sussex schools from the 269 that were contacted. The sample is made up of 31 primary and 20 secondary schools.

The objective of these two surveys was to provide an in-depth analysis, focussing on a number of key elements that provide a picture of enterprise skills provision at each institution or school.

3) The work placement survey provided a sample of 34 businesses. 90% of these businesses are SMEs and 88% are located in West Sussex.
The objective of this survey was to identify the type of work placements that are being offered by businesses, the benefits of and barriers to, offering work placements.

Consultations and Case Study Visits

In addition to the three online surveys, a number of case study visits were conducted to add validity to survey results and collect relevant issues, opinions and suggestions with regard to enterprise skills provision.

Six case study visits to schools were conducted, including five schools with a business and enterprise specialism. Visits and telephone interviews with the seven further and higher education institutions were also carried out with representatives involved in enterprise, such as: Enterprise Coordinators, Vice Principals and Business Development Managers.

Consultations with representatives from regional enterprise programmes took place to obtain a national picture of best practice in enterprise skills provision.

A full list of consultations and organisations involved in the project can be seen in Appendix 1 of the report**.**

Workshops

An education provider workshop took place on the 4th April 2011. This workshop brought together 31 representatives from secondary schools, further education, higher education and local authorities to hear the findings from the project, examples of best practice in enterprise skills provision and develop actions going forward from the project recommendations.

A Business Breakfast will also take place in June 2011 to inform local business of the actions around enterprise skills and to market a product that will improve the links between education and businesses in West Sussex.

3.0 Strategic Context

The economic performance in Coastal West Sussex is significantly lower than that of the South East region as a whole. The key issues along the coast, which are interlinked, are:
- Low value/ low wage economy
- Low skills base
- Low levels of enterprise and business formation

Coast to Capital Local Enterprise Partnership http://www.westsussex.gov.uk/LEP

Further and higher education institutions have a major contribution to make to the newly forming Local Enterprise Partnerships (LEP) and at a national level to innovation and economic development (NCGE, 2010). The Coast to Capital LEP includes Gatwick Diamond, Brighton and Hove, Coastal West Sussex, Rural West Sussex and Croydon. The strategy outlined by the LEP has a focus on international growth and entrepreneurship with an aim to transform business and economic performance so that the area can compete in any international marketplace. The key driver for this strategy will be "strong new business formation and relentless entrepreneurship". The Coast to Capital strategy describes Coastal West Sussex as "an area with lower business performance than the region as a whole, but with the potential of greater employment growth in the creative and tourism sectors."

In terms of boosting entrepreneurship and business formation, the strategy highlights the importance of embedding a strong enterprise culture among young people in communities and with groups which have no enterprise experience or networks. In addition, effective services for all start-ups and early stage businesses in all of the five interlocking local economies will be essential.

Business Support Framework for West Sussex (WSCC, 2010)

As detailed in the recent Business Support Framework for West Sussex, the county is underperforming in the areas of entrepreneurship, productivity and employment growth, in relation to the rest of the South East region. The long term goals that this framework sets out include developing higher levels of business density, leading to the creation of a higher number of jobs that are attractive to young people, offering a rich variety of careers for all residents.

The key factors in making these goals a reality support the vision of the LEP: to create a strong entrepreneurial culture in all parts of our communities, with high rates of business creation and survival. In Coastal West Sussex specifically, development of this enterprise culture through work with schools, further and higher education should be high priority. There should also be stronger links forged between business and schools, colleges and universities.

Framework for Action on Skills in West Sussex (WSCC, 2009)

This framework, produced for West Sussex County Council, suggests that regeneration in Coastal West Sussex should be education-led to address the coastal area issues and encourage progression opportunities. It includes:
- **The education/ skills infrastructure** – with a wider curriculum and increased enterprise provision
- **Planning and delivery changes** – more collaboration between FE and HE, raising young people's aspirations including an enterprise culture among students and a unified marketing plan to promote the area

This involves working with schools on entrepreneurship and raising aspirations, and in further and higher education creating an enterprise culture among students as well as increasing collaboration between employer engagement teams. The vision for Coastal West Sussex set out in this framework is a place where the enterprise culture combines with an excellent quality of life and environment.

The Coast to Capital proposal states that the Local Enterprise Partnership will have a close relationship with the Universities of Brighton, Chichester and Sussex to ensure there is a strong link between businesses and the generation of higher level skills in the workforce.

In order to embed this enterprise culture, the LEP will work with education, FE and HE to ensure every young person and student has consistently high quality exposure to entrepreneurship training at each stage of their education.

Coastal West Sussex Regeneration
www.westsussex.gov.uk/idoc.ashx?docid=6a79486e-a906-4912-b8a5-709b79007fa2&version=-1

In addition, the DTZ (2009) report suggests that the high levels of entrepreneurship in Chichester and Brighton show there is a great potential to promote enterprise in Coastal West Sussex, that is not being realised at the moment. The report recommends that all FE and HE institutions in the area should have a strategy for instilling an enterprise culture in all students and providing start-up space for students.

Funding

HEIF www.hefce.ac.uk/econsoc/buscom/heif/

In relation to enterprise activity in higher education, the Higher Education Innovation Fund (HEIF) has been reformed and £150 million per year will be allocated for the period 2011 – 2015.
Institutions will only receive an allocation where they can demonstrate a critical mass of beneficiaries and impact, as measured by external knowledge exchange earnings performance. (HEFCE, 2011)
Institutions' allocations will be calculated on the performance metrics below, to reflect the Government's reform of HEIF. There will be a maximum cap to the allocation to an HEI of £2.85 million. The new HEIF allocations will begin in August 2011.

Performance measures for the allocation of HEIF funding:

- contract research income (HE-BCI)

- consultancy income (HE-BCI)

- income from use of facilities and equipment (HE-BCI)

- HESA non-credit-bearing continuing professional development courses

- regeneration income (HE-BCI)

- intellectual property income (HE-BCI)

- Knowledge Transfer Partnership income from the Technology Strategy Board.

Review of Higher Education Funding http://hereview.independent.gov.uk/hereview/report/

In addition, the recent Independent Review of Higher Education Funding & Student Finance states that more investment should be available for higher education; however, this will be achieved through persuading students to 'pay more' in order to 'get more'. The proposal also put students at the heart of the system, whereby popular HEIs can grow to meet student demand and the choices of students will shape the landscape of higher education.
For higher education institutions the proposal will mean more competition, more say and control for institutions, put the emphasis on quality of experience and give an opportunity to raise more investment.

# 4.0 Enterprise Skills Provision in Further (FE) and Higher (HE) Education

The Coastal West Sussex Regeneration report (2009) recommends that further and higher education institutions in Coastal West Sussex should build stronger links to ensure the progression of enterprise at this level. On a national level, it is suggested that the commitment to enterprise is not maintained as enterprising students' progress through the FE and HE sectors (Beresford, 2010). In further education, where enterprise activity is minimal, it is focused on vocational studies and associated with self employment; not as an integrated part of an approach to teaching and learning and the curriculum (EDAW, 2006). In higher education, the overall experience, regardless of subject area, can contribute strongly to entrepreneurship (Moreland, 2006).

This section of the report analyses the further and higher education enterprise survey. This analysis aims to provide an overall picture of enterprise in the seven further and higher education Coastal West Sussex institutions.

4.1 Enterprise Leadership

The sample was asked whether the institution has a senior manager responsible for enterprise education and whether the institution employs an enterprise coordinator. All 3 higher education institutions (HEIs) in the sample have full time staff employed, or tasked, with the coordination of enterprise activity; this is mainly to build a programme of extracurricular opportunities for staff and students. Only 1 of the 4 FE Colleges in the sample has a designated member of staff for enterprise coordination.
1 of the 3 HEIs has a senior manager responsible for enterprise education and senior management of enterprise was not reported in the FE colleges. This suggests that a designated leader for enterprise is not consistent across institutions. The responsibility for enterprise appears to lie with enterprise coordinators for extracurricular activity rather than a strategic focus on embedding enterprise in the curriculum.
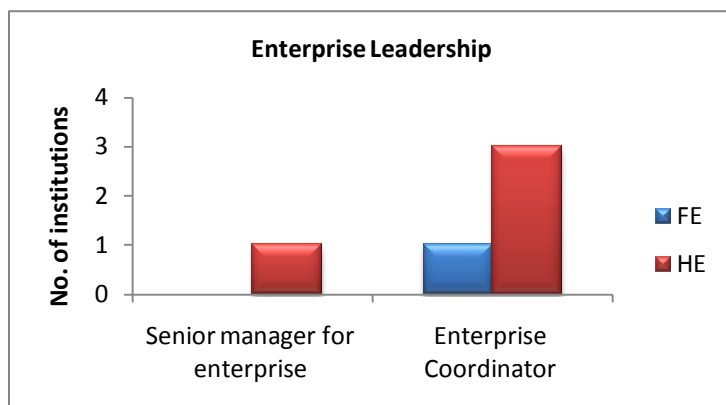
> The University of Sussex have a number of staff dedicated to coordinating enterprise activity. This includes roles such as Head of Business & Enterprise, Student Enterprise Manager, Project Manager in Enterprise, and Assistant in Enterprise. This responsibility enables the coordination of activities that reaches across the institution.

Fig.1 Survey results: *Enterprise Leadership*

Embedding enterprise in all subject areas and connecting curricular enterprise, extra-curricular enterprise and business engagement activity will be hard to achieve without adopting an institution wide approach to enterprise.

Key recommendation: Ensure overall responsibility for enterprise skills provision is owned by senior management. Creating a culture of enterprise should be high priority in FE and HE strategy and roles and responsibilities for enterprise education should be clearly defined.

4.2 Enterprise Definitions

Findings suggest that neither FE colleges nor HEIs in the sample have a definition of enterprise education that is used as a policy for the institution. "*It would be beneficial for institutions to produce a policy on entrepreneurship, with assigned leadership responsibilities*" (NCGE, 2010).

Definitions of 'enterprising behaviour' from the sample were varied. Some highlight a focus on 'doing' through the development of business ideas and encouraging students to set up and run their own business, whereas others felt 'enterprising behaviour' related to an innovative and creative approach to tasks through collaboration and risk taking. Offering activity that supports the development of the skills and personal attributes necessary for success in the commercial world was seen as essential. 'Enterprise' does not have one consistent definition and each institution is individual in its interpretation. Conflicting perceptions of enterprise could lead to confusion in delivering effective enterprise education.

Key recommendation: Develop a consistent definition for enterprise education at each level that will enable institutions to set common targets to achieve and track when they have been successful. An overall definition should be developed that creates a vision for enterprise education in West Sussex.

4.3 Enterprise Funding

The sample was asked whether they have a specific budget for enterprise and the source of funding for their enterprise activity. Results show that all 3 HEIs and 1 of the 4 FE colleges in the sample have a specific budget allocated to enterprise at the institution.

Fig.3 shows that in higher education funding for enterprise comes through central government contracts, which in most cases relates to the Higher Education Innovation Fund (HEIF). As detailed in the 'Strategic Context' of this report, HEIF funding has been reformed and changes are likely to affect spending priorities in higher education. There are also

Fig.2 Survey results: *Budget for enterprise*

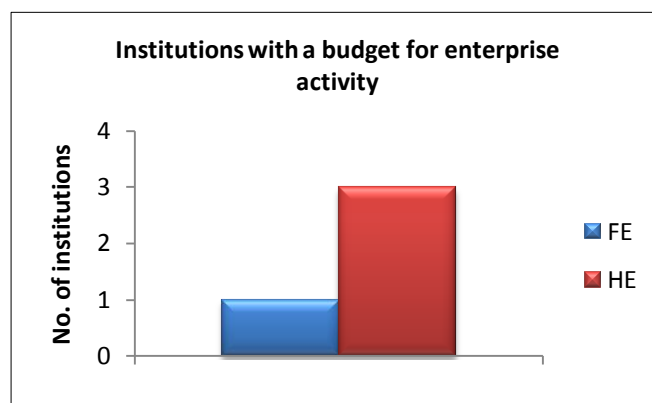examples of universities sourcing funding through the HEEG small projects fund for enterprise activities.

> '*There remains a high dependency on public funding and with Regional Development Agency funds unlikely to be available, HEIs will need to seek entrepreneurial solutions to resourcing future provision if growth is to be maintained*' (NCGE, 2010)
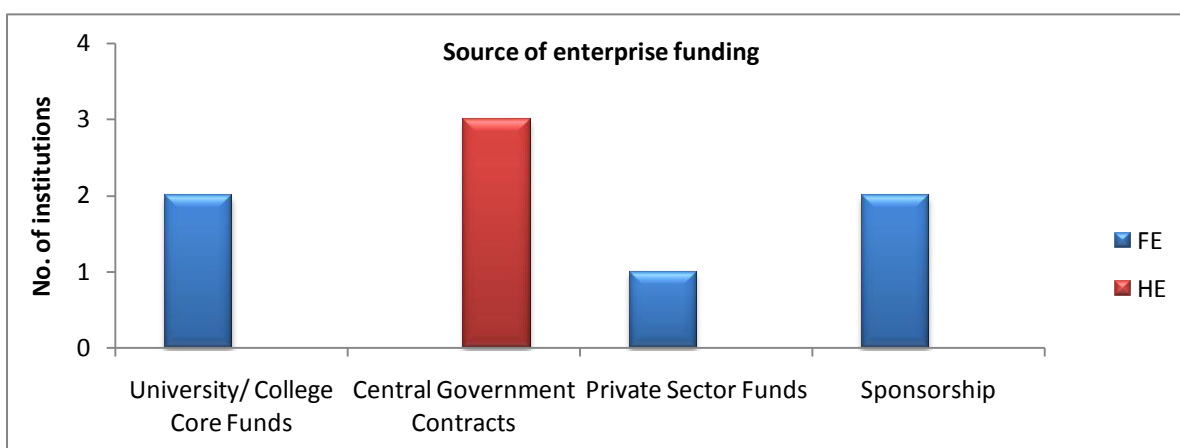

Fig.3 Survey results: *Source of enterprise funding*

Further education institutions appear more enterprising in their approach. Colleges are funded based on performance and additional funding for activities must be sourced through other means.

In 2 of the 4 colleges, funding is sourced through business sponsorship of enterprise activity. 2 of the FE colleges fund enterprise with core college funds and 1 of the colleges from commercial work with the private sector. Funding enterprise activity with an outward facing approach should become commonplace in both further and higher education, because of cuts in public sector funding. There is significant benefit in increased interaction with businesses and obtaining their involvement in enterprise activities. Embedding enterprise in teaching, rather than focusing on the vocational underpinning of enterprise, can reduce the reliance on time limited funding streams.

"Best practice is where enterprise is sustainable beyond these targeted funding streams" (Beresford, 2010).

Key recommendation: Institutions should develop an outward facing approach to draw in funding through business sponsorship of enterprise activity rather than relying on time limited government funding.

4.4 Curricular Enterprise
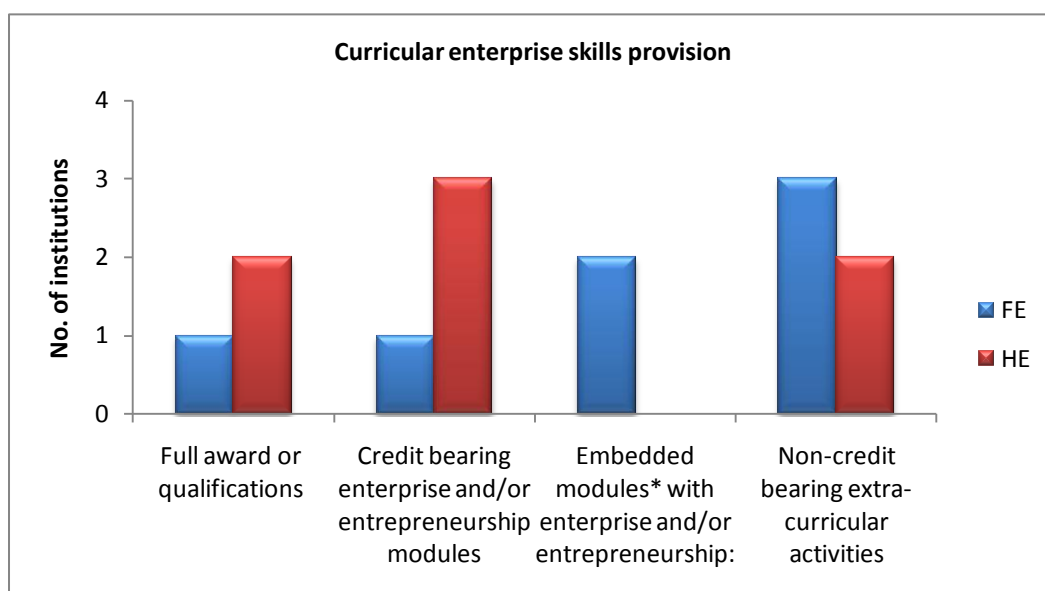
Fig.4 Survey results: *Curricular enterprise skills provision*

As shown in Fig.4, 2 of the 3 HEIs and 1 of the 4 colleges offer full awards in enterprise or entrepreneurship. Examples of these are: Level 3 Small Business Enterprise Foundation Degree in Management, MBA in Management and Entrepreneurship and the Young Enterprise Award.

All 3 HEIs and 1 of the FE Colleges offer credit bearing enterprise modules. At FE level these include ILM Awards in business & enterprise and modules in starting a small business. In HEIs credit bearing enterprise modules are offered through undergraduate business degrees. 2 of the FE colleges in the sample also have courses with elements of enterprise embedded, such as finance, marketing and start up disciplines.

These results for Coastal West Sussex are in line with national findings. The most recent National Council for Graduate Entrepreneurship (NCGE) study found that enterprise in the curriculum is generally 'ghettoised' to the business school. Consultations with institutions in the sample suggest that there is an awareness of the need for cross-departmental enterprise modules and these modules are in development in both further and higher education.

