



Assessing enterprise capability

guidance for schools



department for
children, schools and families



About the research

This guidance document is based on the findings of a research study carried out by the NFER on behalf of the DCSF (working with QCA, SSAT and Ofsted) between August 2006 and December 2007. The research team initially contacted 55 schools to find out whether they had adopted or were planning to adopt any approaches to assessing enterprise capability – 37 of these schools were visited in the 2006 autumn term. Most of these were Business and Enterprise (BEC) specialist schools (including one BEC for students with moderate learning difficulties), but the sample also included six schools with other specialisms. Nine schools were visited a second time in the 2007 autumn term to explore the assessment approaches adopted by them. The visits were used to construct the six case studies presented in this guide via individual interviews and group discussions with 37 school staff and 83 students.

Acknowledgments

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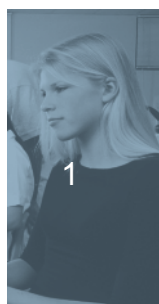
Purpose of this document

This document offers guidance for schools on how to assess enterprise capability in order to support enterprise education. It is based on the findings from research carried out by the National Foundation for Educational Research (NFER) for the DCSF (working with QCA, SSAT and Ofsted).

This guidance is intended for teachers and other members of staff in schools who are thinking about how to assess enterprise capability in their schools.

It will help them:

• to consider what they should do before planning how to assess enterprise capability	p. 2
• to contemplate the reasons for assessing students' enterprise capability	p. 3
• to think about what specific outcomes to assess	p. 4
• to reflect on what types of assessment tools to use	p. 5
• to consider six approaches already used by schools in England	p. 5
• to weigh up the issues they need to think about when choosing what approach to use to assess students' enterprise capability in their own schools.	p. 12



What is enterprise capability?

Enterprise capability is the key outcome of enterprise education. The DCSF has defined enterprise capability as consisting of innovation, creativity, risk-management and risk-taking, and a can-do attitude and the drive to make ideas happen.

Enterprise education aims to raise all young people's aspirations, improve their achievement in school and develop valuable skills for higher education, employment and life after school. Enterprise education is central to the revised national curriculum from September 2008 – it is embedded throughout all new programmes of study. It is also a key element of the statutory work-related learning at key stage 4.

Enterprise education is a key element of work-related learning. It can help raise aspirations and develop valuable skills for further education and employment. According to Ofsted, students are motivated by enterprise learning. They enjoy being given some autonomy to tackle problems, take responsibility for their own actions, engage in real issues and evaluate the outcomes of their decisions.

QCA, 2006

What should schools do before planning how to assess enterprise capability?

Ofsted recommends that schools should establish a clear definition of enterprise, identify the outcomes students are expected to gain, and recognise that enterprise education has implications for teaching and learning. Consideration of these issues, along with how enterprise education will be delivered, will help schools to develop a solid foundation for enterprise education on which to base an effective assessment approach.

Several of the schools visited as part of this research emphasised that prior to planning how to assess enterprise capability, they had spent time:

- establishing and sharing a clear definition of enterprise capability outcomes with staff and students
- ensuring that staff and students are committed to developing these enterprise capability outcomes
- raising teachers' awareness of the way in which they are already teaching or assessing enterprise capability
- supporting teachers to explore other ways of developing students' enterprise capability throughout the curriculum
- developing other ways of delivering enterprise education outside of lessons or as off-timetable sessions.

The following examples illustrate some of the ways in which two of the schools involved in this research had developed the foundations for assessing students' enterprise capability.



Example 1

Prior to introducing a tool to assess students' enterprise capability, the assistant headteacher in School A had spent a year embedding enterprise education across the curriculum. She had done this, for example, by putting references to enterprise in all schemes of work. Enterprise advisers had also worked with staff in each department to support this process. As a result, enterprise education was now delivered across the curriculum in all lessons. Enterprise education was also delivered during off-timetable days which took place throughout the school year.

