

**ABERDEEN COLLEGE**

**ENTERPRISE IN EDUCATION STRATEGY**

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## **ENTERPRISE IN EDUCATION STRATEGY**

### **1.0 Background to Enterprise in Education**

Enterprise in education is not new; indeed enterprise percolates through all levels of education.

In the school sector the driver for enterprise in education has been the Scottish Government's Determined to Succeed enterprise strategy launched in 2002, and to address Enterprise in the College Sector, Central funds have now been directed via Scotland's Colleges' Enterprise Hub system, introduced in 2011, where Aberdeen College was nominated as one of the key partner Hubs to participate in a wide reaching programme, and to disseminate good practice.

1.1 Determined to Succeed broadly defined Enterprise in Education as the opportunity for young people to:

- develop enterprising attitudes and skills through learning and teaching across the whole curriculum;
- experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment;
- participate fully in enterprise activities, including those which are explicitly entrepreneurial in nature and in which success is the result of "hands-on" participation;
- enjoy appropriately focused career education.

1.2 These four strands have been taken forward through two broad approaches:

- Enterprise and entrepreneurial activities, projects, and contexts where learners work together to define a problem, identify a solution and take creative, effective action;
- Enterprising approaches to learning and teaching at all stages and in all areas of learners' experience.

1.3 The principles of Determined to Succeed have relevance to and can be recognised within vocational education at all levels.

Determined to Succeed has now been absorbed in Schools into the Curriculum for Excellence with the aim that schools in Scotland ensure young people are enterprising and entrepreneurial and prepared and ready for the world of work, including self-employment: equipped to make an effective transition from education to their chosen career path. Practical, experiential learning has been a central strand of Determined to Succeed since 2003 and remains a key priority of the second phase of the strategy to 2011.

It is important therefore that Aberdeen College's Enterprise in Education Strategy is set against this background extending the opportunities created for young people by Determined to Succeed to a wider range of learners at College.

### **2.0 A Further Education Approach**

In considering the impact of the Further Education Sector recently on enterprise and the economy Scotland's Colleges made the following three positional statements.

'If we are to successfully grow Scotland's economy we need to improve the rate of business start up and encourage our people to be more enterprising. For a range of reasons Scotland has lower rates of entrepreneurship than other parts of the UK. The Scottish Executive and other bodies are working together to engender a spirit of greater enterprise and entrepreneurship across Scotland. Successful entrepreneurs are participating in this work, lending their expertise and passion to encourage our young people to engage in entrepreneurial activities.'

'Each year somewhere in the region of 370,000 people pass through Scotland's colleges. Most do so to improve their skills and employability. This presents us with superb opportunities to encourage and

empower people of all walks of life to start their own business. Many of these people would never otherwise have the confidence or wherewithal to even contemplate such a move. Many courses already cover aspects of self employment and business start-up.'

'Building on the work of Determined to Succeed among young college learners and developing new methods to promote entrepreneurship among older college learners could help transform latent aspiration into business start-ups. Approaches such as enterprise modules, enterprise strands within seemingly unrelated courses, business incubators and input from successful entrepreneurs could all be utilised to engender a greater spirit of entrepreneurship within learners at Scotland's colleges.'

'We can take advantage of the opportunities our colleges offer to help create a cultural move toward enterprise and entrepreneurship in Scotland. An approach specifically designed to build on the enterprise in education elements of Determined to Succeed in a college setting could prove most appropriate. A forum to engage with successful entrepreneurs, other experts and other agencies operating in the enterprise and entrepreneurship arena interested in helping develop this work would be extremely useful as would some seed corn or venture capital funding to allow learners to gain practical experience of running a business as part of their course.'

To this end, Scotland's Colleges' new Enterprise Hubs will deliver:

- A more enterprising Scotland
- A measurable change in the culture of enterprise within the College Sector
- Staffing resources in place within each Hub member college
- Individual college budgets to support staff and learner CPD events, resources and workshops
- Production of workshop materials and events for all to use
- Support for employer engagement within the curriculum.

### **3.0 What the Strategy Aims to Achieve**

The Strategy sets out Aberdeen College's current approach to enterprise in education and has the following aims:

- to recognise the work already done through Determined to Succeed that will be carried on through a Curriculum for Excellence, applying these principles to a wider range of learners within the College;
- to recognise the wide range of enterprise in education initiatives that already exist in the College, setting these in a framework that allows them a greater focus and celebration of their success;
- to recognise the importance of enterprise in education as one of the key drivers to future economic success;
- to recognise the importance of enterprise in education to the creation of a set of entrepreneurial skills for learners;
- to prepare learners to be innovative in their approach to enterprise;
- to prepare learners to be enterprising in their approach to the world of work.