Chichester College is in the process of gaining National Enterprise Academy status. This will enable the college to offer courses in enterprise and entrepreneurship and is a positive step forward in adopting an institution-wide approach to enterprise education

The University of Brighton has entrepreneurship modules that are credit-bearing in the Business School, School of Health Professions, School of Environment and Technology, School of Architecture and Design.

Key recommendation: Credit bearing enterprise and start up modules should be made available to all students regardless of subject area. This can be achieved through increasing awareness of networks to share enterprise education resources such as Enterprise Village. There is an opportunity for the three universities to work together to develop this in higher education.

4.5 Business Input

Interaction with businesses will open up the world of work to students and increase work placement opportunities. *"The input of businesses can support enterprise education through the development of sector specific skills and encouraging context-based learning through curriculum resources, diploma delivery, mentoring and STEM support"* (BITC, 2008). Fig.5 shows a high level of direct input from businesses into the curriculum, with all 4 FE colleges and 2 of the 3 HEIs reporting business input in to modules and courses.

Consultations identified that business interaction is localised to individual departments in most cases, and activity with businesses is coordinated in an ad-hoc fashion. Industrial Advisory Boards are used in some cases to obtain employer input when reviewing the curriculum and developing new courses. Business input in further and higher education comes from both the public and private sector. Best practice examples record activity with businesses centrally so that contacts can be shared and used across subject area and department.
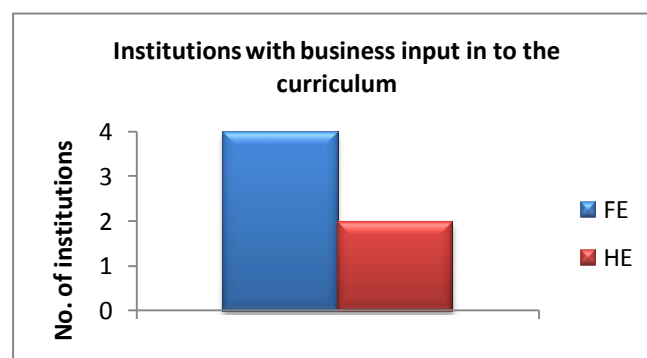
Fig.5 Survey results: *Business input in to the curriculum*

Northbrook College has a central database of around 8,000 business contacts that is rolled out across the institution. These contacts can be used for work placements or recruiting business for curriculum activity e.g. presentations and enterprise days.

4.6 Extracurricular Enterprise

All 3 HEIs and 2 of the 4 FE colleges in the sample employ staff to run extracurricular enterprise activity.

The survey tracked activities in idea generation and business planning, venture creation, enterprise skills development, networking events and events targeted at specific areas, such as social enterprise, creative industry, science and technology, ethnic minorities and female students.

Fig.6 Survey results: *Extracurricular activity*
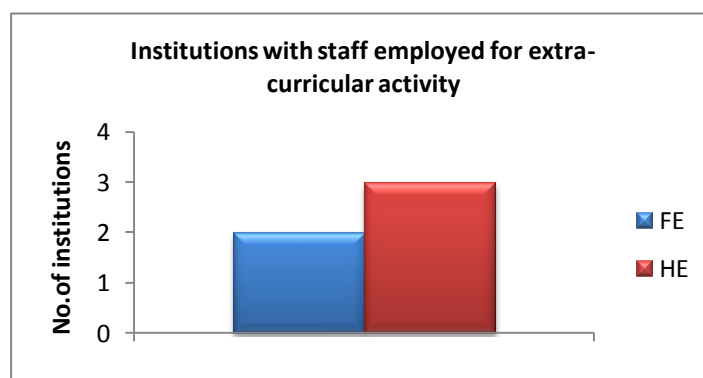
Extra-curricular enterprise and entrepreneurship provision
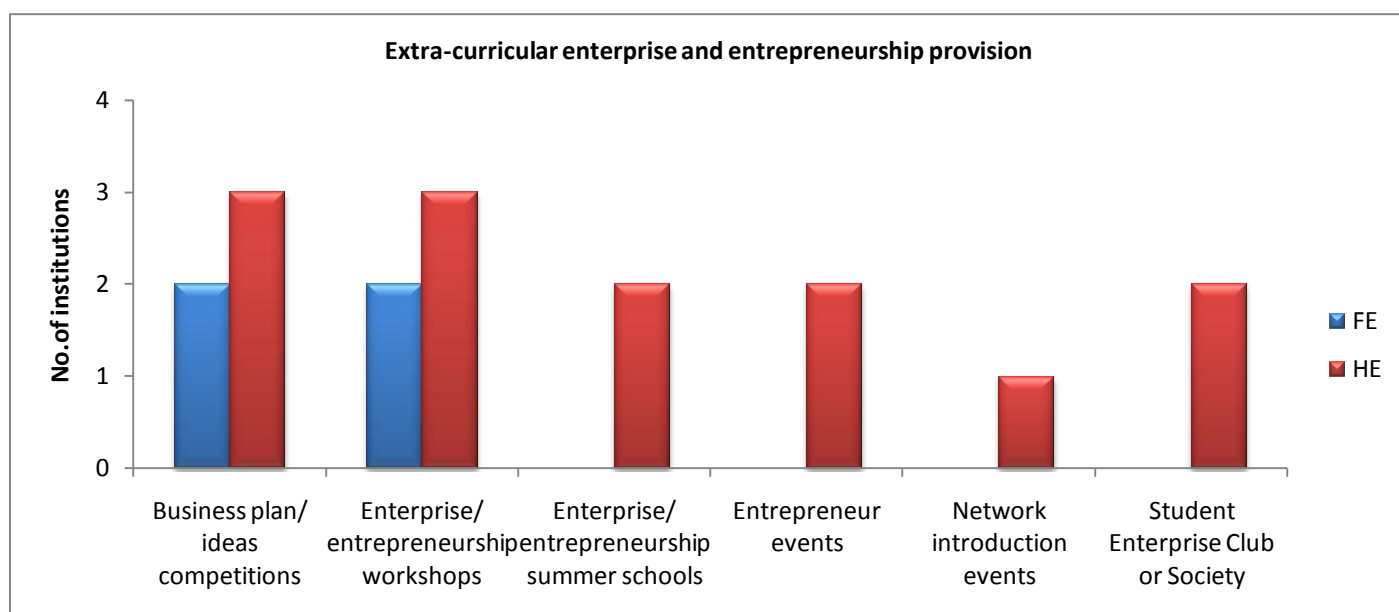
Fig.7 Survey results: *Extracurricular provision*

Fig.7 provides a picture of extracurricular enterprise and entrepreneurship provision. The strongest areas of enterprise provision are enterprise workshops and business plan/ ideas competitions. All 3 HEIs and 2 FE colleges run these activities. These results are consistent with national research, which found enterprise workshops were the most common mode of enterprise education delivery (Enterprise UK, 2010). Student enterprise clubs, enterprise summer schools and entrepreneur events are run by 2 of the 3 HEIs but are not offered by the FE colleges. The graph also highlights the extracurricular offer in further education does not extend beyond competitions and workshops.

Enterprise Thursdays at the University of Sussex and BeePurple at the University of Brighton are best practice examples of extracurricular provision. Both have full time staff working to coordinate enterprise activity for students, mainly through workshops and enterprise competitions.

Beepurple has ideas competitions across the university with over 500 applicants. The university is currently developing a database for graduate entrepreneurs to network, offering start up support workshops, and a summer course for development of business ideas

Enterprise Thursdays offers speaker events open to all staff and students, annual ideas competitions and 1 to 1 advice for enterprising students

On the 28th March 2011, the government announced plans to create enterprise societies in every university and a number of further education colleges.

Key recommendation: Create opportunities for students to apply enterprise skills through extracurricular activity in further education. Develop a community of enterprising students through clubs and entrepreneur networks.
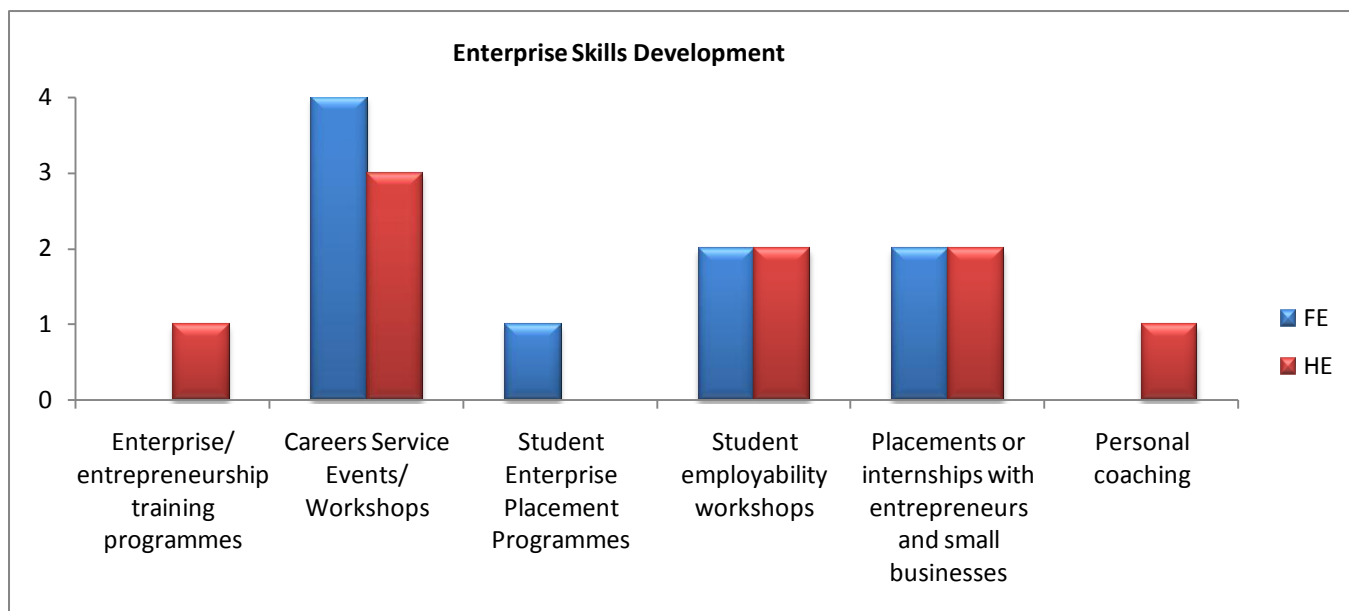
Fig.8 Survey results: *Enterprise skills development*

Fig.8 shows the provision for the development of enterprise skills with a focus on employability. Careers services are offered by all HE and FE institutions. Student employability workshops and placements with entrepreneurs and small businesses are offered by 2 of the 3 HEIs and 2 of the 4 FE colleges. Enterprise training programmes and personal coaching for enterprising students are offered by 1 HEI and are not present at FE level. Student enterprise placement programmes are offered by a small number of FE colleges and are not present at HE level in Coastal West Sussex.

With strength in creative industries along the south coast (Business Support Framework for West Sussex, 2010) institutions should engage with the high volume of small businesses in this sector to provide placement opportunities and increase training for students looking to move in to this area.

> Research undertaken by Enterprise UK (2010) identified, nationally, a lack of opportunities for young people to engage in work experience that has an entrepreneurial application.

In terms of targeted workshops, at HE level, the main focus of the offer is in creative industry and social enterprise with gaps in targeted activity for female students, ethnic minorities and science and technology. In further education it appears a broader approach to enterprise is taken rather than focussing on specific groups.

Taking female participation as an example "*of the 4.7 million UK enterprises, only 15% are led by women*" (BERR, 2009). In higher education there are a significantly higher proportion of male students on accredited programmes in enterprise than females (NCGE, 2010). In the South East the percentage of female students that are enterprise accredited is 28.33% which falls below the national average (approx 32%).

> The University of Chichester held an event on 17th November 2010 for Women's Enterprise Day, part of Global Enterprise Week. Senior female managers from firms such as Marks and Spencer, O2 and Deloitte presented to 100 schoolgirls from West Sussex to raise their aspirations and awareness of enterprise. This included a networking breakfast and Q&A sessions with high calibre business women.

Targeted workshops for groups with low participation in enterprise can help to increase student engagement rate. One of the key findings from NCGE (2010) higher education survey was that, although a wide range of enterprise provision may exist, the gap is in participation levels.

Key recommendation: FE and HE institutions should encourage groups with low participation in enterprise e.g. 'Women in Business'. Activity should link in to women's business networks such as 'Women's Wisdom'. Institutions should raise awareness of these networks and events.

All 3 HEIs use, or have used, national enterprise programmes to support activity. Examples of this are the NCGE 'flying start' programme providing support for graduates looking to start up their own businesses and Young Enterprise UK, who can deliver tailored workshops and have also run mentoring schemes with the University of Sussex, using higher education students as mentors in secondary schools. Only 1 of the 4 FE colleges work with a national enterprise agency and this is with Young Enterprise UK running the Young Enterprise Award.

4.7 Start-Up Support

With low levels of business start up in Coastal West Sussex support for entrepreneurs in education is vital and a key feature of the 'Coast to Capital' LEP proposal. Results from the survey show there is a strong level of support for start ups in higher education, with all 3 HEIs offering support in some form. Incubator space, both virtual and physical, is offered or in development at all Coastal West Sussex HE institutions.

Fig.9 Survey results *Support for Start-Ups*

Fig.10 shows the service model developed by academics at the University of Chichester. This shows the progressive support for individuals and businesses through an 'enterprise journey'. This begins on campus in the taught curriculum, and progresses to the formation of new businesses on site, providing long term support services.

The University of Sussex have an Enterprise Development Fund for start up businesses as well as virtual incubation space for students, graduates and staff. The Sussex Innovation Centre also provides support for business creation and growth in the technology industry.

"In 2008 Sussex became the sole-owner of the Centre and will be using the skills and abilities to support innovation and entrepreneurship inside the University, linking academic creativity and innovation with business success" (SINC website, 2011).

This infrastructure and long term support both on and off the university campus is essential in 'delivering effective services for all start ups' that is a feature of the Coast to Capital proposal.

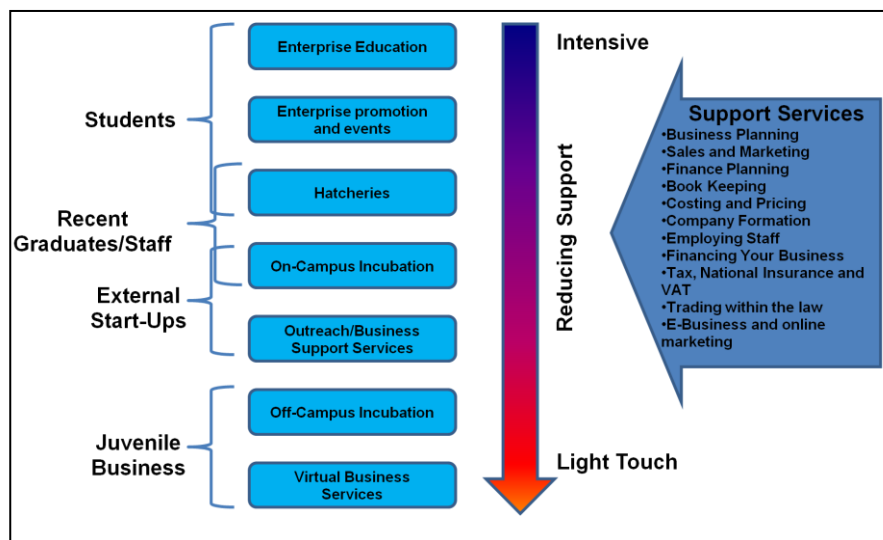**Fig.10** *Model for Start up support*   ***Source: University of Chichester***

Mentoring and advice for students is also offered by all HEIs in the sample. 2 of the 4 FE colleges offer support to students looking to start their own businesses and this is in the form of mentoring and start up support programmes. There are also examples of virtual incubator support in development at this level.

Fig.11 shows the range of venture creation support activities offered at each level. All 3 HEIs offer start up support programmes, enterprise awareness events, access to funding workshops and mentoring for start ups. As mentioned, 2 of the 4 FE colleges also offer start up support programmes and mentoring for start ups. Investor events and student enterprise conferences are not offered in further or higher education.
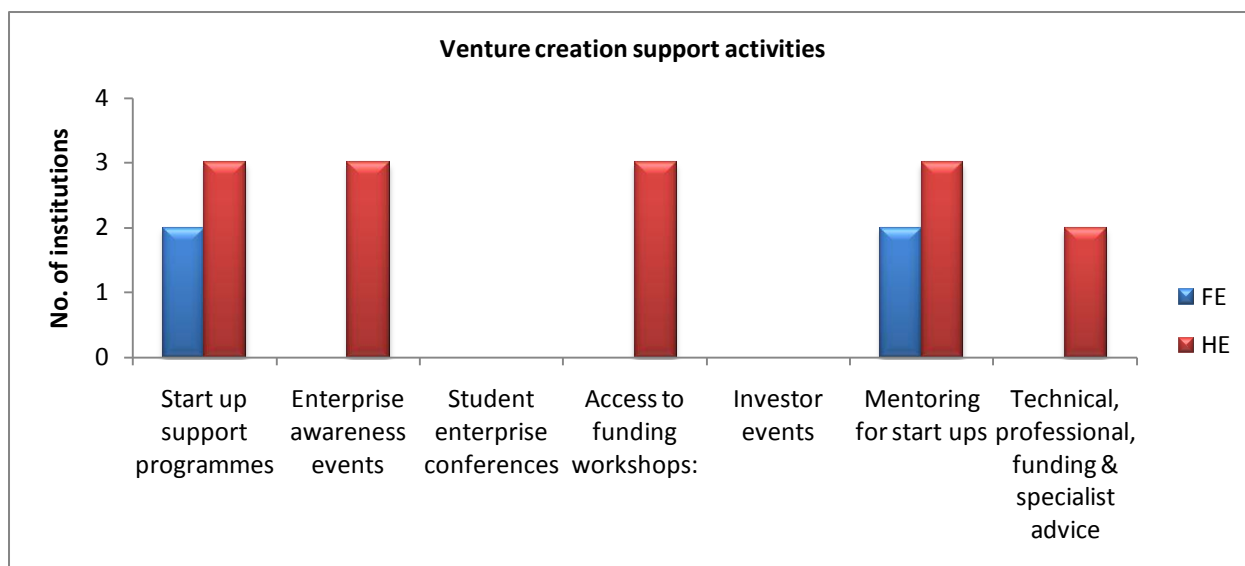
Fig.11 Survey results: *Venture creation support activities*

4.8 Measuring Enterprise

With an increased focus on enterprise and investment in the entrepreneurial skills of graduates, the return on this investment should be recorded.