Example 2

In School B, the focus in its first year as a Business and Enterprise specialist school had been on raising awareness amongst staff of the purpose and value of enterprise education. This was done, for example, by adapting lesson plans to include enterprise capability outcomes across all of the curriculum and by including enterprise as one of the outcomes in lesson observations. In the following year, the Enterprise Coordinator had drawn up a list of six enterprise capabilities to be taught across the curriculum in key stage 3. Each half-term, teachers focused on one of these capabilities, incorporating them into one or more of their lessons.

Why is assessment of enterprise capability important?

Students' enterprise capability is most likely to develop where they are supported by effective assessment. A research study in Australia, for example, has shown that enterprise education has the greatest positive impact in those schools which use assessment to help develop students' enterprise capability:

When deeper understanding is developed about the relationship between enterprise education and students' learning, the school's work in enterprise education is more likely to achieve its full potential.

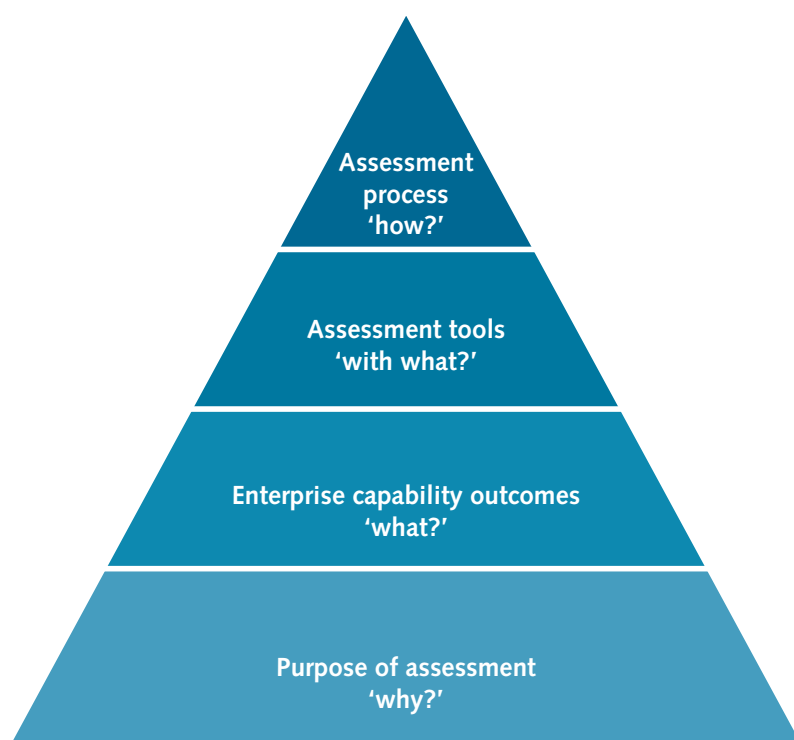
DEST, 2004.

What are the key considerations when planning how to assess students' enterprise capability?

Figure 1 illustrates the four key questions that schools need to consider.



Figure 1 Four key questions to consider



Why is the school assessing enterprise capability?

Schools need to start with a clear statement of purpose on why they are assessing students' enterprise capability. While the main emphasis should be on improving students' enterprise capability, schools may wish to specify other purposes as well.

Schools need to consider whether the purpose is to:

- enable students to improve their enterprise capability?
- help students recognise their enterprise capability?
- allow them to collect evidence for a CV or personal record?
- achieve a recognised qualification or certificate?
- enable the school to evaluate the impact of their enterprise capability programme?

What specific outcomes is the school trying to assess?

The study found that schools were working towards a variety of different enterprise capability outcomes and often included other skills in addition to those listed in the DCSF definition of enterprise capability. The most common learning outcomes were: problem-solving, risk management/risk taking, creativity, communication and presentation skills, team-work, decision-making, leadership, innovation and a can-do attitude.



Schools need to consider:

- involving students in defining the outcomes
- distinguishing between different levels of performance to allow for progression and to distinguish between basic and more advanced capability
- translating the outcomes into language more familiar and intelligible to students
- raising awareness of the enterprise capability outcomes among teachers and students using, for example, posters, student planners, assemblies or staff in-service training days.

What tool(s) will the school use to assess enterprise capability?