### **4.0 The Strategy**

The Strategy comprises a number of different strands as follows:

#### **4.1 Enterprise within the Curriculum**

Enterprise within the curriculum can manifest itself in many ways, for example through project work, approaches to assessment such as graded units, stand alone enterprise units and courses, visits by employers. It can also be about taking an enterprising approach to learning and teaching. Enterprising learning and teaching should encourage learners to learn and develop in a way that meets their needs and develop skills for learning, skills for work and skills for life, including the skills for self employment. Learners need to be prepared for a world which is changing rapidly. Many of the jobs in the future do not yet exist and today's students will probably have several jobs during their

lifetime. Students need to have the skills and attitudes to cope with an unpredictable future, to be able to deal with setbacks and disappointments in a positive way, and to continue to learn for the rest of their lives.

#### 4.2 **An Approach to Social Enterprise**

The Social Enterprise Academy uses the following definition of a social enterprise.

*"A social enterprise is a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners."*

Aberdeen College was part of a successful Scottish Government Social Enterprise pilot programme. To maintain the momentum of the pilot project the College will adopt a socially enterprising approach to some of the live businesses within the College such as the Charity Box, Coffee Shop and Fast Food restaurant, the aim being to donate any surpluses to local charities.

The College will also continue to host knowledge transfer events where social enterprises can have a presence at College and meet learners to continue to raise awareness of the concept as a real employment path.

#### 4.3 **The Operation of Live 'Training Businesses' within the College**

The College will continue to operate a number of live training businesses across a range of vocational areas to include the William Dyce Brasserie, hairdressing salons and beauty salons. These businesses will attempt to create real life working experiences for students with the proviso that they are primarily training businesses. They will attempt to take skills levels as close as possible to those expected by industry. These businesses as a minimum must cover the cost of sales and make a positive contribution to the College finances.

#### 4.4 **Links to External Enterprise Initiatives**

Where these fit with our overall strategic and operational direction and will add value to a student or potential student's experience of Aberdeen College we will link in with external enterprise initiatives such as Scotland's Colleges Enterprising Student Award, initiatives through First Port, The Prince's Trust, and Prince's Youth Business Trust programmes, and link with organisations such as Business Gateway and Enterprise North East Trust.. This involvement will raise the College's profile as an enterprise player and demonstrate our commitment to external partners when there is a matching of overall aims.

#### 4.5 **Work Placement and Volunteering Opportunities in Local Businesses**

The purpose of placement is to enhance the curriculum by allowing students to spend time in a working environment, thus ensuring that College programmes of study are informed by current industrial and business standards and practice. Additionally this affords opportunities to students to practise skills learned whilst in Aberdeen College and apply these in commercial/industrial environments through placements.

Increasingly alongside more formal placement opportunities volunteering opportunities are becoming available. These differ from work experience in that they are not necessarily directly linked to the students chosen course and the College has less control of these situations. The College will continue to raise awareness of volunteering opportunities for students as a way of adding value to their overall learning experience and the College has put in place a key member of staff to promote work placements amongst the learner population.

#### 4.6 **Working with the Third Sector**

The College will continue to work with and support our Third Sector partners, be it through formal learning partnerships or where their and our social responsibilities overlap.

#### 4.7 **Fundraising within College**

The College will actively support student fundraising within the College but will set this within a recognised framework of approval and control. This fundraising would be separate from the approach to social enterprise and separate from activities undertaken by the Aberdeen College Students' Association. As a guiding principle the College would support fundraising where there was some link to curriculum activity or it was in support of a recognised national campaign.

## 5.0 Responsibilities

Whilst responsibilities will be shared between and across teams the following identifies the leading post:

- 5.1 The *Director (Curriculum and Learning)* will be responsible for enterprise within the curriculum, and working with the Third Sector
- 5.2 The *Associate Principal (Student Support Services)* will be responsible for an approach to Social Enterprise, links to external enterprise initiatives, work placement and volunteering opportunities in local businesses, and fundraising within the College.
- 5.3 The relevant *Sector Managers* will be responsible for the operation of a number of live 'training businesses' within the College.
- 5.4 The *Sector Manager for Creative Industries, Sport and Languages* will lead the development of the Enterprise Hub across the College, in liaison with Scotland's Colleges and local partnerships with education, industry and the third sector.

## 6.0 Related Strategies and Policies

This Strategy should be considered alongside other College strategies and policies, such as the Learner Engagement Strategy and the Curriculum for Excellence Implementation Policy.