In terms of progressing, monitoring and recording enterprise activity, 2 FE colleges and 1 HEI in the sample have a method of measuring the enterprise learning that is taking place at the institution. There are also no common methods of identifying the extent to which enterprise is embedded in the curriculum, or measuring entrepreneurial productivity of the institution.
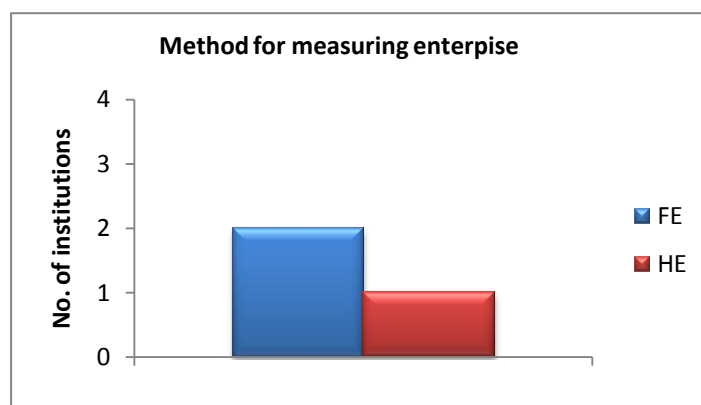
Fig.12 Survey results: *Method for measuring enterprise*

Best practice is to include enterprise in the learning outcomes of all taught modules across the institution, regardless of subject area. This method enables the progression of enterprise skills to be monitored and the extent to which enterprise is embedded. In further education there are work related learning audits and 'every child matters' audits that measure some elements of enterprise at the institution as a whole, but are not specific to individual students. The NCGE (2010) survey suggests that factors such as graduate self-employment levels, venture creation, employment within small firms and social enterprise are all measures of effective entrepreneurial productivity.

Key recommendation: A consistent measurement method should be used by all Coastal West Sussex (CWS) institutions to evaluate and improve the enterprise education offer in CWS as a whole. Methods should be developed to record return on investment in enterprise, through graduate self-employment levels, venture creation and employment with small firms.

5.0 Enterprise Skills Provision in Primary and Secondary Education

It is important, when analysing this information, to point out that enterprise education is not mandatory at primary school level. The 'Every Child Matters' (2003) initiative sets out goals to achieve economic well-being in pupils and encourage them to make a positive contribution to the community. With government changes, schools are waiting to hear the new focus for the taught curriculum at this level.

In secondary schools a review of the national curriculum is in progress, but will not be implemented until 2014 (DFE, 2011). Work-related learning is currently a statutory curriculum requirement for 14-16 year olds, introduced in September 2004 (Ofsted, 2005).

This section analyses the primary and secondary education enterprise survey which covered a wide range of enterprise activity in the 31 primary and 20 secondary schools involved.

5.1 Enterprise Leadership

As shown in Fig.13, 75% of the secondary school sample identified a senior manager who is responsible for enterprise at the school and 70% of secondary schools have a member of staff tasked with coordinating enterprise. These figures are significantly lower in primary schools, 32% having a senior member of staff responsible for enterprise and 10% with an enterprise co-ordinator. These figures suggest that enterprise is on the agenda in the majority of secondary schools; however, this leadership needs to be translated in to action.

The role of the enterprise coordinator differs between schools. In West Sussex there are a small number of schools with business and enterprise specialist status. These schools are able to fund full time non-teaching posts for managing enterprise activity and developing community links and business partnerships. In schools without this specialism, enterprise coordination is often part of a wider brief for work-related learning or curriculum management. A key challenge is to replicate these responsibilities in all West Sussex schools.
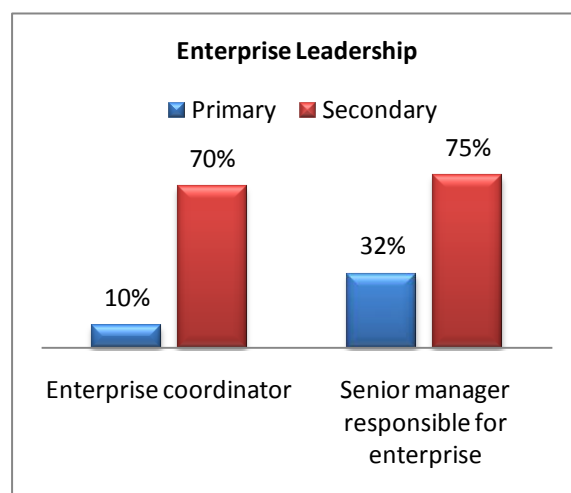
Fig.13 Survey results: *Enterprise Leadership*

"Active support from the Senior Management Team is important in delivering good enterprise" (DCSF, 2010). This support is also needed to ensure enterprise learning is embedded in the curriculum, after reduction in schools funding and the potential loss of specialism budgets. *"SMT leadership enables staff to set time aside for embedding enterprise and to help communicate and reinforce the enterprise message to staff and pupils"* (DFE, 2010).

> Rustington CP School has a Business Enterprise Programme at the school. The Assistant Headteacher has the role of coordinating this programme with the support of the Headteacher. The Assistant Headteacher now acts as an enterprise champion and has attended meetings with other schools to showcase their enterprise activity and share best practice. The school has seen an improvement in the independence of students and development of enterprise skills through the programmes. Children have also started running projects outside of school in fundraising activities.

Key recommendation: In schools a learning champion for the curriculum may be the right person to champion enterprise. This person should have authority, remit and be able to make decisions. Headteachers must also support the endeavour and the offer should be sold based on key drivers. Important enterprise skills must be seen to have a learning value and to bring out each pupil's ability to learn. 'Applied learning' may be more appropriate than 'enterprise education'.

5.2 Enterprise Definitions

Fig.14 shows that 50% of secondary schools in the sample have prepared a definition for 'enterprise education' that is consistent across the school. In addition, 60% of secondary schools in the sample have a policy for enterprise education. Only 3% of the primary schools in the sample have prepared a definition for enterprise education and none of these schools have an enterprise policy.

Developing an enterprise policy, at all education levels, can help to create an enterprise culture across the institution. A policy will ensure everyone agrees what is meant by 'enterprise education' and will help to measure when a school has been successful in creating this culture.

"*Indicators of progress should be measurable when creating an enterprise policy, such as behaviours and activities*" (DCSF, 2010).
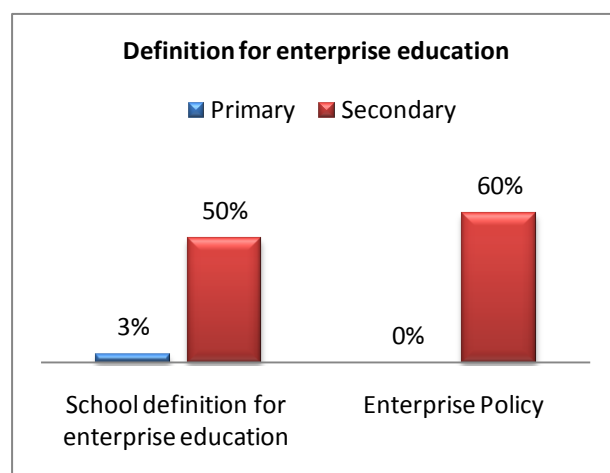
Fig.14 Survey results: *Enterprise definitions and policy*

When identifying 'enterprising behaviour', many schools in the sample use a number of key skills such as innovation, problem solving, independence, creativity, risk-taking and a 'can do' attitude. The variety of skills used to define enterprising behaviour is very much specific to each individual school.

Some schools in the sample note that enabling enterprising behaviour is about offering pupils the opportunity to experience real life situations working with businesses, in the community, or on 'in house' projects that replicate real life situations. These experiences give pupils responsibility and the ability to show and develop entrepreneurial attributes.

Primary schools appear to view enterprise education as a method of providing children with the opportunity to develop skills linked to business and the world of work, which could otherwise not be achieved. At secondary level, schools appear to have more of an idea of the specific enterprise skills they want their students to develop, many in line with the Personal Learning and Thinking Skills (PLTS) outlined by the government, and students are encouraged to demonstrate these particular skills.

Results suggest that West Sussex schools have a good understanding of how enterprising behaviour can be identified; methods of measuring and recording this behaviour should be put in place to ensure enterprise skill development and progression. "*Schools that do not have a clear definition of enterprise education are unable to identify and assess learning outcomes, so pupil experience is neither coherent nor progressive*" (Ofsted, 2005).

Key recommendation: Develop a consistent definition for enterprise education at each level of education that will give schools common targets to achieve and knowledge of when they have been successful. An overall definition should be developed that creates a vision for enterprise education in West Sussex.

5.3 Enterprise Funding

Fig.15 represents the schools from the sample that have a budget ring-fenced for enterprise. 70% of the secondary sample has a budget for enterprise at the school. As shown in Fig.16 the majority of funding for enterprise at this level comes from the main school budget, as well as specialism funding for specialist business and enterprise schools. 15% of secondary schools source funding from enrichment budgets and

Fig.15 Survey results: *Budget for enterprise*

19

10% from business sponsorship. In primary schools 26% of the sample has an enterprise budget. The majority of enterprise funding is also fro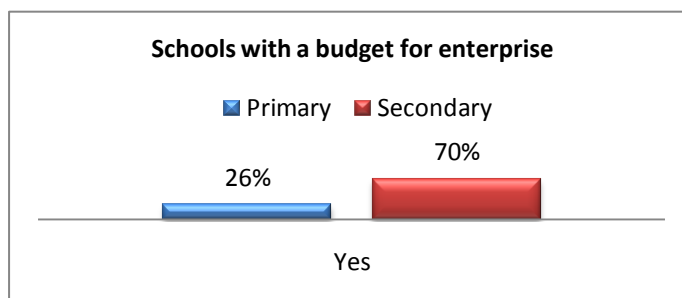m the main school budget; however, fundraising activity and self funded projects are also a common way of enabling enterprise activity with no specific budget. This enables sustainable enterprise skills provision without relying on time limited funding. The ability to generate funding shows enterprising behaviour; this method of running enterprise activity should be seen more frequently at all levels of education.

Fig.16 Survey results: *Source of funding*
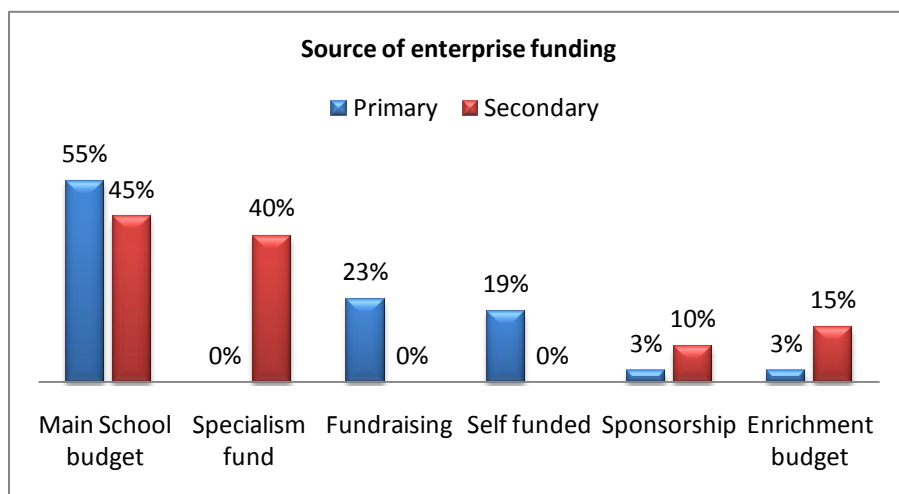
> Rustington Community Primary School raised £1300 in 2010 through enterprise projects at the school. These included an enterprise newspaper, business tea party, fashion show and Barclays financial project. All of the activities were run as curriculum projects for pupils who spent an hour per week on these activities.

Best practice in embedding enterprise in schools is to combine an enterprise teaching culture with extra-curricular provision. Department for Education (2010) found that the main area of enterprise budget spend is on external provision. Survey results suggest that infrequent 'enterprise days 'are the only form of provision in a number of West Sussex Schools. The more enterprising schools support enterprise through fundraising activities and invest in projects for pupils in the curriculum.

Key recommendation: Increase sustainable enterprise through fundraising activity and business sponsorship. In addition to the support from external agencies such as the West Sussex EBP and Young Enterprise schools should look to support themselves in running enterprise activities and increase collaboration with business and enterprise specialist schools, colleges and universities. Enterprise should be embedded in the curriculum rather than infrequent 'enterprise days'.

5.4 Curricular Enterprise

Fig.17 shows some of the actions involved in creating an enterprising curriculum. 100% of the secondary sample stated that they promote an enterprise culture in their school and 75% of these schools encourage teachers to use enterprise in their curriculum subjects. 68% of the primary sample promotes an enterprise culture in the school and 52% of primary schools encourage teachers to use enterprise in curriculum subjects. A number of schools commented that this enterprise culture was a work in progress, and therefore high figures may be influenced by the closed nature of the questions.

In order to further analyse these actions, schools were asked whether they encourage the progression of enterprise skills and how this is achieved.
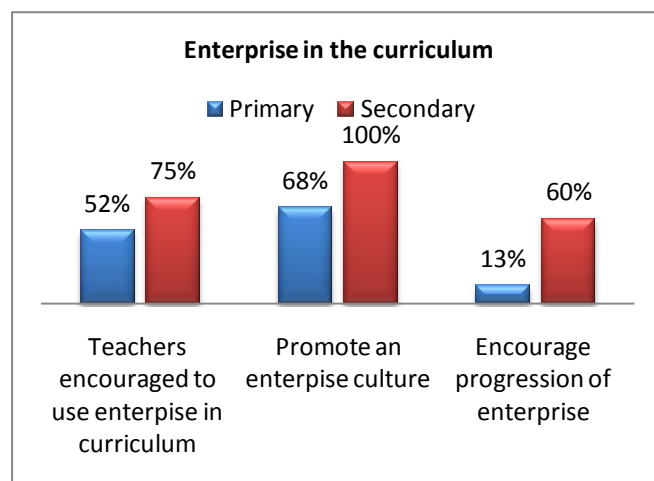
Fig.17 Survey results: *Curricular enterprise*

60% of secondary schools and 13% of primary schools in the sample encourage the progression of enterprise skills. Schools were informed that 'progression' refers to the enterprise experiences and skills a student has developed, and increasing the level of this enterprise activity as they progress through education. Some schools have developed methods of recording enterprise skills in order to enable progression such as Enterprise Passports and Enterprise Stepping Stones. Other methods provided by schools include: benchmarking; ensuring a progressive structure to the curriculum and tailoring enterprise activities to specific year groups.

5.5 Measuring Enterprise

In addition, schools were asked if they have a specific method of measuring, recording and assessing enterprise skills and experiences.
40% of the secondary sample and 19% of the primary sample have some form of measuring and recording this activity. Enterprise skills levels and centrally recording activity are the most common methods in secondary schools. As mentioned, a number of schools use the government Personal Learning and Thinking Skills (PLTS) as guidance for developing enterprise skills, and a small number of schools have adapted these to relate specifically to enterprise. Consultations suggest

Fig.18 Survey results: *Measuring enterprise skills*

that these are mainly implemented in schools with business and enterprise specialist status. Other methods used by around 5% of both primary and secondary respondents are enterprise portfolios and photographic evidence.

Best practice in this area is the concept of an Enterprise Passport. "*This enables students to track and articulate their enterprise skills when applying for work or for further or higher education places* (DCSF, 2010). This can also be used throughout key stages and in transitions in to further and higher education, reinforcing the value of their 14-19 learning pathway.

Fig.19 Survey results: *Measurement methods*

Worthing High School have successfully introduced the Enterprise Passport encouraging pupils to record the enterprise skills and attributes they have demonstrated to support progression to post-16 study or employment.

Key Recommendation: Schools should develop a method of tracking enterprise skills learning that the student can take with them through education and into the work environment. Tools such as Moodle could be used to record activity which could then develop into enterprise portfolios at FE and HE level.

The skills identified in Fig.20 show the range of experiences offered in the curriculum. In both primary and secondary schools opportunities to develop skills in these six areas are high. This suggests that these skills are being developed in the curriculum; however, few schools have a method of recording the learning that is taking place, and relating it to enterprise.