Schools in the study were developing and were using a variety of assessment tools. Three of the approaches described in this guide relied on an online tool. Schools wanting to adopt such a tool need to consider:

- whether they have sufficient IT resources and technical support to fully utilise an online assessment tool
- whether most students and teachers would feel comfortable with using an IT-based tool.

The other three approaches described in this guide were paper-based, although schools using them were considering ways to adapt them for online use. Schools considering the use of a paper-based resource need to consider:

- whether the tool will be stored in such a way as to allow students to reflect on their performance over time
- the cost of reproducing a paper-based tool on a regular or annual basis.

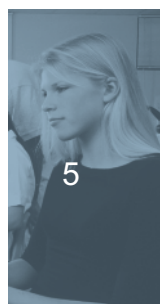
How will the school assess enterprise capability?

The research has identified six approaches that are currently being used in some secondary schools in England. These are outlined in the next section, along with teachers' and students' views.

Further details of the approaches are available on the SSAT enterprise education portal: www.enterpriseinschools.org.uk.

Six approaches for assessment

The following approaches are not exhaustive, but are meant to provide useful examples for schools when planning their own assessment of students' enterprise capability. Some schools may wish to adopt a particular approach, while others may want to adapt particular elements of these six to their own customised assessment process.



Approach 1: Enterprise Passport

Key features

- A paper booklet which includes one page for each of 41 enterprise capabilities which relate to enterprising qualities, attitudes, behaviour, knowledge and understanding and skills.
- Students need to record examples in the booklet showing how they have demonstrated each of the enterprise capabilities.
- Teachers or other adults endorse each page/capability and the enterprise coordinator 'signs off' a completed passport.
- A local university awards a certificate to recognise completion of the passport.

Process

This approach was being piloted in a secondary school, which had developed the passport involving staff and students. Students need to 'log' a number of examples on each page of the passport to show how they have demonstrated each capability – either in lessons or outside of lessons or school (for example, at a club). An example page for one capability is provided below:

Leadership	
How was this achieved &/or demonstrated?	
Student:	Stamp:
Endorsed by: Name:	Signed:

Teachers were encouraged to refer to the capabilities in lessons, so that 'the buzz words are in their heads' to prompt them to log their experiences in class when relevant. Some students (class representatives) had received additional training on how to complete the passport, and acted as 'ambassadors' to encourage the use of the passport amongst their peers. The enterprise coordinator in this school wanted to develop the passport to incorporate progression, from basic to more advanced levels of capability: 'We've got to start measuring progression – I'm going to have to draw up criteria for levels'.

Evaluative view

The enterprise passport provides a simple and portable approach that aims to encourage students to reflect on what enterprise capabilities they have demonstrated in different situations. Students felt that it gave them confidence in their own abilities and could also be used 'to record your skills and present it to a college or workplace. It's got all your recorded skills, so they could see where you're at'.

The success of this approach depends on teachers being committed to it and encouraging students to complete their passports. As part of this they would need to avoid signing-off the examples provided by students in a mechanistic way without reflecting on whether the students really had demonstrated the capability in their lessons. This approach could be improved by incorporating stages of progression.

Approach 2: Performance Radar

Key features

- Students record evidence of activities demonstrating 12 enterprise capabilities via a web-based assessment tool.
- The current level of enterprise capability demonstrated is visualised using a 'performance radar' (a circle with 12 segments each representing an enterprise capability).
- The tool can also be used to construct a CV of the activities recorded.

Process

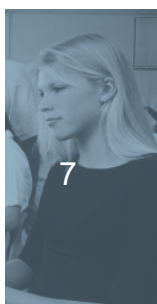
One case study school – a Special School – was at the early stages of piloting this tool. Students in the school were encouraged to upload evidence relating to recent enterprise activities they were involved in during enterprise week. Evidence could take the form of file attachments (word documents, digital photographs, PowerPoint presentations, etc.) or a written statement provided by the student or a witness relating to a particular activity or event. The tool asked students to identify which of 12 enterprise capabilities they had demonstrated via an activity. If an activity was seen, for example, as having demonstrated their capability of 'communication with others', they were then asked to indicate whether they had shown that they were capable of one or more of the following:

<ul style="list-style-type: none">• Listening to other people and other viewpoints
<ul style="list-style-type: none">• Using different methods of communication
<ul style="list-style-type: none">• Communicating with different people

Evaluative view

The approach provided a visually engaging tool that enabled students to record evidence of activities that demonstrated their enterprise capability at different levels. Students saw it as a useful tool 'to build a CV which you can take away with you when you leave school'. They liked being able to customise the site and 'the diagram of your progress because you can see how you're doing'. The tool appeared to be also a useful way of raising students' awareness of their own capabilities: 'I've realised that I've got skills that I didn't think I had before'.

