

ENTERPRISE - TEAM PROGRAMME

Rationale

Participation in the programme gives students the opportunity to set up and run their own company in a real business environment. They are encouraged to be enterprising and innovative in all aspects of running their company. Students are given the opportunity to show leadership, management, teamwork and communication. They develop skills for enterprise such as problem solving, decision making, open-mindedness, risk assessment, innovation and commitment. They will have first hand experience of budgeting, bank accounts, managing credit and debt, savings and investments. They will explore financial risk and reward in their company through savings, investments and trade. Students gain practical experience of managing sales income, drawing up accounts and using a wide range of financial terms needed to run their company. They will have firsthand experience of strategic planning, board meetings, negotiations, customer service and financial management.

During the programme students develop the following Personal, Learning and Thinking skills:

- Independent enquiry
- Self-management
- Reflective learning
- Effective participation
- Creative thinking
- Team working
- Applying English, maths and ICT to real world contexts.

Accreditation

Some 'Team Programme' students are given the opportunity to use their 'Young Enterprise' experience to enter an entry level "Certificate in Enterprise" with OCR.

Key concepts and Processes

1: Recognise, develop and apply their skills for enterprise and employability.

Students develop employability and enterprise skills through taking responsibility for setting up and running their own real company. As a team they cope with risk, uncertainty and change in a real business environment. They are encouraged to be innovative in their ideas and develop teamwork, communication and leadership.

2: Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.

Students gain an understanding of the process of setting up and operating a company through practical experience and getting to grips with the

technicalities of the world of work. They gain an understanding of working roles and consider the rights and responsibilities of both consumers and employees.

3: Undertake tasks and activities set in work contexts.

Students explore the application of curriculum learning in a real work context through setting up and running their own business. They are placed in situations that require them act in a professional business manner e.g. in dealing with suppliers or contributing towards company meetings.

4: Learn from contact with personnel from different employment sectors.

Students work with volunteers from the business community who act as mentors to the company and interact with Young Enterprise board members who are volunteers drawn from a range of employment backgrounds. They take on the role of employers themselves and gain firsthand experience of work practices and the impact of attitudes and skills.

5: Have experience (direct or indirect) of working practices and environments.

Students have the opportunity to experiment with different models for running their business and explore a range of business practices. They learn from their business volunteer's experiences of working practices and environments and test these out for themselves.

6: Engage with ideas, challenges and applications from the business world.

Students experience the spectrum of challenges faced by a small business first hand. They develop, through learning by doing, a wide range of skills, attitudes and qualities for enterprise and use these throughout the programme.

CURRICULUM LINKS

PSHE

Economic Wellbeing and Financial Capability

By taking on roles and responsibilities within their company students develop their skills and aptitudes and develop their economic understanding and financial capability. In addition they have a year long, real world experience that develops every aspect of their enterprise capability.

Personal Wellbeing

Team Programme raises students' aspirations and develops their ability to reflect on their own and other's strengths and achievements. They gain a yearlong practical experience of decision making, managing risk, negotiating and working with others.

Citizenship

To run their company effectively, students must research, plan and undertake enquiries within their own company and also with potential customers and suppliers through market research.

Advocacy and Representation

Students communicate and participate in regular group meetings and discussions where they must evaluate different viewpoints to inform their decision making. They negotiate with a wide range of different people from within their school and in the wider world.

Taking Informed and Responsible Action

Students gain an understanding of how business enterprises contribute to the national and global economy and how it relates to their lives. They also learn about the legal rights and responsibilities of both consumers and employees. Students consider the impact of their company on the community and often choose to include a strong element of social responsibility into their work.

ENGLISH

Speaking and Listening

Students have the opportunity to speak and listen in different contexts including group discussions, meetings, market research, sales, customer service and presenting. They speak, listen and respond to their team, other pupils, their business volunteer and the general public.

Reading

Students read a variety of non-fiction texts in the process of researching for their company in addition to programme materials presented in a business style.

Writing

Students write in a variety of different contexts *including taking minutes, filling in forms, writing plans, press releases, presenting their company and finally producing their company report.*

MATHEMATICS

Applications and Implications of Mathematics

Students must apply their mathematical skills to the real life challenge of running their own company. In particular this includes forecasting, budgeting, keeping accounts, keeping sales records, handling cash and managing cash flow.

ICT

Capability

Students use a wide range of ICT resources to tackle the challenge of running their own company. They are encouraged to be independent in their selection, development and use of information sources and ICT tools to support them.