Enterprise Skills Provision

■ Primary ■ Secondary

	Problem solving	Decision making	Communicating & presenting ideas	Teamwork	Leadership	Continuous Improvement
Primary	97%	100%	100%	100%	97%	94%
Secondary	95%	95%	95%	90%	95%	95%
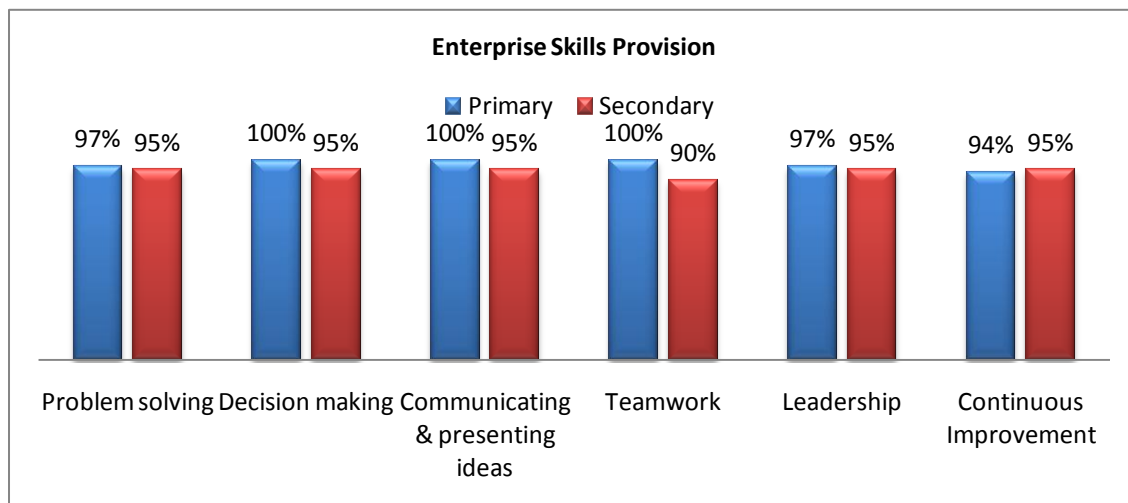
Fig.20 Survey results: *Enterprise skills provision*

The survey also measured the level of direct input from businesses in to the curriculum. As shown in Fig.21, 85% of the secondary sample and 35% of the primary sample have direct input from businesses in to their curriculum. At primary level this input is largely from local businesses or larger corporations that are looking to undertake activity in the community. Examples include school banks run by HSBC and Barclays; business volunteers from BT; business sponsorship and enterprise activities coordinated by businesses.

> Barclays Money Skills is a programme launched to help young people build the skills, knowledge and confidence they need to manage their money more effectively. These schemes are often coordinated on a local basis. £15 million has been invested in this programme which aims to reach 1 million people by 2012. Schools should engage in these projects in order to gain value from the resource on offer and develop valuable enterprise skills in students.

Although business input is relatively high, relationships with businesses at secondary level are mainly short-term through one-off activities. Certain subject areas may have links with businesses specific to that area; however these links are not shared across the school. Best practice in business and enterprise specialist schools sees a two-way relationship, where a business commits to engaging with the school in a variety of areas, such as mentoring, curriculum input and work experience, in return for incentives such as publicity in the local community, or sharing of services e.g. language teachers training internationally trading businesses.

Business input in to curriculum

■ Primary ■ Secondary

	Yes
Primary	35%
Secondary	85%
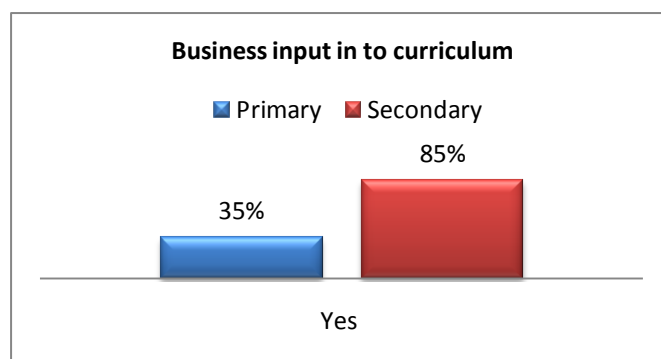
Fig.21 Survey Results: *Business input*

Key recommendation: Continue to develop strong links with the business community. Relationships need to be long-term, rather than a 'one-off' visit. The business also needs to gain some value from this relationship and communications with the business need to be coordinated to avoid duplicated approaches from different organisations. There should be a collaborative relationship when working with businesses and cross referral of businesses between schools, FE and HE.

5.6 Extracurricular Enterprise

The sample was asked whether they allocate time to extracurricular enterprise activity and the various activities that are offered to enterprising students.
As shown in Fig. 22, 95% of secondary schools and 39% of primary schools in the sample offer some form of extracurricular enterprise activity.
This activity has been classified in to the categories shown in the graph below. In primary schools the majority of extracurricular enterprise involves fundraising (29%) or running a school business (19%). Interestingly only 6% of secondary school extracurricular activity involves the practice of running a business. Providing experience in this area is essential in encouraging entrepreneurial behaviour and the experience children appear to receive in primary school in this area should be progressed at secondary school.

Time allocated to extracurricular activity

■ Primary ■ Secondary

95%

39%

Yes
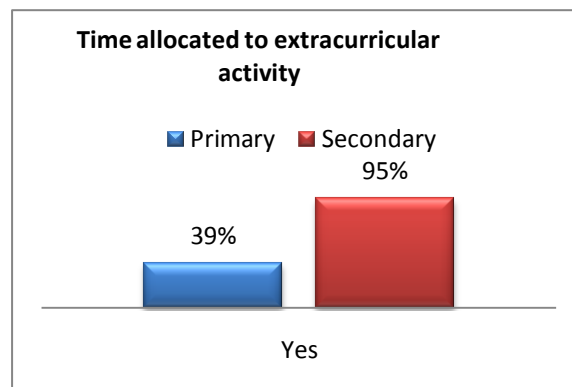
Fig.22 Survey results: Extracurricular activity

The Government announced on the 24th March 2011 that it will support every school to develop and run its own business through the Enterprise Champions Programme, a new initiative to encourage business start up.

The majority of secondary schools offer mini enterprise activities (85%) and enterprise competitions (70%). Approximately 50% of secondary schools in the sample also offer work experience trips, fundraising and enrichment activities with elements of enterprise. These figures suggest that there is a high level of extracurricular enterprise opportunities for students in West Sussex. Activity that is ongoing and sustainable should be encouraged such as fundraising activity, school businesses and enterprise clubs.

Extracurricular enterprise activity

■ Primary ■ Secondary

	Primary	Secondary
Enterprise Club	3%	35%
Enterprise Week	10%	15%
Fundraising	29%	45%
Mini enterprise activities	10%	85%
School business	19%	5%
Work experience trips	3%	45%
Competitions	16%	70%
Enrichment activities	10%	50%
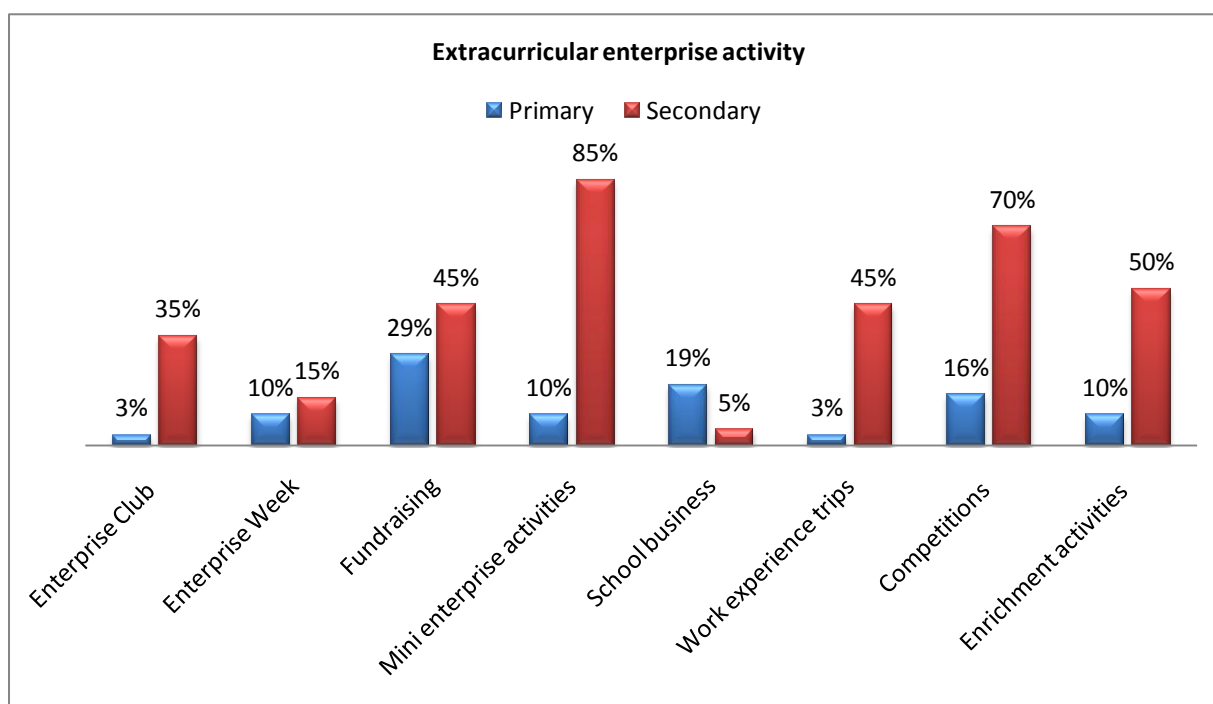
Fig.23 Survey results: *Types of extracurricular activities*

5.7 External Agency Support

Schools were also questioned on the external support that is received to run enterprise activity.
Schools that demonstrate good practice in enterprise feel it is important to use provision from external organisations to keep activity fresh and exciting for pupils (DFE, 2010). The sample was asked whether they have input from external agencies and who provides this support. As shown in Fig.24, 90% of secondary schools in the sample and 26% of primary schools have input from external agencies in running enterprise activity at the school. As shown in Fig.25, the majority of support in secondary schools comes from the West Sussex Education Business Partnership (EBP) (80%) and Young Enterprise UK (60%). Both the EBP and Young Enterprise
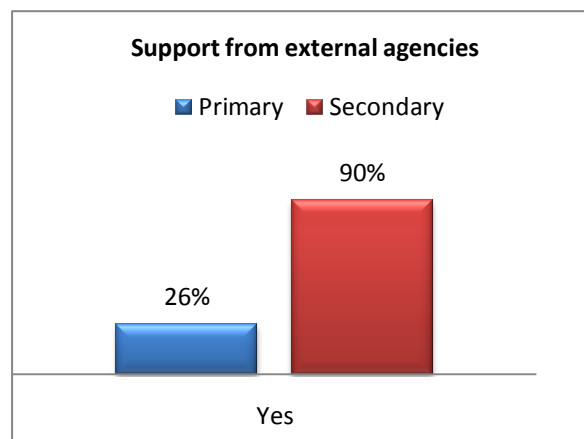
Fig.24 Survey results: *External agency support*

UK can offer support to schools in obtaining business contacts, running enterprise events and competitions. The West Sussex EBP is government funded and therefore the service is freely available to schools, whereas Young Enterprise can provide support at a cost to schools. The future of the EBP is uncertain. Details of the activities run by the EBP can be seen in the 'Work Placements' section of this report.
Other support at secondary level comes from the local business community (45%) the Chambers of Commerce (15%) and voluntary organisations (15%). Primary schools receive a fairly low level of support which mainly comes through the West Sussex EBP (6%), Young Enterprise UK (10%) and the local business community (13%).
'Other' support shown in the graph relates to work with other education institutions, typically in the locality of the school in question. 97% of primary schools and 90% of secondary schools also stated they would like more support in developing partnerships with businesses and national programmes.
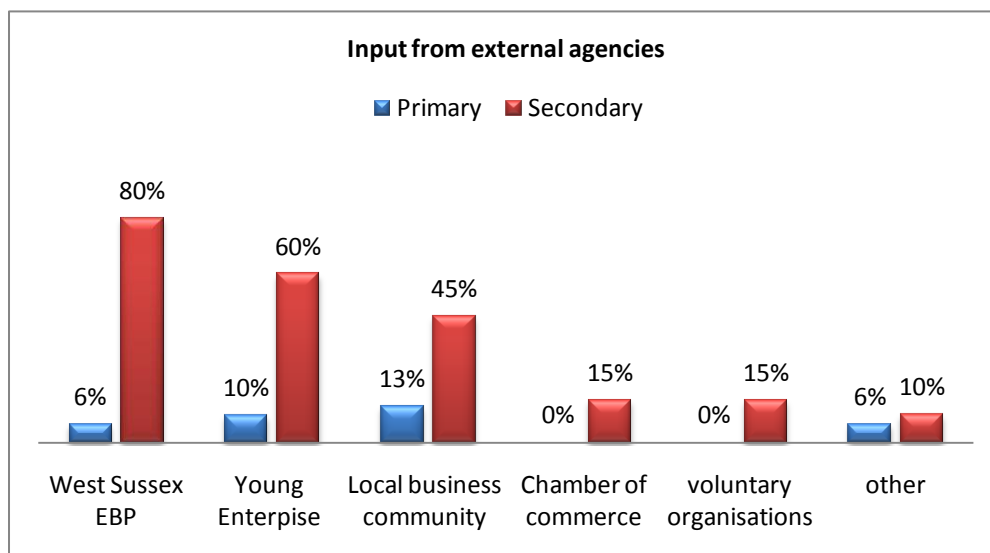
Fig.25 Survey results: *External agency support*

6.0 Work Placements

This section of the report looks at the work placement agenda in further and higher education in Coastal West Sussex as well as at school level in West Sussex as a whole. The main aim is to identify the range of placements currently being offered, how the offer is communicated to businesses and to analyse the feedback from businesses on the benefit and barriers to work placements. The Government has recently announced funding for 80,000 work placements and 50,000 apprenticeships (BIS, 2011) which highlights the need for effective, long term relationships between education institutions and the business community.

6.1 Further and Higher Education

In order to analyse the effectiveness of the current work placement offer, it is first necessary to look at the quality guidelines for work placements. The Quality Assurance Agency for Higher Education set out a code of practice for work-based and placement learning. These guidelines for higher education will be used an example in this section of the report.

These guidelines are categorised in to 5 key areas: General Principles, Responsibilities, Information Support and Guidance, Staff Development and Monitoring and Evaluation.

Precepts (QAA, 2007):

General principles
1   Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its intended learning outcomes are:
    -   clearly identified
    -   contribute to the overall and coherent aims of their programme
    -   assessed appropriately.

Responsibilities for academic standards and quality
2   Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.

Responsibilities of partners
3   Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.

Responsibilities and entitlements of students
4   Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.

Information support and guidance
Students
5   Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.

Partners
6   Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.

Staff development

7   Awarding institutions ensure that:
-       their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s)
-       where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning.

Monitoring and evaluation

8   Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effective and reviewed regularly.

Information on work placements has been collected both through the enterprise survey and consultations with various institutions, including work experience coordinators. The graph below shows the range of work placements offered by further and higher education institutions in Coastal West Sussex.
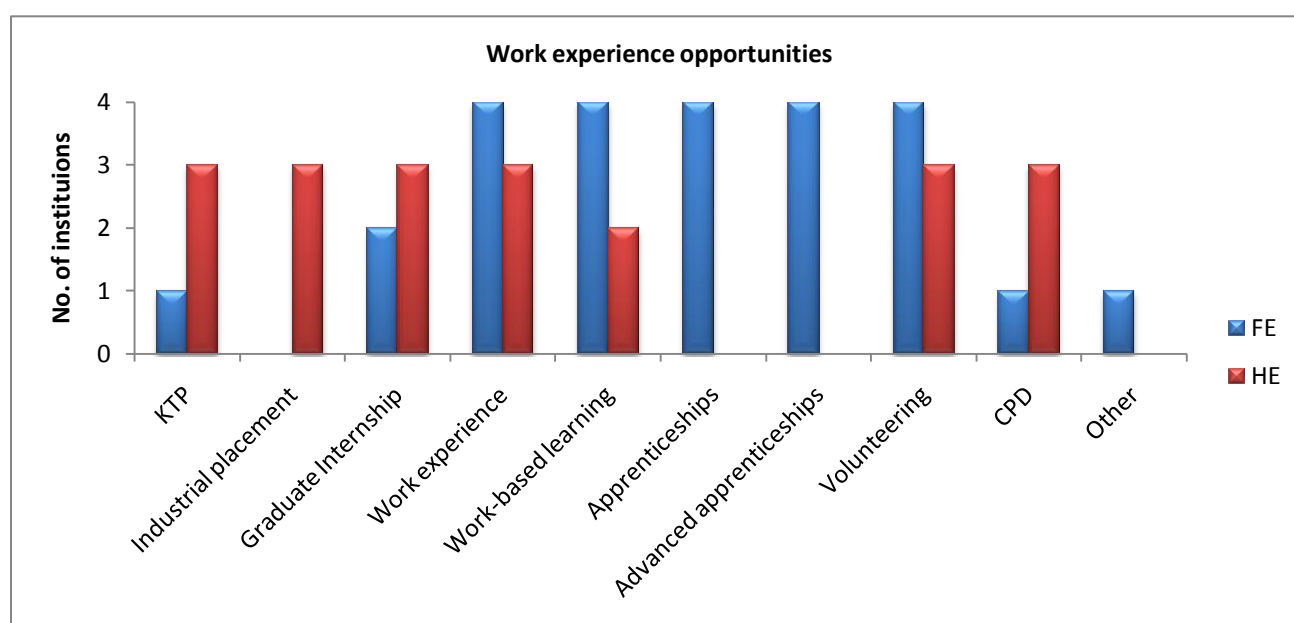
Fig.26 Survey results: *Work Placements*   **'Other' = Projects with industry**

The work experience offer in Coastal West Sussex varies between higher and further education. Work-based learning, student placements and volunteering are offered by almost all FE and HE institutions in Coastal West Sussex. Knowledge transfer partnerships, industrial placements, graduate internships and continuing professional development are offered by all HE institutions in the sample. Apprenticeships and advanced apprenticeships are offered by all FE colleges in the sample.
The work placement offer at this level of education is less structured than at school level. Work placements are generally localised to individual departments and coordinated on an ad-hoc basis.

In the School of Enterprise Management & Leadership at the University of Chichester, work placements are coordinated by one designated full time member of staff and these are mainly one year industrial placements. In the department for Sport Development and Management placements take place in Year 3 of the degree for 3 weeks and the department has a 'bank' of companies that are willing to offer work placements. This shows the variation between departments. A project is currently in development building a database of business contacts that will be shared by all departments at the university. In addition, a best practice guide for work placements at the university is also in development.