The approach relies on schools having sufficient IT resources to allow students to access the web-based tool on a regular basis. Some teachers interviewed were also concerned about the complexity of some of the language used in the tool: 'It is fine for A-C grade students, but for our students and other young people with weaker literacy skills it needs to be less text heavy'. Schools need to consider, therefore, how staff would encourage and support students to record evidence of their capability and reflect on what they need to do to demonstrate all 12 enterprise capabilities.



Approach 3: Benchmarking of enterprise capability

Key features

- Students self-assess their own enterprise capability using a paper-based or online review sheet on a half-termly basis.
- Review sheet asks students to give themselves a score of between 0 and 8 for a list of 25 enterprise capabilities.
- Students also use the sheet to set themselves targets for improvement.

Process

This approach had been developed by an independent consultant working closely with a secondary school. The school had recently started using this approach by asking all new year 7 students to complete this form to provide ‘a benchmark of where they were at the start of the year’. The form asked them to indicate whether they were ‘just to beginning to show’ (0) to being ‘excellent’ (8) at 25 capabilities, including for example:

I have shown that I:	Keyword	Score
Can take the lead when needed	Leadership	
Can organise myself to achieve what needs to be done	Personal organisation	
Can accept that some things can't be changed	Pragmatism	

Posters were put up in classrooms summarising the main findings of this exercise – they listed the five enterprise capabilities with the lowest aggregate scores across all year 7 students and the three with the highest aggregate scores. Teachers were asked to look at how these weaknesses could be addressed through current schemes of work, via teaching styles adopted, homework exercises or one-off lessons. The school had included the self-assessment forms in students’ planners ‘so they should always have it with them’.

Evaluative view

This approach uses a very simple tool that helps students to reflect on their enterprise capability and how to improve. Students valued the way it helped them to set targets: ‘Before doing this you don’t really realise what targets to set yourself – you’re just doing it. If you write it down it helps you think about what you can improve.’ Tutors interviewed also felt that the tool enabled students ‘to compare themselves with their previous half-term score. So they can say: “Yes, I’ve improved myself with that”’.

This approach will only help students to develop their capability if they are supported by their tutors in thinking about what targets to set themselves and how to achieve them. Also, the validity of the benchmarking exercise depends on students having a shared understanding of the terms used and recognising the need to be honest in completing the forms. This again relies on the active involvement and support of tutors in the process.

Approach 4: Personalised Effectiveness Tool (PET)

Key features

- Teachers complete an online proforma to record details about a planned enterprise activity (type of activity, its aims, the outcomes, the students involved, and the relevant capabilities to be developed).
- Once the activity has been completed, student self-assessment and teacher assessment is carried out.
- The tool helps to map progress and development, lets students set personal goals and can be used to build a personal profile.

Process

Two case-study schools had worked together to develop the PET web-based tool and were piloting it with small groups of students. Once a teacher had uploaded information about an activity and the students had participated in it, students self-assessed their performance by responding to a series of structured questions (see the example below) and by providing more detailed comments on their performance, which encouraged reflection on their performance.

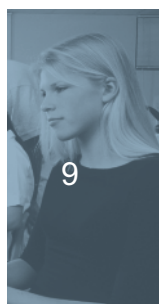
Enterprise Capability: Working as a Member of a Team	Strongly agree	Agree	Disagree	Strongly disagree
I supported others in carrying out their roles				
I resolved conflict and related well to others				

Teachers observed the students' performance and assessed it by completing a matrix of the same questions. The tool builds on the student and teacher assessments and documents students' progress across a variety of enterprise capabilities. Students can move through four stages: 'Enterprise Beginner', 'Apprentice', 'Expert' and 'Enterprise Guru'.

Evaluative view

The PET is a sophisticated tool that helps to assess students' developing enterprise capability in relation to various types of enterprise activities. The tool was seen by students as enabling them to recognise their strengths but also 'it highlights the skills you are not good at, helping you change and show you what you need to focus on in the future'.

The approach relies on teachers being heavily involved in the assessment process – they need to record details of an activity beforehand and then complete assessments for each student involved in the activity. Schools also need to have sufficient IT resources to allow students to access the tool on a regular basis.



Approach 5: Award Scheme

Key features

- Online Word log sheet used to collect evidence of 15 enterprise capabilities at three levels.
- Certificates and awards used to encourage completion, with more advanced awards requiring different types of activity and more substantial evidence.

Process

One school was using this approach 'to recognise and celebrate students' enterprise capability' to achieve enterprise awards at key stage 3 (Bronze), key stage 4 (Silver) and key stage 5 (Gold). Students completed self assessment sheets and evidence logs via the school virtual learning environment (VLE) in IT or Business Studies lessons, but they could use evidence gathered from across the curriculum or outside lessons to demonstrate skills. It involved recording the details of each activity on one sheet:

DATE	WHAT I DID	SKILLS USED	WITNESS

On another sheet they had to give at least two examples of activities for each of the 15 enterprise capabilities, including for example:

Enterprise Capability	Example 1	Example 2
Adaptability		
Commitment to making a difference		

Students completing a Silver award could only do so after achieving a Bronze award. They also needed to show how they had improved their capabilities and needed to use examples from different types of contexts (including an enterprise activity, a social enterprise and an environmental enterprise).

Evaluative view

The approach provided a fairly straight forward means of using an award system to encourage students to collect examples of activities demonstrating their enterprise capability. Most students valued the process of collecting evidence towards an award as it raised their awareness of what capabilities they had developed: 'It helps us to keep track with our learning which is really helpful' and also made them aware of how to improve: 'the more I use it, the more I've learned about what I'm good at and what I need to try and improve'.

Schools using this approach would need to ensure that students are supported in completing the evidence sheets in a meaningful way. They need help to understand what activities demonstrate each of the 15 enterprise capabilities and guidance on what level of capability they need to demonstrate to achieve a Bronze, Silver or Gold award. The approach is also more likely to be effective if students are able to complete their assessment logs as soon as possible after a relevant activity or event rather than just in a dedicated lesson – this again relies on the having sufficient IT resources to enable students to do this.



Approach 6: In-lesson assessment of enterprise capabilities

Key features

- Assessment of enterprise capabilities demonstrated via cross-curricular projects or lessons using simple teacher, peer and self-assessment sheets.
- Assessment forms are given to students before the start of a project/lesson and the project/lesson ends with the assessment.
- The assessment involves students getting feedback from their peers and teachers and reflecting on their own performance using simple self-completion sheets.

Process

This approach was being used by a school to assess a list of six enterprise capabilities. The school focused on one capability each half-term via lessons or activities across the curriculum. A mathematics teacher in the school, for example, had recently taught two lessons on percentages. Students then did a project on this topic and presented their findings in groups using a PowerPoint presentation. Their presentation skills were assessed using self, peer and teacher assessment sheets. The student self-assessment sheets asked students, for example, to rate their presentation skills in relation to a list of five statements, including for example:

	A lot	A little	Not really	Not at all
'I/We had good eye contact with the audience'	4	3	2	1
'I/We didn't read from notes or the slides'	4	3	2	1

They were then asked to write a brief statement in response to the following question:

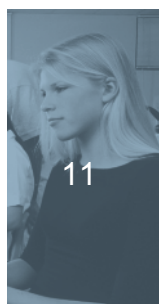
'If you had to set a target for your next presentation, what would it be?'

The sheets also contained two open questions to assess their peers' performance, asking them to identify strengths and areas of improvements. The teacher also completed an assessment sheet for each of the students and gave feedback to the students at the end of their presentations. A similar approach was used for the other five enterprise capabilities.