City College Brighton & Hove has full time staff responsible for securing placements. Around 600-800 students go on placements per year and most departments in the college are involved. The picture is similar at the other FE Colleges with full time staff responsible for securing placements in specific departments. Most departments are involved in providing placements and in most cases this activity is not joined up across the institution with little cross referral of placement contacts. Better coordination of activity with businesses will avoid duplicated approaches for work experience. A business should have one contact at an institution rather than several from different departments. Further to this, better coordination of work placements across institutions in Coastal West Sussex would create links, rather than rivalries, when engaging with businesses.

Business development teams are common, engaging in direct contact with local businesses and public sector organisations. Some institutions have a central database of business contacts and partners that can be used across the institution or use the Local Education Authority database of approved work experience contacts. Others have a less coordinated approach relying on personal contacts, speculative letters, phone calls and networking events locally and nationally.

Point 6 in the QAA guidelines for work based learning state that partners should be provided with appropriate and timely information prior to, throughout and following the work placement. Institutions should ensure a clear and consistent message is communicated to businesses detailing the placement process.

If business contacts are shared based on sector and specialism then significant value can be gained from each business relationship. Bringing together the heads of employer engagement teams may help to achieve this (DTZ, 2009). Good practice can already be seen along the coast:

> Northbrook & Brighton City College successfully collaborate in joint initiatives. This includes collaborating with partners in the approach to employer engagement to reduce duplication and help to provide a coordinated learning offer to the areas employers.
>
> *"The project aims to simplify the approach to businesses in the Adur and Portslade area by offering one point of contact for each sector. We hope that this will encourage businesses to engage with the opportunities we can offer their existing staff as well as thinking about employing local, recently trained and job ready people as business conditions begin to improve. It's important to both Colleges that we reach out to all businesses and by recognising this area as a joint focal point of activity for 2010/11 we hope to ensure that this area has as many opportunities to benefit from skills training as possible."*
> (Phil Frier, Principal of City College Brighton & Hove)

Key recommendation: Businesses should have one contact at an institution rather than several departments through coordination of business contacts. There is also scope to coordinate the work placement approach across West Sussex institutions through collaborative initiatives. This could include further development of current resources such as the EBP Veryan database.

6.2 Schools

Fig.27 shows the volume and type of work experience placements undertaken by West Sussex students between August 2009 and June 2010. The numbers have been broken down in to year 10, 11 and post-16 age groups. The majority (6521) were one week placements, 1052 were two week (10 day) placements and a further 488 had placements lasting more than 10 days. All but 121 of the total number were 14-16 year olds. This one week work experience is the main way in which schools meet their statutory responsibilities for work-related learning.

The majority of work placements in secondary schools take place in year 10. The graph shows that the highest number of placements is in public services, followed by the retail sector. Although not shown in the graph, engineering is popular for males, and hair and beauty for females. Areas with the lowest representation are manufacturing and travel and tourism industries. The Business Support Framework for

West Sussex (2010) highlights strengths in knowledge sectors, creative industries, construction and tourism.The data in the graph suggest that more needs be done to build relationships with businesses in these sectors, rather than relying on public sector services for work placements.
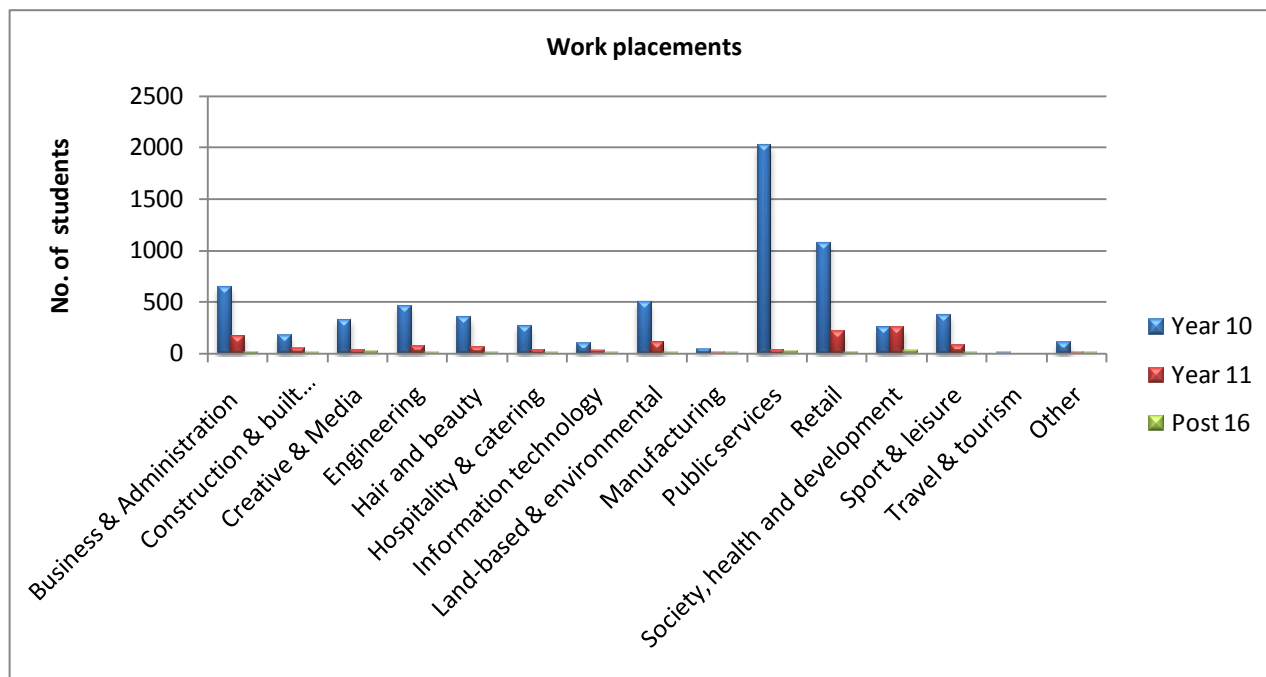
Fig.27 *Secondary school work experience*   **Source: West Sussex Education Business Partnership**

These work placements are coordinated by a central work experience team at the Education Business Partnership. Their role is to provide training for schools on the work experience process, undertake health & safety vetting in line with Health & Safety Procurement Standards (HASPS), provide service level agreements and manage a central database of work experience contacts for schools. It is then the role of individual schools to create a specific work experience policy, ensure CRB checks, manage learning outcomes and ensure the work experience programme is linked to the Department for Children Schools and Families (DCSF) guidance for economic wellbeing, career, work related learning and enterprise. Schools should also ensure parental agreement is signed by parents and student prior to the commencement of placements. This high level of policy and procedure requires a lot of resource in schools that choose to coordinate work placements individually. Best practice is to coordinate activity across West Sussex schools to ensure all pupils are getting good quality work placements to develop enterprise skills.

Business Engagement

Fig.28 shows the total number of employers, by size and sector, which are available for a work placement for the academic year (7,792 businesses in total).
The majority of businesses available for work placements are small creative and media businesses and small engineering businesses (1142 and 1191 respectively). Small IT, manufacturing and sport and leisure businesses also have a strong presence. Large businesses taking work placements are fairly evenly spread across sectors, most large businesses offering placements are in the engineering sector (97). Overall, the construction and built environment sector has the lowest number of businesses offering placements, followed by the hospitality and catering industry. Findings suggest that there is a disconnection between the high level of businesses offering placements in creative, engineering and IT industry and the number of students taking undertaking placements in these sectors. Research undertaken by Enterprise UK (2010) identified, nationally, a lack of opportunities for young people to engage in work experience that has an entrepreneurial application.
Increased take up of placements with small businesses in creative sectors may help to rectify this gap in enterprise provision. There is currently work going on its initial stages at West Sussex County Council

looking to maximise the opportunities for young people to gain employability skills and move in to work. Many people in this sector will be self employed making it difficult for them to take on a young person for a work placement. This also means that young people training in the sector will need effective enterprise skills provision and practical information about setting up their own business. This work illustrates the need for more support and development in this area.
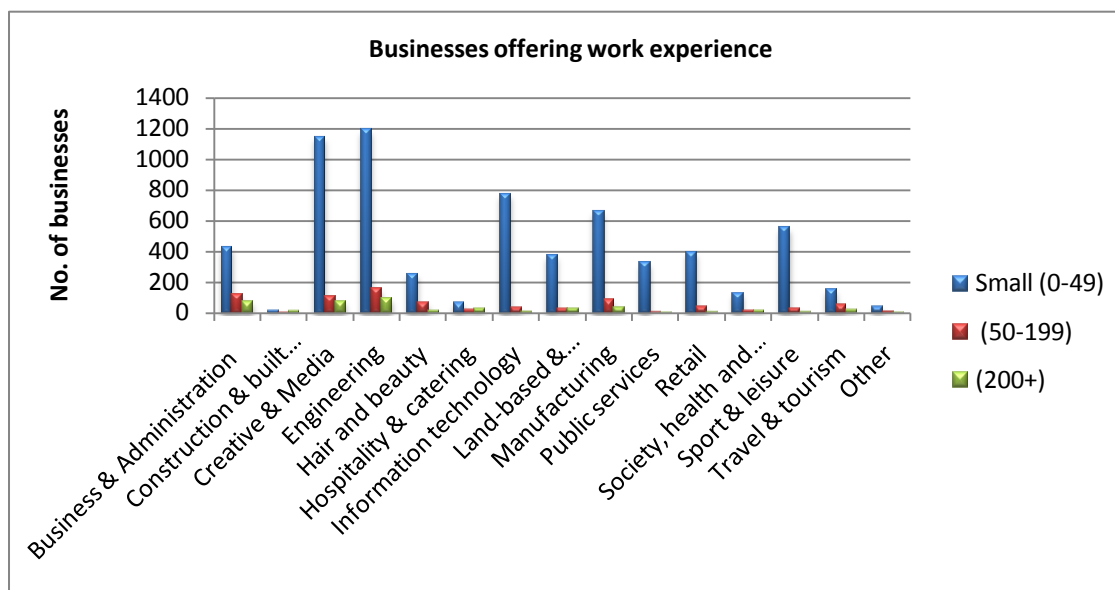
Fig.28 *Business Engagement*   *Source: West Sussex Education Business Partnership*

Key recommendation: Placements with small businesses should be encouraged. Institutions should take advantage of the high volume of small businesses in creative industries for mentoring and work placement activity. There should be less reliance on the public sector to provide work placements at secondary school level.

6.3 Business Perceptions

The sample for this survey was made up of 34 West Sussex businesses across different sectors. According to the Department for Business Innovation and Skills, 99.9% of South East of England's businesses are SMEs. This means that the sample approached can be considered as a representative of the business population of South East England.   Of the 34 responses 88% of businesses were located in West Sussex, out of which 90% were SMEs.

50% of the sample has taken on a work placement in the last 3 years. The majority (47%) of these were school pupils, 35% of these placements were university students and 12% were college students. One business in the sample had also taken on a work placement from MENCAP.

65% of these placements were unwaged and the other 35% were waged. Considering the majority of the placement students identified by the sample came from school, it can be assumed that they were under the age of 16, and in unwaged placements and this is confirmed in Table.1 below.

Paid/Unpaid	Type of placement	Percentage breakdown
Waged	KTP	12%
	Industrial Placement	6%
	Graduate Trainee	6%
	Apprentice	6%
Unwaged	Work experience	71%
Total	17 Work placements	100%

Table.1: *Work placement breakdown*

What was the type of placement?

■ Business responses

71%

6%   12%   6%   12%

Work experience   Apprenticeship   Industrial Placement   Graduate Internship   Knowledge Transfer Partnership
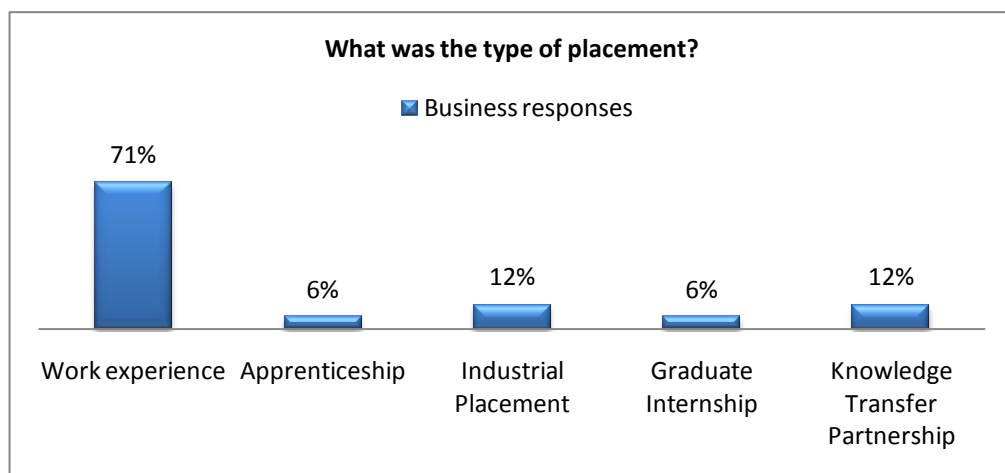
Fig.29 Survey results: *Type of placement*

Work Experience

As shown in Fig.29 the majority of placements in the sample were short-term work experience. These were mainly 1-2 week placements for school pupils. As shown in Fig.30 results suggest that the main reason businesses take on work experience candidates is to benefit the individual rather than having a view to improve their own business. Businesses in the sample did not see much value in taking on these pupils other than fulfilling their corporate social responsibility programmes and achieving a sense of goodwill. A small number commented on community giveback and building a relationship with education; these are benefits that should be actively promoted to businesses when recruiting for work experience. Projects for work experience students ranged from computer repair training to marketing, promotion and merchandising. A number of the projects were admin based in various sectors of industry.

Knowledge Transfer Partnerships (KTP)

Knowledge Transfer Partnerships have been undertaken by 12% of the sample and these range from 6 months to 2 years in length. Findings suggest that the main reason for taking on KTP students is to improve the business, with the support of the university. There is, however, some concern about getting value for money from these partnerships. Typical KTP projects described by the sample include development of marketing research and businesses cases; business analysis and research and development.

For businesses, these partnerships can help in a number of areas, including:

What was your primary purpose for offering the work placement?

■ Business responses

59%

12%   29%

To improve the business   To benefit the individual   To identify potential future employees

Fig.30 Survey results: *Primary purpose for offering placement*

- Refining existing products, or designing new products
- Opening new markets, for new or existing products
- Improving business, marketing or manufacturing systems
- Cutting costs and waste to run the business more efficiently

Industrial Placements

Industrial placements were also offered by 12% of the sample and these placements range from 12 weeks to 1 year in length. Similar to work experience, the main reason businesses offer these placements is to benefit the individual, rather than the business, although there were some comments on the value of cheap labour and the extra help students can provide.

Further to this, businesses should be made aware of the input of fresh ideas and skills and the opportunity to assess prospective employees.

Apprenticeships and Internships

Apprenticeships and graduate internships were undertaken by 6% of the sample. Findings suggest that the main reason businesses undertake this type of paid placement is to identify future employees. Businesses seem to recognise the value of these placements, although there was some concern around the formalities and administration involved in setting them up.

Benefits

As shown in Fig.31 businesses see the main benefit from taking on work placement students as the potential to source new employees. This highlights a need to communicate a skills offer to businesses describing how students can add value through the experiences they have had in education.

The businesses that see no benefit from taking a work placement student (12%) are those that have taken a short-term work experience pupil and had concerns over the time and resource needed to support the pupil.

What benefits does your business receive from offering work placements?

■ Business responses

12%	24%	6%	6%	12%	6%	6%	12%	12%
Goodwill	New employees	New ideas	Community giveback	Realtionship with education	CSR programmes	Team building	Extra help	No Benefit
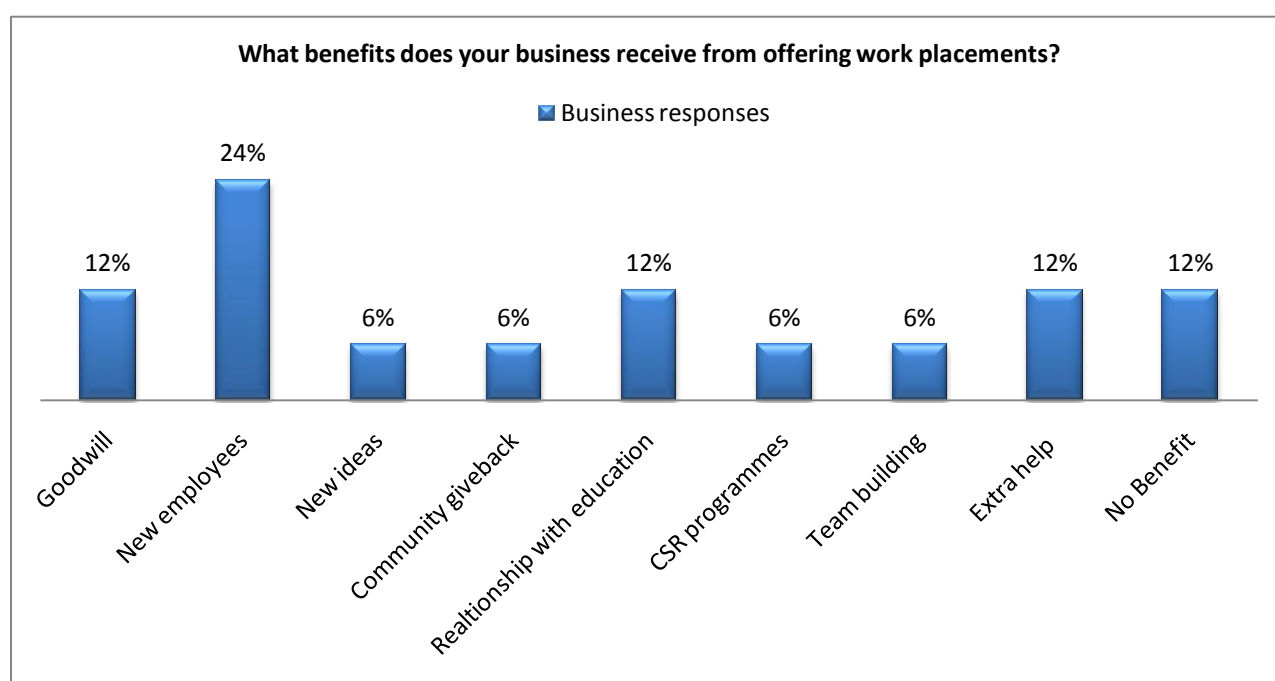
Fig.31 Survey results: *Benefits of work placements*

Findings from consultations with those in education that have direct contact with businesses for work placements suggest the key benefit for businesses comes from community activity and engagement with education, promoting a positive message for the businesses. The extra resource that a successful placement student can provide is also invaluable to business. Successful placements are usually with businesses that take a pro-active approach to the future of their business, and the skills they require from their employees.

Barriers

In terms of barriers, consultations suggest that the students coming back with a negative experience of work placements is largely down to a mismatch between the business demands and the ambition of the student. The extra resource needed to support a placement student can also lead to a negative experience if businesses cannot afford to invest the time required to enable a valuable experience for both parties. Further to this, Fig.32 shows that the main barriers to taking work placements are resource (35%), time (15%) and cost (21%). These three factors interlink and businesses in the sample highlighted a number of specific areas such as: time to train the student; cost of extra training; staff available for supervision; not enough work available and downsizing of the business.

What are the barriers to offering work placements for your business?

Business responses

35%
21%
15%
9% 9%
6%
15%
3% 3% 3%
6%

Time | Cost | Resource | Education/ understanding | Fear of formalities &... | Health & safety... | Size/ sector of business | Risk of unsuitable trainee | Value for money | Confidentiality | No barriers

Fig.32 Survey results: *Benefits of work placements*

The size and sector of the business were mentioned as a barrier by 15% of the sample; some businesses are too small to take a placement student or are in a sector that is unsuitable for a work experience candidate. A key message when communicating with businesses should be information on the support they will receive from the institution throughout the work placement process. Time and resource to train the student are key barriers and initiatives should be introduced to give students the skills they need for work experience in a specific industry or sector. Other barriers include a lack of education and understanding of the work placement process and fear of the formalities involved. This includes health and safety checks, employment restrictions and government bureaucracy.

Conclusion

The quality guidelines for work based learning detailed at the start of this section, specify that timely information should be provided to students prior to the work placement, but do not include training or development of specific skills for specific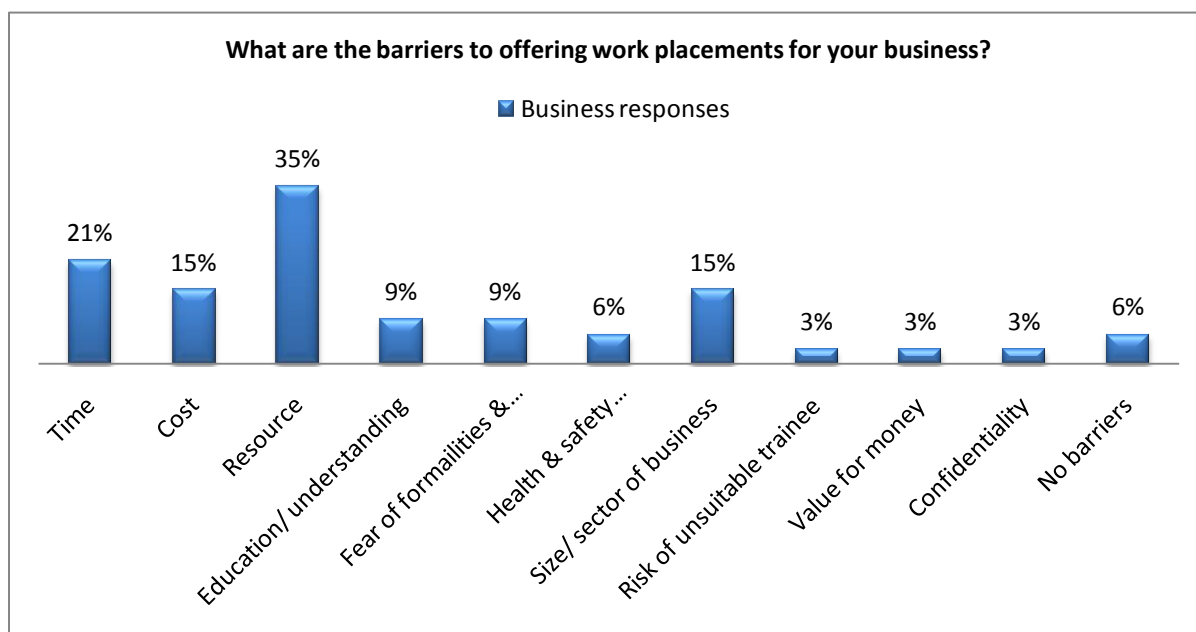 sectors or projects. Consultations with work placement coordinators highlighted the value of these placements for students. They gain practical experience, adding value to their study or qualification. The experience also gives students career direction and develops transferrable skills. For businesses, building a relationship with an educational institution can give them up to date knowledge of a subject area and also enable the business to hear about other services an institution can offer to businesses.

A statement of collaboration between an institution and a business is a method that can ensure a relationship is valuable. For example, a business that signs up to take a work experience candidate may also be interested in mentoring or getting involved in other enterprise activity. One work placement coordinator commented that institutions need to get more from businesses such as mock interviews and CV advice, not just a one week placement with no long term value.

Key recommendation: Institutions should scope out the project for the placement student and help them develop the skills needed to undertake that project before the placement commences. This should include training for specific sectors prior to work experience. Businesses should have input in to the skills that need to be developed. The main barriers for businesses are time, cost and resource. A key message when communicating with businesses should be information on the support they will receive from the institution throughout the work placement process.

6.4 Project Case studies

Successful projects with businesses in the curriculum can be of great value to student learning. The below examples highlight how activity with businesses can be successfully embedded in courses and modules at an institution.

Chichester College Examples:

Fontwell Racecourse – Business Decision Making Unit
This project required students to forecast attendance numbers at the racecourse. The findings were used to determine key areas that will affect customer satisfaction such as the staffing necessary, the catering and the provision of parking spaces.

Avisford Park Hotel – Business Decision Making Unit
This project required students to produce a business plan for Avisford Park Hotel using specific data to assist them in their decision making.

This form of interaction with businesses has real value for both the students and the business.

Fontwell Park commercial manager Grant Elgin said: *"We've been delighted to work with Chichester College on this project. This sort of data can be very useful to us in charting attendances and trends."*
(Midhurst and Petworth Observer, 2011)

7.0 Best Practice Case Studies

7.1 Regional Examples

Enterprising Colleges Initiative

Enterprising Colleges is jointly funded by NESTA (National Endowment for Science, Technology and the Arts) and SEEDA (South East England Development Agency), and is delivered by the Centre for Creativity and Enterprise Development at Oxford Brookes University.

The programme is centred on a series of workshops targeted at senior staff within FE institutions in South East England. The workshops encourage participants to explore barriers and enablers to introducing enterprise education in to the curriculum and the business development activity of colleges.

This pilot programme is due to finish in July 2011; to date 26 South East Colleges and 86 participants have taken part in the project. The expected outcomes are:

- Raised awareness of enterprise education and the benefits
- An FE institutional enterprise education strategy
- Coherent strategies for enterprise education which is delivered in colleges
- Establishing a network of enterprise education champions across the South East

A regional enterprise network was launched for college lecturers on the 16th March 2011, which will offer updates on skills and knowledge, access to enterprise resources and materials for delivery in the classroom, and a general networking occasion to enhance the enterprise experience for everyone.

The Enterprise Network will harness the expertise of real-life entrepreneurs, enterprise teachers and lecturers, enterprise professionals, and past/present students of enterprise-related programmes, and meld them together to create a vibrant and passionate learning experience for college students – irrespective of the course they are studying, and the career path they are planning.

These regular events will offer updates on skills and knowledge, access to enterprise specific resources and materials for delivery in the classroom, and a general networking occasion – all of which is generated to enhance the enterprise experience for everyone.

Every participant will have enterprise at the forefront of their educational agenda - coming together to discuss the latest developments in enterprise initiatives, as well as planning enterprise events across their regions and in their own colleges. Teaching staff will be able to use the Network meetings, and the training events, as validated CPD; further demonstrating their commitment to their own professional development, as well as the professional development of their students.

The Networks will be a vital part of bringing practical enterprise skills into the FE classroom by utilising the experience of those engage in it each day whether actively or academically; and ensuring that students have the best chance of becoming the successful entrepreneurs of tomorrow by benefiting from that experience in a range of scenarios.

Ali Golds, Operation Enterprise ltd

SETSquared Partnership

SETSquared is an example of collaboration between the Universities of Bath, Bristol, Exeter, Southampton and Surrey to stimulate growth in the region's economy. The main aims of this collaboration are to:

1) Provide support services and office space for early stage businesses
2) Provide practical help from experienced entrepreneurs
3) Help with access to funding
4) Build businesses from university research
5) Access international markets

The management team for the project is made up of director representation from the enterprise teams of the 5 partner universities. The partnership operates from five Business Acceleration Centres located at each university. The centres accommodate around 100 high growth potential, knowledge-based ventures and provide them with business support, investment support and flexible office space.

The activities of the group include: Business Acceleration centres, Investor show cases, applied research and start up.

To date the partnership has supported over 650 companies, helping them raise over £450m of start-up funding and creating over 1,000 new jobs.

Enterprise Learning Partnerships (ELP's)

Through the Enterprise Network, the Specialist Schools and Academies Trust have created a school and college-led sustainable network of 54 Enterprise Learning Partnerships. In the South East there are 8 ELP's and these partnerships are an example of collaboration between institutions at different levels of education, as well as the local business community.
The Department for Education funding for ELP's ceased on March 31st 2011, however many of the partnerships will continue to meet informally. The West Sussex ELP is made up of schools with business and enterprise specialist status to share enterprise resources and best practice in enterprise education.
The model below shows the ideal make up of an ELP Board with representatives from education and the business community. Although ELP's are losing their funding, the concept of collaboration should not be lost.

7.2 National Example

Young Peoples Enterprise Forum (YPEF)

YPEF is a regionally based, not-for-profit group of private and public sector organisations with a mission to nurture and inspire enterprise among young people across Yorkshire, enhancing the rates of self employment and business start ups. This is funded by Yorkshire Forward (Regional Development Agency) and YPEF manages their three year 'Embedding Enterprise in Education' programme. This is supported by Yorkshire & Humber Universities, Business Link, Young Enterprise and a number of other organisations

Strands within this programme include:

1) Primary
'Rotherham Ready' is a comprehensive enterprise education programme that supports young people to be entrepreneurial, learn about business and the economy and develop enterprising skills. This is recognised nationally as best practice and recently won the 'Enterprising Britain 2010 award' run by Enterprise UK.

2) Secondary
- Continuous Professional Development (CPD) for teachers in how to embed enterprise in the curriculum.
- Focus on employer engagement in enterprise education e.g. business challenges with Coca Cola, National Rail, business mentors for pupils

3) Further Education
- CPD, resources and support for teachers to create an enterprise culture in colleges
- A network of FE 'enterprise champions'

4) Higher Education
- Initial Teacher Training pilot programmes at Sheffield Hallam and Leeds Universities in enterprise education
- Workshops for PGCE students

Nicola Mills, Project Manager of the programme, said that research undertaken at YPEF found that there was a significant need for CPD and enterprise training amongst teaching staff.

Nicola sees the most potential for improvement in regional colleges. However, the main gaps in enterprise provision are in schools that see enterprise and entrepreneurship as low priority as well as supporting students in starting up their own businesses.

"Low achieving schools have a priority to improve levels of academic achievement and quality of teaching, rather than enterprise activity. Similarly schools with academic excellence have a priority to maintain this excellence rather than spend on enterprise activity" (Nicola Mills, YPEF).

YPEF have developed an online tool called 'Wildfire' (http://www.spreadlikewildfire.org/) encouraging 14-18 year olds to pursue their ideas, get expert help developing an idea in to a business plan, and support in making it happen.

8.0 Key Findings

8.1 Further and Higher Education

- *Leadership*

In higher education, institutions have full time staff employed for, or tasked with, the coordination of enterprise, which is not present in further education. Findings suggest that senior management involvement in enterprise education in further and higher education is not consistent across institutions and the responsibility for creating a culture of enterprise lies at a lower level.

- *Defining enterprise*

When defining enterprise, some institutions focus on a philosophy of 'doing' and others on a philosophy of enterprising behaviour. 'Doing' relates to the development of business ideas and encouraging students to set up and run their own business. 'Enterprising behaviour' relates to broader development of enterprise skills including an innovative and creative approach to tasks through collaboration and risk taking. Differing perceptions of enterprise could lead to confusion in delivering effective enterprise education.

- *Funding*

The majority of funding for enterprise in higher education comes through the Higher Education Innovation Fund (HEIF) which is currently being reformed. All three HE institutions in the sample have a specific budget for enterprise activity compared to only one of the FE colleges surveyed. Further education institutions appear more enterprising in their approach and draw in funding through external sources such as business sponsorship. Best practice examples develop enterprise that is sustainable beyond time limited funding streams.

- *Curricular enterprise*

The key to developing sustainable enterprise is to embed it in the curriculum. Best practice examples are enterprise and entrepreneurship modules that are credit-bearing and offered across the curriculum, regardless of subject area. The majority of modules and courses with elements of enterprise and entrepreneurship are contained in business schools. Business input into the curriculum tends to reflect an ad-hoc engagement with a range of employers.

- *Extracurricular enterprise activities*

All three higher education institutions employ staff to run extracurricular enterprise activity compared to 50% of the FE sample. Careers services, enterprise workshops and ideas competitions are the most common forms of provision. Findings suggest there are fewer extracurricular opportunities at FE level for students to get involved in enterprise activities. Best practice examples include developing a community of enterprising students through clubs and entrepreneur networks.

- *Start up support*

This is an area of development in a number of the institutions. In terms of start up support for entrepreneurs, physical infrastructure and virtual incubators are in development in both further and higher education. Higher education institutions also offer specialist advice and access to funding workshops. Mentoring support for start ups is offered in most cases; however support needs to be long term with a focus on supporting students through an enterprise journey.

- *Recording enterprise progression*

Findings suggest there is currently no consistent method of measuring the extent to which enterprise is embedded at an institution or the progression of student's enterprise skills.
Best practice examples, nationally, include enterprise in the learning outcomes of all taught modules across an institution, regardless of subject area, and measure the entrepreneurial productivity of the institution.

8.2 Primary and Secondary Education

- *Leadership*

The majority of secondary schools in the sample (75%) identified senior managers with responsibility for enterprise, compared to 32% of primary schools. Business and enterprise specialist schools are able to fund full time non-teaching posts for managing enterprise activity, developing community links and business partnerships. In non-specialist schools, enterprise coordination is often part of a wider brief for work-related learning or curriculum management roles. Senior management support is needed to ensure enterprise learning has a high priority in the curriculum.

- *Definitions*

When identifying 'enterprising behaviour' many schools in the sample use key skills such as innovation, problem solving, independence, creativity, risk-taking and a 'can do' attitude. The variety of skills used to define enterprising behaviour is very much specific to each individual school. Only 50% of the secondary school respondents and 3% of primary schools in the sample have a definition of enterprise education that is used consistently across the school.

- *Funding*

The majority of funding for enterprise skills provision comes from the main school budget, 70% of secondary and 26% of primary schools have a budget for enterprise. Findings suggest that in primary schools there is a higher level of fundraising and self funded enterprise activity, which enables sustainable enterprise skills provision without relying on time limited funding.
Survey results suggest that infrequent 'enterprise days 'are the only form of provision in a number of West Sussex Schools. The more enterprising schools support enterprise through fundraising activities and invest in projects for pupils in the curriculum.

- *Curricular enterprise*

The majority of both primary and secondary schools in the sample stated that they promote a culture of enterprise. Findings suggest that key skills relating to enterprise are being delivered in the curricula of most schools; however, recording progression of these enterprise skills is only prevalent in schools with an enterprise specialism.

- *Business input*

Business input to the curriculum is mainly through one-off activity. Best practice examples develop a reciprocated two way relationship, where a business commits to engaging with the school in a variety of areas, such as mentoring, curriculum input and work experience, in return for publicity in the local community.

- *Extracurricular enterprise activities*

There is a high level of extracurricular opportunities in enterprise for students in West Sussex secondary schools, mainly in the form of mini enterprise activities (85% of schools) and enterprise competitions (70% of schools). Activity that is ongoing and sustainable should be encouraged such as fundraising activity, school businesses and enterprise clubs. Only 6% of secondary school extracurricular activity involves the experience of running a business.

- *External support*

The majority of support for enterprise in secondary schools comes from the West Sussex Education Business Partnership (EBP) (80%) as well as Young Enterprise UK (60%). 97% of primary schools and 90% of secondary schools also stated they would like more support in developing partnerships with businesses and national programmes.

8.3 Work Placements

- *Further and higher education*

The work placement offer at this level of education is less structured than at school level. Placements are generally coordinated by individual departments on an ad-hoc basis due to the nature of the curriculum. Consultations identified central databases being developed to record activity with businesses and this coordination will avoid duplicated approaches for work experience.

Communicating the offer of work placements to businesses occurs in different ways depending on the approach of the individual institution. Business development teams are common, engaging in direct contact with local businesses and public sector organisations. Some institutions have a central database of business contacts and partners that can be used across the institution or use the Local Education Authority database of approved work experience contacts. Others have a less co-ordinated approach relying on personal contacts, speculative letters, phone calls and networking events locally and nationally.

- *Schools*

The majority of work placements in secondary schools take place in year 10 (age 14) to fulfil statutory responsibilities for work related learning. The highest numbers of placements at this level in West Sussex are in public services, followed by the retail sector. Sectors with the lowest representation are manufacturing and travel and tourism. In addition, the majority of businesses offering work placements in West Sussex are small creative and media businesses and small engineering businesses. Findings suggest that there is a disconnection between the high level of businesses offering placements in creative, engineering and IT industries and the low number of students opting to take placements in these sectors.