Evaluative view

The approach was seen by teachers as a good way to help students to 'reflect on what they have done and how they can do it better'. The use of self, peer and teachers assessment was particularly effective to encourage this process. As one student observed: 'You need to have other people's opinions, because if it's just yourself you might think you're good at it when actually you're not'.

However, this approach relies on teachers being able to dedicate sufficient time to the assessment of students' enterprise capability within lessons. Some staff were also concerned about the large quantities of paper used for this approach. Schools need to consider how the assessment forms will be stored to allow students to reflect on their progress over time and whether they have achieved any of the targets they set themselves in previous assessments.



Key considerations

The six approaches listed above are examples for assessing enterprise capability that schools might find useful to inform their own practice. When deciding what approach to use schools need to consider:

- whether to develop their own approach or use or adapt ones already developed by other schools
- what assessment approach is best suited to their own school context and its delivery of enterprise education
- whether the approach will be used to assess enterprise capability across the curriculum and/or for off-timetable enterprise-related activities and/or other work-related learning activities
- who will be responsible for carrying out the assessment and/or for monitoring students' use of the assessment tool (for example, teachers, other adults in and out of school, peers or the students themselves).

What are the key success factors for assessing enterprise capability?

The study has identified six success factors which seem to be key to a robust and effective assessment of enterprise capability:

- the assessment approach builds on an extensive and/or embedded programme of enterprise education
- staff and students are fully committed to the assessment of enterprise capability (for example, by limiting any extra workload for staff and/or using a few staff or students as enterprise assessment 'champions' to promote the chosen approach)
- staff and students are aware of, and fully understand, the learning outcomes they are aiming for (for example, through the use of posters, assemblies, class discussions, staff INSET or through involving students in defining the outcomes)
- staff and students understand the assessment approach used (for example, via staff training days, assemblies, tutor periods, or enterprise days)
- teachers are involved in supporting students' use of the assessment tool(s) in order to ensure that the process is meaningful and supports students' learning
- the approach allows for student progression from basic to more advanced enterprise capability (for example, by assessing different levels of capability, and/or by helping students to identify their strengths or weaknesses, set themselves targets for future improvement and reflect on their progress).

Documents you might find helpful

Centre for Education and Industry (2006). *National Evaluation of Enterprise Pathfinder Projects: March 2004-December 2005* [online]. Available: [http://www.teachernet.gov.uk/_doc/9799/EnterpriseEducationPathfindersEvaluationReport,January2006\[2\].doc](http://www.teachernet.gov.uk/_doc/9799/EnterpriseEducationPathfindersEvaluationReport,January2006[2].doc) [28 March, 2008].

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Qualifications and Curriculum Authority (2003). *Work-Related Learning for All at Key Stage 4. Guidance for Implementing the Statutory Requirements from 2005*. London: QCA [online]. Available: http://www.qca.org.uk/14-19/11-16-schools/downloads/ks4_guidance.pdf [28 March, 2008].

Department for Education and Skills (2007). *Enterprising Heads, Enterprising Schools*. London: DfES [online]. Available: <http://www.schoolsnetwork.org.uk/Article.aspx?PagelD=237618&NodeID=238> [28 March, 2008].

Useful websites

QCA guidance on enterprise education for most curriculum subjects
www.qca.org.uk/14-19/11-16-schools/110_2032.htm

Guidance drawn from the findings of the enterprise pathfinder projects
www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/guidance/

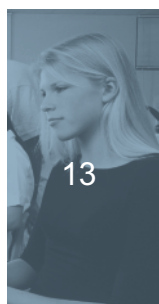
QCA guidance on recognising achievement in work-related learning
www.qca.org.uk/14-19/11-16-schools/110_1944.htm

QCA guidance on enterprise as a dimension of the new secondary curriculum
<http://curriculum.qca.org.uk/cross-curriculum-dimensions/enterprise/>

Contacts

For further details about this research please contact Thomas Spielhofer (Project Leader) at t.spielhofer@nfer.ac.uk or Sarah Lynch at s.lynch@nfer.ac.uk. Alternatively you can visit www.nfer.ac.uk/enterprise.

An online version of this guidance document and further details of the six approaches outlined in this document are available on the SSAT enterprise education portal: www.enterpriseinschools.org.uk.



About this guidance

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