Coordination of work placements at this level involves a high level of policy and procedure. This can use a lot of resource in schools that choose to coordinate work placements on their own. Due to the high level of students undertaking placements at the same time, best practice is to coordinate activity across West Sussex schools to ensure all pupils are getting good quality work placements to develop enterprise skills.

- *Barriers and benefits to businesses*

Successful placements are usually with businesses that take a pro-active approach to the future of their business, and the skills they require from their employees. Findings suggest the main benefit for businesses who offer placements is to source new employees. Other benefits highlighted include building a relationship with education, extra help for the business and achieving a sense of goodwill. However, when asked for the main reason businesses take placements, this was to benefit the individual. Few businesses in the sample identified work placements as a way of improving their business.

The main barriers to taking work placements for businesses are resource, time and cost. These three factors interlink and businesses highlighted a number of specific barriers such as; time to train the student; cost of extra training; staff available for supervision; not enough work available and downsizing of the business. Other factors include a lack of education and understanding of the work placement process and the fear of formalities involved. Specific factors include health and safety checks, employment restrictions and government bureaucracy.

9.0 Workshop Discussion

This section brings together discussions from the 'Enterprise Skills Coordination' workshop, held on the 4th April 2011 at Ricardo UK ltd, Shoreham

1) Progression

In order to add clarity to enterprise education at each level there should be a focus on a model for progression. At the heart of actions going forward should be the concept of a 'skills and experience ladder' (Fig.33). This outlines a route of progression from primary to higher education, recording skill development and experiences as a student climbs this ladder.

Implementing this concept will be important in order to start this process and consistent definitions for enterprise education at each level should be developed that will enable common targets to achieve and track success. Interventions will be needed at different stages of the ladder to encourage students to progress from initial engagement in enterprise through to business start up or employment. This should be adopted as a common framework and pathway and other recommendations will then fall into place as part of this overall strategy.

In primary schools there should be focus on creating awareness and initial engagement in enterprise, creating a culture of enterprise in schools through community activity, fundraising projects and teachers that are fully engaged in the agenda.

When pupils move up to secondary school, initial awareness of enterprise should be progressed to interest, and hopefully desire to explore enterprise further. This can be achieved through increased business interaction; embedding enterprise in the curriculum and real experience of running a business. When a student then progresses to further and higher education, interest should become desire and action. Enterprise should be embedded in all courses, with increased awareness of start up and self employment opportunities and providing the infrastructure and long term support for enterprising students that want to start up their own businesses. Employer input should be obtained at all stages of this ladder to ensure the skills being developed are relevant and valuable. A portfolio of enterprise skills and experiences should be built up as young people progress through education and these skills should be acknowledged at each stage of the ladder.
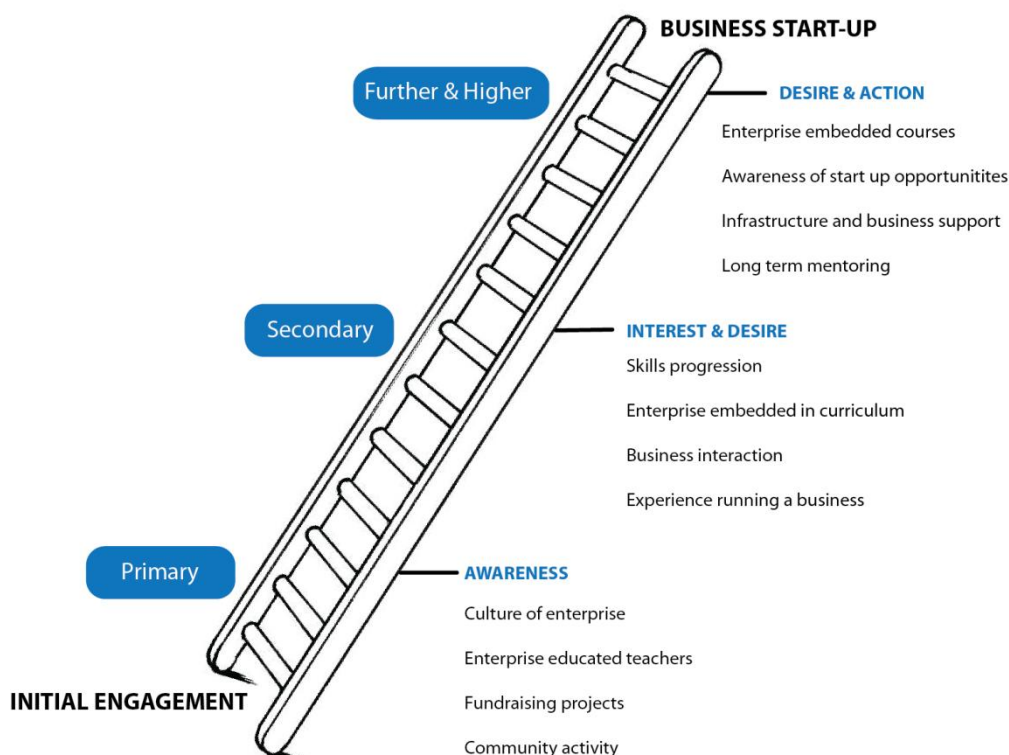

Fig.33 *Skills and experience ladder*

2) Leadership

In order to implement this model for progression it will be essential to gain the support of leadership teams at each level of education. In schools, the Headteacher needs to be persuaded about the mutual benefits to schools and business. The changing working environment includes uncertainty over the future working of Connexions and the Education Business Partnership (EBP). Communications between businesses and schools will be vital to expansion of the enterprise agenda and so the definition of 'enterprise' and how to describe the educational intent will be important elements when discussing enterprise progression and activities.

Important enterprise skills must be seen to have a learning value and to bring out each pupil's ability to learn. The word 'enterprise' may not be key and may suggest an extracurricular focus depending on how it is interpreted. Words such as 'applied learning' and 'creativity' might be used to encompass the benefits to teaching and learning. The offer should be sold based on key drivers for Headteachers, such as developing a 'can do' attitude, independent learning skills and creativity.

Clarification is needed as to what age range constitutes the studentship which should be covered by this endeavour e.g. a continuum which starts at age 10 (year 6) and goes on to 21 (end of university) or even a younger age such as 5- 21. In the primary range more modest results for enterprising behaviour would be expected.

In further and higher education leadership teams should collaborate to take forward this enterprise agenda. They should aim to create consistency in progression, but should not lose the creative initiatives of individual institutions. In addition there should be less competition and more collaboration between institutions and findings suggest that this is currently a procurement issue.

Training will be required for everyone involved from businesses and education. There may not be a formality to this for business people. Interaction with businesses will be essential at all stages of this process; whether through activities such as curriculum projects, mentoring or work experience. If this message is to be accepted then training should be related to CPD opportunities and funding.

Institutions may also be able to offer services to businesses e.g. language training for internationally trading companies, as an incentive to engage. This needs to be negotiated on an individual basis, rather than developed as a prescribed package, as all business needs will be different.

3) Currency

'Enterprise education' should be communicated as a currency, spreading knowledge of the benefits this can bring to business and education in a targeted message. An enterprise culture in Coastal West Sussex should be created where these benefits are widely accepted and implemented in education.

A platform should be developed to share success stories, latest news and best practice at all education levels to increase engagement, awareness and collaboration.

Benefits should be measured where possible. Even attributes such as improved life skills may be observed to have been influenced by the enterprise endeavour, but should not risk benefits by seeking implausible measurement arrangements. Ideally results would be tracked as pupils move on in the education system or up the 'skills and experience ladder' but the Data Protection Act would apply. Connexions currently can give localised tracking but may not identify individuals.

Schools could also be measured on the employment rates of their students, and those going on to further and higher education. This measure may act as a driver for Headteachers to embed enterprise in to the curriculum. Building an enterprise portfolio as a student moves through education would enable individual recording of skills and achievements. Measurement methods should be consistent and acknowledged at each stage if progression is to be recorded in Coastal West Sussex as a whole.

Through analysing all of the definitions that have been collected from schools, colleges and universities in the data collection process, the following definitions have been created to provide an idea of how enterprise is defined, and can be progressed through each level:

- **Primary – Awareness**

'*Providing pupils with the opportunity to demonstrate enterprising behaviour through real life experiences, community activity and an enterprising curriculum. Encouraging children to demonstrate a range of skills that develop enterprise capability such as: creative thinking, independence, leadership and team work*'

- **Secondary – Interest**

'*Encouraging behaviour that demonstrates specific skills and attributes relating to enterprise and entrepreneurship. Initial awareness should be converted in to interest through progression of enterprise in the curriculum, interaction with businesses and activities that provide real life experiences in running a business*'

- **Further & Higher education – Desire and Action**

'*Enterprise capability and skills developed in primary and secondary education should be acknowledged and progressed through enterprise embedded in all courses and subject area. Interest should be converted to desire and action encouraging behaviour that leads to the development of business ideas or contributing to the development or improvement of businesses, increasing the awareness of self employment. Long term support for entrepreneurs through infrastructure, mentoring, specialist advice and access to funding*'

10.0 Recommendations

i. Implement the 'enterprise skills and experience ladder' as a common framework to progress enterprising students from initial awareness and skill development at school level through to business start up and support for entrepreneurs. This involves collaboration between schools, FE and HE to ensure progression and engagement in enterprise at all levels and better connection when moving from school to further education. Employers should be consulted in this process.
Current practice: The Professional Business Services Group (PBSG) will launch a Log of Professional Readiness in June 2011 allowing students to record work experience, gap year activity, responsibility and leadership to communicate their employability to businesses.

ii. An 'FE Sussex' style group of enterprise champions should be created, with selected representatives from primary level to higher education. This should also include representatives from outside of the education sector, to advise on how to best encourage low achievers in enterprise. This group should discuss how to bring coherence, alignment and progression to enterprise education and create a strategy for use across West Sussex.

iii. Develop a consistent definition for enterprise education at each level that will enable institutions to set common targets to achieve and track when they have been successful. An overall definition should be developed that creates a vision for enterprise education in West Sussex.

10.1 Further and Higher Education

Embedding a culture of enterprise

iv. Ensure overall responsibility for enterprise skills provision is owned by senior management. Creating a culture of enterprise should be high priority in FE and HE strategy and roles and responsibilities for enterprise education should be clearly defined.
Current practice: Chichester College is in the process of gaining National Enterprise Academy status

v. Enterprise should be embedded in the further and higher education curriculum through investment in continuing professional development (CPD) for enterprise education. Initial teacher training should include enterprise encouragement and workshops for teaching staff are an effective way of sharing best practice in enterprise education.
Current practice: University of Brighton teacher training workshops, Enterprising Colleges workshops

vi. Credit bearing enterprise and entrepreneurship modules should be made available to all students regardless of subject area. Modules that develop enterprise skills and encourage entrepreneurs should be marketed through the Centre for Work and Learning. In addition websites such as WSCC could hold resources to share best practice. There is an opportunity for the three universities to work together to develop this in higher education.
Current practice: Skilled Up ltd have signed a strategic partnership with the Specialist Schools and Academies Trust to build approved level 1 and level 2 enterprise materials online in e-portfolio format. These were released via the Enterprise Village portal.

vii. Measures should be implemented to identify to what extent enterprise is embedded in the curriculum. Learning outcomes specific to enterprise in all taught modules could be one way of achieving this. These methods should be consistent across institutions.
Current practice: Centre for Education and Industry 'The National Standard for Enterprise Education' Self-review and Assessment Guidance Manual for Schools

Working with businesses

viii.   Institutions should develop an outward facing approach to draw in funding through business sponsorship of enterprise activity rather than relying on time limited government funding.

ix.   There should be more collaboration and less competition between institutions; this is currently a procurement issue. Institutions should share planning of activity with businesses including cross referral of business contacts. This can be achieved through better curriculum planning that enables institutions to focus on their specialism and complement each other's activity.
Current practice: Northbrook and City College Brighton & Hove collaboration

Encouraging business start up

x.   Create opportunities for students to apply enterprise skills through extracurricular activity in further education. Develop a community of enterprising students through clubs and entrepreneur networks.
Current practice: BeePurple (University of Brighton), Havant College enterprise club

xi.   Increase provision in personal coaching and mentoring for enterprising students. This should include peer, staff and business mentoring. Collaboration between institutions to share resource will increase the area covered in mentoring initiatives.
Current practice: e-Mentoring pilot – collaboration between three colleges, University of Chichester and West Sussex County Council

xii.   Enterprise skills provision should be focussed towards 'low achievers' as starting up their own businesses is a natural progression route. In addition, institutions should encourage groups with low participation in enterprise e.g. female students. In this case activity should link in to women's business networks and events such as 'Women's Wisdom' and 'Women's Enterprise Day' led by Enterprise UK. Institutions should raise awareness of these networks and events.
Current practice: Research is being conducted by academics at the University of Chichester: "Mapping women's enterprise activities in West Sussex: Where are we now? Where are we going? How do we get there?"

xiii.   A consistent measurement method should be used by all Coastal West Sussex (CWS) institutions to evaluate and improve the enterprise education offer in CWS as a whole. Methods should be developed to record return on investment in enterprise, through graduate self-employment levels, venture creation and employment with small firms.

xiv.   Apprenticeship frameworks from sectors where people are likely to become self employed would benefit from being supplemented by an enterprise module.

10.2 Primary and Secondary Education

Resourcing enterprise

xv.   Increase sustainable enterprise through fundraising activity and business sponsorship. In addition to the support from external agencies such as the West Sussex EBP and Young Enterprise schools should look to support themselves in running enterprise activities and increase collaboration with business and enterprise specialist schools, colleges and universities. The ability to generate funding demonstrates enterprising behaviour; this method of running enterprise activity should be seen more frequently at all levels of education.

Current practice: The Littlehampton Academy has held an enterprise conference for students using resources provided by Northbrook College

xvi.   Embed activity in the curriculum across subject area rather than one-off enterprise days that meet the minimum requirement for enterprise education. Fundraising projects such as school businesses are seen at primary level and progression of this experience at secondary school is essential in encouraging entrepreneurial behaviour.
Current practice: Worthing High School allocates two lessons per fortnight to enterprise learning. Business or IT are studied as core subjects at Key Stage 4

xvii.   Both businesses and schools should receive training when working together to embed enterprise. Schools may also be able to offer services e.g. language training for internationally trading companies as an incentive to engage. This needs to be negotiated on an individual basis, rather than developed as a prescribed package, as all business needs will be different. Relationships need to be long term, rather than a 'one-off' visit and communications with the business need to be coordinated to avoid duplicated approaches from different organisations.

Enterprise skill progression

xviii.   Benefits and results should be tracked and measured as students move up the enterprise skills ladder. However, these benefits should not be lost by seeking implausible measurement arrangements. Schools should also develop a method of tracking enterprise skills learning that the student can take with them through education and into the work environment. Tools such as Moodle could be used to record activity which could then develop into enterprise portfolios at FE and HE level.
Current practice: Enterprise passport (Worthing High School) 'I can' checklist (Rustington CP School)

xix.   In the schools a learning champion for the curriculum may be the right person to champion enterprise. The person need not necessarily be explicitly called the enterprise champion because enterprise should be contained within the curriculum and not be seen as extracurricular. This person should have authority, remit and able to make decisions. In addition, these staff should tap in to relevant groups and networks to develop contact with local businesses. The champion also has to be the key contact for businesses at the school.

xx.   The Headteacher in each school must support the enterprise endeavour. The head needs to be persuaded about the mutual benefits to schools and business. Important enterprise skills must be seen to have a learning value and to bring out each pupil's ability to learn. The word 'enterprise' may not be key. Words such as 'creativity' and 'applied learning' might be used to encompass the benefits to teaching and learning. The offer should be sold based on key drivers, such as developing a 'can do' attitude, independent learning skills, creativity etc.

10.3 Work Placements

Marketing the offer

xxi.   When recruiting businesses for work placements institutions should market the skills of their students and how students can add value through the experiences they have had in education. The main reason businesses take on work placements is to source new employees.

xxii.   Institutions should scope out the project for the placement student and help them develop the skills needed to undertake that project. This should include training for specific sectors prior to work experience. Businesses should have input in to the skills that need to be developed. The main barriers for businesses are time, cost and resource. A key message when communicating with

businesses should be information on the support they will receive from the institution throughout the work placement process.

xxiii. A clear, concise message should be communicated to avoid any confusion and this approach should be consistent across institutions. This should be informative stating what the placement involves and the value the business can take from the experience. When communicating this value, institutions should make sure the language they use relates to the specific business.
Current practice: A statement of collaboration between businesses and education providers (Bishop Luffa - Work Experience: A Skills Agreement)

xxiv. It is important to offer something tangible to businesses to ensure there is a two way relationship. Offering discounts on other services, using the company logo in publications, press releases and on websites are incentives that can add value to the relationship for businesses.

xxv. Businesses should have one contact at an institution rather than several departments through coordination of business contacts. The picture of enterprise providers is currently confusing for businesses. There is also scope to coordinate the work placement approach across West Sussex institutions through collaborative initiatives. This could include further development of current resources such as the EBP Veryan database.

xxvi. Placements with small businesses should be encouraged. Institutions should take advantage of the high volume of small businesses in creative industries for mentoring and work placement activity. There should be less of a reliance on the public sector to provide work placements at secondary school level.
Current practice: There is currently work in its initial stages at West Sussex County Council looking to maximise the opportunities for young people to gain employability skills and move in to work. Many people in this sector will be self employed making it difficult for them to take on a young person for a work placement. This also means that young people seeking to start their career in this sector will need enterprise skills and practical information about setting up their own business.

11.0 Options for Further Analysis

The information brought together in this report provides a current picture of enterprise education in Coastal West Sussex and recommendations to fill the gaps in provision identified. The outcomes of the project should be ongoing, developed and reviewed. Some areas for potential further analysis are detailed below:

Wider Sample

Further work could look at extending mapping activity to both Rural West Sussex and the Gatwick Diamond. This would enable comparisons and provide a picture of enterprise education that covers the full 'Coast to Capital' LEP boundaries.

Timing of the Project

With changes in government much of the development and future provision for enterprise is uncertain in education, with changes to allocation of funding and curriculum reviews. It would be useful to review the findings of the project when government priorities and visions are better understood.
However, it is important to be proactive rather than reactive to this situation and rather than waiting for decisions to be made it is important for schools, colleges and universities to take the initiative.

Business Analysis

Due to the scope of the project, research has focused on the activity of educational institutions and consultations have provided an education perspective on the enterprise agenda. Further work could look at business perceptions to working with education institutions across the whole enterprise agenda, to build on the data this project has produced around work placements. Such activity as focus groups and interviews with business representatives would provide valuable input.

Development of Interventions

The interventions and actions taken as a result of this project should be analysed and success should be measured and reviewed. This area of work should be ongoing, and actions coordinated, so that the focus and scope of the project is not lost once the project is complete.

12.0 Action Plan

Strategic Objective	Action	Recommendations involved in actions	Lead Partners/ Groups	Timescale
(A) Embedding a Culture of Enterprise	1) Form a group of champions for the enterprise endeavour with selected representatives from each level of education and outside of the education sector. This should include representatives from best practice examples included in this report. Members of this group should be carefully selected to ensure they act as champions for their represented education sector. 2) This group should discuss how to bring coherence, alignment and progression to enterprise education and create a strategy for use across West Sussex. The group should take in to account best practice in this report, as well as linking in with the recommended networks to target certain groups. 3) Education partners should develop a menu of opportunities whereby schools can support businesses. 4) The group should run an annual enterprise event for practitioners to share best practice and feedback on priorities. 5) Findings from the group should be presented at the Aim Higher Event in October being held at Worthing College.	ii, iii, iv, ix, xi, xii, xiii, xiv, xv, xvi, xvii, xviii, xix	University of Chichester	Group formed by the end of May 2011

(B) Progression of students enterprise skills and experiences	**1) Implement an 'enterprise skills and experience ladder' as a common framework to progress enterprising students from initial awareness and skill development at school level through to business start up and support for entrepreneurs.** **2) EBP staff and those with experience should be consulted to decide the exact age range the continuum will cover.** **3) Develop a method to demonstrate and record learning and experiences, which is acknowledged at all education levels.** **4) Collate enterprise and entrepreneurship modules and resources, making them freely available.**	i, v, vi, vii, x, xiii, xiv, xv, xix	Centre for Work and Learning / West Sussex County Council New Learning Service	Ongoing
(C) Communication of our message	**1) Communicate the benefits of enterprise education. Using the Southern Area Heads Network, 14-19 partnership boards, FE Sussex and retaining the input of workshop delegates will allow engagement with the right people to take the agenda forward.** **2) A Business Breakfast should take place to communicate the menu of opportunities to businesses.** **3) This work should also contribute to the Coast to Capital Enterprise Group to inform them of current best practice. The members of this group should be invited to the Business Breakfast.**	xx, xxi, xxii, xxiii, xxiv, xxv, xxvi, viii, xv	Shelagh Legrave (FE Sussex) University of Chichester	Ongoing Business Breakfast – End of June

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Appendix 1

- **Project Steering Group**
- **Consultees**
- **Workshop Delegate List**

Project Steering Group

Andy Dixon	Director of Research and Employer Engagement, University of Chichester
Julia Macfarlane	Business Development Manager, University of Chichester
Sarah Hardman	Skills Development Manager, West Sussex County Council
Paul Stoggles	Area Partnership Officer, West Sussex County Council
Caroline Wood	Deputy Area Director – Sussex, SEEDA
Sally Crathern	Manager, West Sussex Education Business Partnership

Consultees

Rhys Price	Director of Enterprise, Worthing High School
Holly Myers	Business and Community Development Manager, St.Wilfrids' Catholic School
Blanca Timblick	Business Enterprise Coordinator, Bishop Luffa School
Laura Ward	Community Development & Enterprise Officer, The Forest School
Sara Hopkins	Community Liaison Manager, The Littlehampton Academy
Sara Watt	Assistant Headteacher, Rustington CP School
Paul Riley	Vice Principal, Worthing College
Hilary Hele	CTM Business and Management, Chichester College
Karen Roberts	Section Leader for Business, Chichester College
Dan Shelley	Head of Partnerships and Projects, City College Brighton & Hove
Itziar Leighton	Curriculum Head for Business, City College Brighton & Hove
Dawn Howard	Team Leader for Professional Skills, City College Brighton & Hove
David Cooper	Senior Lecturer, University of Chichester
Sally Atkinson	Student Enterprise Manager, University of Sussex
Anne Feldberg	Business Development Manager, Northbrook College
Clare Griffiths	Business Development Manager (Entrepreneurship)
Nicola Mills	Young Peoples Enterprise Forum
Debbie West	Skilled Up ltd
Richard Beresford	Director of the Centre for Creativity and Enterprise Development

Education Provider Workshop Delegates

Suzy Bastable	Adur District Council and Worthing Borough Council
Noel Atkins	Adur District Council and Worthing Borough Council
Blanca Timblick	Bishop Luffa School
Andrew Swayne	Ricardo UK ltd
Victoria Purcell	St Andrew's CE High School for Boys
Dan Lord	University of Chichester
Paul Stoggles	West Sussex County Council
Sarah Hardman	West Sussex County Council
Dave Farmer	West Sussex County Council
Rhys Price	Worthing High School
Norman Dingemans	Arun District Council
Sarah Stannard	Chichester College
Shelagh Legrave	Chichester College
Dan Shelley	City College Brighton and Hove
Gavin Smith	National Apprenticeship Service
Anne Feldberg	Northbrook College
Peter Barron	Sussex Learning Network
Clare Griffiths	University of Brighton
Andy Dixon	University of Chichester
Peter Latham	Adur District Council and Worthing Borough Council
Ian Lowrie	Adur District Council and Worthing Borough Council
Hilary Hele	Chichester College
Tara Lovejoy	Chichester College
Catherine Mayo	Northbrook College
Chris Baker	University of Brighton
Julia Macfarlane	University of Chichester
Romy Jones	University of Chichester
Gerard Cronin	University of Sussex
Mel Butcher	West Sussex County Council
Maureen Haywood	Work and Learning Opportunities c.i.c
Tina Tilley	Worthing & Adur Chamber of Commerce

Appendix 2

- **Glossary of Abbreviations and Definitions**

Glossary of Abbreviations

BERR   Business, Enterprise and Regulatory Reform

CWS   Coastal West Sussex

DCSF   Department for Children, Schools and Families

DFE   Department for Education

EBP   Education Business Partnership

ELP   Enterprise Learning Partnership

FE   Further Education

HE   Higher Education

HEI   Higher Education Institution

HEEG   Higher Education Enterprise Group

LEP   Local Enterprise Partnership

NCGE   National Council for Graduate Entrepreneurship

PLTS   Personal Learning and Thinking skills

WSCC   West Sussex County Council

YPEF   Young Peoples Enterprise Forum

Enterprise Definitions (DFE, 2010)

Enterprise
"A set of skills and attitudes that can enable a culture of innovation, creativity, risk taking and entrepreneurship"

Entrepreneurship
"Spotting opportunities, creating new ideas and having the confidence and capability to turn these ideas in to working realities"

Enterprise Education
"The core principle of Enterprise Education is to ensure young people are well equipped in facing the challenges of the world of work and entrepreneurship, resulting in a positive outcome for individuals, communities and the economy"

Appendix 3

- **Further and Higher Education Enterprise Survey**
- **Primary and Secondary Education Enterprise Survey**
- **Work Placement Survey to Businesses**

Enterprise Skills in Further & Higher Education Survey (Survey distributed using Bristol Online)

Introduction

1) On behalf of which school are you completing this survey?

☐

2) What is your job title?

☐

Enterprise Leadership

3) Does your institution have a senior manager responsible for enterprise education?

Yes ☐   No ☐

If this is not you, please provide the name and contact details of this person:

Name: Email: Tel:

☐   ☐   ☐

4) Does your institution have an enterprise co-ordinator*, or similar, with specific responsibilities?

Yes ☐   No ☐

*This should not be an administrative role

Definitions

These definitions will help our understanding of the context in which you approach the questions in the survey.

5) Has your institution prepared a definition of the term 'Enterprise Education'?

Yes ☐   No ☐

If so, please summarise below:

☐

6) How would your institution define 'enterprising behaviour'?

☐

7) Would these definitions be consistent across the institution?

Yes ☐   No ☐

In-curricular provision of Enterprise & Entrepreneurship

8) Does your Institution provide enterprise and/or entrepreneurship provision in the following areas:

☐ Full awards or qualifications in enterprise and/or entrepreneurship
☐ Credit bearing enterprise and/or entrepreneurship modules
☐ Embedded modules* with enterprise and/or entrepreneurship
☐ Non-credit bearing extracurricular activities

If so, please list the awards/ modules:

<div style="border:1px solid #000; height:150px;"></div>

*Embedded modules: Where aspects of enterprise and/or entrepreneurship are at least 50% of the module content: including creativity & problem solving, innovation, intellectual property management, managing a professional practice, business planning and social enterprise.

9) How is the enterprise policy of the institution established within the activities of the institution?

<div style="border:1px solid #000; height:150px;"></div>

Extracurricular provision for Enterprise & Entrepreneurship

10) Does your institution employ staff to support extracurricular student enterprise activities?

Yes ☐   No ☐

11) Which of the following extracurricular activities does your institution provide?

Ideas and planning
☐ Business plan/ ideas competitions
☐ Enterprise/ entrepreneurship workshops
☐ Enterprise/ entrepreneurship summer schools
☐ Entrepreneur events
Venture Creation
☐ Start up support programmes
☐ Enterprise awareness events
☐ Student enterprise conferences
☐ Access to funding workshops
☐ Investor Events
☐ Mentoring for start ups
☐ Technical, professional, funding & specialist advice

Enterprise Skills Development
- ☐ Enterprise/ Entrepreneurship training programmes
- ☐ Careers Service Events/ Workshops
- ☐ Student Enterprise Placement Programmes
- ☐ Student employability workshops
- ☐ Placements or internships with entrepreneurs and small businesses
- ☐ Personal coaching

Networking Events
- ☐ Network Introduction events
- ☐ Student Enterprise Club or Society

Workshops/ Events specifically targeting
- ☐ Social enterprise/ entrepreneurship
- ☐ Creative industries
- ☐ Science & Technology
- ☐ Ethnic Minority students
- ☐ Female students
- ☐ Other

```
┌─────────────────────────────┐
│                             │
└─────────────────────────────┘
```

12) Does your institution support students and graduates looking to start up new businesses?

Yes ☐   No ☐

If yes, please describe the support you offer:

```
┌──────────────────────────────────────────────────────────┐
│                                                          │
│                                                          │
│                                                          │
└──────────────────────────────────────────────────────────┘
```

Measurement

13) Does your institution have a method of recording, assessing and reviewing student enterprise learning?

Yes ☐   No ☐

If so, please describe:

```
┌──────────────────────────────────────────────────────────┐
│                                                          │
│                                                          │
│                                                          │
└──────────────────────────────────────────────────────────┘
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Funding/ Support

14) Does your institution have a budget for enterprise resources/ activities?

Yes ☐   No ☐

15) What is the source of funding for your enterprise activity?

☐ University/ College Core Funds   ☐ Overseas Foundation
☐ University/ College Special Funds   ☐ Private Sector Funds
☐ Central Government Contracts   ☐ Paid Fee Income
☐ EU Funding   ☐ Endowments
☐ International country- specific initiative   ☐ Sponsorship
☐ Global Agency   ☐ Other (Please describe)

16) Are national agencies (e.g. NCGE/ Young Enterprise) involved in supporting your institution's enterprise provision?

Yes ☐   No ☐

If so, please specify:

Work Experience

17) Does your institution have any direct company/ business input in to the curriculum?

Yes ☐   No ☐

If so, please give examples:

18) Which of the following work experience opportunities does your institution offer to students and graduates?

☐ Knowledge Transfer Partnerships
☐ Industrial Placements (1 year+)
☐ Graduate Internship schemes
☐ Work experience/ student placements
☐ Work-based Learning
☐ Apprenticeships
☐ Advanced Apprenticeships
☐ Volunteering
☐ Continuous Professional Development (CPD)
☐ Other (*Please specify*)

19) How do you communicate the offer and purpose of work placements to businesses?

Thank You

Please provide your contact information, so we can contact you with regard to the enterprise workshops we will be running

Name:

Email:

Tel:

Finally, please use this space if you have any further comments that may be relevant to the project:

Thank you for completing this survey.

If you have any questions or queries please contact: Daniel.lord@chi.ac.uk

Enterprise Skills in Primary and Secondary Education (Survey Distributed using Bristol Online)

72410	34763355	72536

Introduction

1. On behalf of which school are you completing this survey?

Select an answer ▼

2. What is your job title?

[   ]

Enterprise Leadership

3. Does your school have a senior member of staff responsible for enterprise education?

○ Yes ○ No

If this is not you, please provide the name and contact details of this person below:

Name:
[   ]

Email:
[   ]

Tel:
[   ]

4. Does your school have an Enterprise Co-ordinator*, or similar, with specific responsibilities?

○ Yes ○ No

*This should not be an administrative role

5. Does your school aim to develop and promote an enterprise culture among staff and pupils?

○ Yes ○ Not currently

Definitions

These definitions will be useful for our understanding of the context in which you approach the questions in the survey.

6. Has your school prepared a definition of *Enterprise Education?

○ Yes ○ No

a. If so, please summarise below:

* This involves giving young people the opportunity to be enterprising through applying their knowledge, skills and attributes

7. How would your school define 'enterprising behaviour'?

8. Would these definitions be consistent throughout the school?

○ Yes ○ No ○ n/a

72410	34763373	72536

In-curricular provision of enterprise & entrepreneurship

9. Does the school have a policy/ guidelines for enterprise education in the curriculum?

○ Yes ○ No

10. In which of the following areas does the school provide pupils with experiences/ skills:

a. Problem solving

○ Yes ○ No

b. Decision making

○ Yes ○ No

c. Communicating & presenting ideas

○ Yes ○ No

d. Teamwork

○ Yes ○ No

e. Leadership

○ Yes ○ No

f. Continuous Improvement

○ Yes ○ No

11. Are teachers encouraged to develop pupils' enterprise skills across the curriculum?

○ Yes ○ No ○ Work in progress

Extracurricular provision for enterprise & entrepreneurship

12. Has time been set aside in extracurricular activity for enterprise activities?

○ Yes ○ No ○ Work in progress

13. If so, which of the following activities do you run:

a. School Business

○ Yes ○ No

b. Enterprise Club

○ Yes ○ No

c. Enterprise Week

○ Yes No

d. Work Experience trips

○ Yes ○ No

e. Competitions

○ Yes ○ No

f. Fund Raising

○ Yes ○ No

g. Enrichment activities

○ Yes ○ No

h. Mini enterprise activities

○ Yes ○ No

i. Other

[   ]

14. Does the school encourage the progression* of enterprise skills?

○ Yes ○ No ○ Work in progress

a. If so, how is this achieved?

[   ]

Progression refers to the enterprise experiences and skills a student has developed, and increasing the level of this enterprise activity as they progress through education

72410	34763383	72536

Measurement

15. Does the school have a method of recording, assessing and reviewing student enterprise learning?

  ○ Yes   ○ No

If so, what is the measurement method?

Select an answer ▼

If you selected Other, please specify:

Funding/ Support:

16. Does your school have a budget for enterprise resources/ activity?

  ○ Yes   ○ No

17. Where does funding for your school's enterprise activity come from?

a. Main School Budget

  ○ Yes   ○ No

b. Specialism fund

  ○ Yes   ○ No

c. Self funded

  ○ Yes   ○ No

d. Fund Raising

  ○ Yes   ○ No

e. Sponsorship

  ○ Yes   ○ No

f. Career & Enrichment budget

  ○ Yes   ○ No

g. Other (please state):

18. Are any external agencies involved in supporting your school's enterprise provision?

  ○ Yes   ○ No

19. If so, please specify:

a. West Sussex Education Business Partnership

  ○ Yes   ○ No

b. Young Enterprise

○ Yes   ○ No

c. Local business community

○ Yes   ○ No

d. Chamber of Commerce

○ Yes   ○ No

e. Voluntary organisations

○ Yes   ○ No

f. Other:

72410	34763392	72536

Business Links

20. Does your school work with any businesses that have direct input in to the curriculum?

○ Yes   ○ No

If so, please give examples:

21. Would your school like more support in developing sustainable partnerships with external organisations?

○ Yes   ○ No

22. Does your school actively pursue links with local businesses?

○ Yes   ○ No   ○ Work in progress

If so, please detail any relevant examples:

Survey Questions for Businesses (Survey distributed using Bristol Online)

1) *Has your business offered work experience or a placement to a pupil, student or recent graduate, in the last 3 years?* (*If you answered 'no', please go straight to Q4*)

Yes   No

1.a) *Where did the student come from?*

- School
- College
- University
- Other (please state) e.g. training provider, job centre plus

1.b) If the student was 16 or over, was the placement waged?

Waged   Unwaged

1.c) *What was the type of placement?*

- Work experience
- Apprenticeship
- Industrial Placement
- Graduate Internship
- Knowledge Transfer Partnership
- Other (please state)

1.d) Please state the length of the placement in total

1.e) *What was your primary purpose for offering the work placement?*

- To improve the business
- To benefit the individual
- To identify potential future employees
- Other (please state)

2) *What benefits does your business receive from offering work placements?*

3) *Please give an example of a typical project for a placement student you have taken on?*

4) *What are the main barriers your business faces when considering whether to offer work placements?*