

Using VIEW Retail as a resource for Enterprise Education.

Enterprise education is a new part of the Key Stage 4 curriculum. The entitlement provides all KS4 pupils with the equivalent of five days' activity focused on 'enterprise capability', which can be expanded to include; innovation, creativity, risk-management and risk-taking.

Enterprise education is supported by financial capability and economic and business understanding and is a key output of work-related learning programmes, which became a statutory requirement in September 2004.

OFSTED's Learning to be enterprising: An evaluation of enterprise learning at Key Stage 4 states that;

There is no universally accepted definition of enterprise learning. It is often mistakenly regarded as being synonymous with the development of entrepreneurial skills, but an important distinction needs to be made between the two. Entrepreneurship is about starting up businesses, particularly involving risk. Entrepreneurs need to be enterprising to succeed and survive. However, only a relatively small proportion of the working population will become entrepreneurs, while all adults need to be enterprising both in their work and in their personal lives. Businesses need employees who are innovative in their approach to solving problems, can cope with uncertainty and change, communicate well and are able to work effectively in teams. The development of these skills in young people is therefore an essential part of the preparation for adult life.

The definition used by Ofsted for the purposes of this inspection is based on the Howard Davies review. There, enterprise capability is defined as: 'the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in a variety of contexts, both personal and work'. Such capability involves the development of knowledge and understanding of relevant concepts such as organisation, innovation, risk and change.

Enterprise learning requires an **environment** where pupils are expected to take personal responsibility for their own actions. They are given significant autonomy to tackle relevant problems or issues, which involves an element of risk as well as reward for their successful resolution. In other words, there is considerable uncertainty about final outcomes. Such an environment might be the school, local community or business. Within these contexts, learning can be promoted by engaging pupils in an **enterprise process**, or approach, which is akin to project working in a work-based context. Typically, the process involves four sequential stages.

Stage 1 Tackling a problem, or identifying a need, by a team or groups of pupils, which requires the generation and development of ideas and discussion among pupils to reach a common understanding of what is required to resolve the

problem or meet the need. For example, such activity could involve the manufacture of a product or provision of a service.

Stage 2 Planning the project or activity; breaking down tasks, organising resources, deploying team members, and allocating responsibilities.

Stage 3 Implementing the plan; solving problems, monitoring, evaluating and reviewing progress.

Stage 4 Evaluating processes, activities and final outcomes holistically; including reflecting on lessons learned, and assessing the skills, attitudes, qualities and understanding acquired as a result of the process.

The working environment provides many challenges and opportunities for young people to act as OFSTED suggests. As a context, the workplace is an ideal background in which to develop enterprising skills. After all, it is in the work environment where most of these skills need to be applied and valued. It is not however, practical to arrange easy access to the workplace for the purpose of meeting the needs of Enterprise Education and visits by business representatives into the classroom can often be for short periods that provoke intense and sometimes unplanned bursts of activity.

Many schools and colleges wish to engage students in activities that address the issues that they may find in the real workplace, but many also find the practicalities insurmountable and resort to simulations with at best a passing reference to the real world of work. VIEW can act alongside the teacher and existing resources and help provide real world contexts to which the students can engage in enterprising activity. Whether the teacher employs group work, individual work, whole day activities or within a timetabled provision VIEW can support by providing a constant 'backdrop' of the House of Fraser store through which work progresses.

VIEW is the virtual interactive employer's workplace. The objective behind the development of the resource was to provide access to a real workplace, in other words an accessibility tool for both student and teacher. It is there to help schools and colleges who face the problems of accessing real working environments because of timetable pressures, health and safety concerns, confidentiality, geography or simply the weight of numbers of students that need to visit a workplace.

- **VIEW is an accessibility tool**

VIEW is not an alternative text book, case study or video – it is a learning tool not a teaching tool. The resource enables the student or teacher to be in a workplace within the limits of the technology involved. Once there, the user is exposed to the real workplace and can explore it and locate work based evidence. The workplace is arranged as it really is and the evidence found is really there – no ideals, made up graphics or pretend employees. The workplace can be a source of many 'challenges' that students might use as a basis for an enterprising activity.

- **VIEW visits need an objective**

When a student enters a real workplace they require a focus for their learning experience, otherwise they will 'wander', miss key areas and fail to learn as much from the experience - compared to someone with a clear learning objective. VIEW is no different in that the user – student or teacher, should have an objective in mind, something they are looking for and clear criteria for what is relevant to their exploration and what is not. Enterprise challenges provide a sharp focus for the virtual visit. Students can be directed to a point at which a challenge is set. Sometimes the challenge will require the student to look around and find further evidence before working with others on any solutions.

- **VIEW keeps it real**

The real world of work is not laid out like a textbook. VIEW reflects the real world as a substitute for a real experience. Work based evidence is found where it is actually used and it is the user that needs to apply skills to decide whether the evidence is relevant and how it connects to other evidence found elsewhere. The challenges included here are real and exist in a real working environment. The situation in which they appear are real with the same constraints on any solutions as you would find if you were based in the House of Fraser store. Students can approach a challenge at a level that suits them best but can always be extended by focusing the criteria for success closer and closer on the real circumstances found in the workplace.

Employees engaging in an enterprising challenge for real do not have a teacher alongside them, a workplace organised by the headings in a course specification or someone organising what they see and don't see. The student must enter the workplace without a search engine, glossary or text book to look things up. Their ability to handle the real world requires them to begin to develop real world skills to help manage the 'raw' information that they will be confronted with. VIEW helps that process by exposing students to a real working environment with real working challenges from the safety of the classroom – an important stepping stone to success when they must stand on their own two feet and survive.

- **VIEW lets you practice**

VIEW can be usefully deployed to help the teacher better prepare young people for their life as valuable employees capable of acting in an enterprising way and benefiting the business and themselves. It can provoke discussion and activity that will enable the student to practice their approach and the experience that is to come. It will not provide a taste of every work based problem or challenge that they might meet but together with the teacher and traditional approaches, VIEW can help motivate young people into making more of their skills and learning to focus them in an enterprising way.

If you use VIEW as a resource for Enterprise Education please be clear about the objectives for the 'virtual challenge'. Never present VIEW to young people and simply let them explore without a purpose – they will waste their time!

- **VIEW has help and support**

The downloadable tasks in this section of the website, provides ideas for you to use with young people. Each focuses on a real challenge that is or could occur at the House of Fraser. The students consider the challenge in the context of the real

working environment and use the broader context of the store to make sure their 'solutions' are appropriate and practical.

Most students will manage the interface with VIEW with little help – it mimics what is found on the web and experience has shown us that young people quickly learn how to move around and find things. Some students will need help with locating a few 'out of the way' places – just like the real thing! You can help considerably yourself as the teacher by touring the site previously and having some ideas yourself so as to direct some students when needed. You will find downloadable descriptions of where everything can be found in this resource on the website. You may also wish to add resources such as web references so that the student gathers as much information as possible before embarking on their solution to the challenge.

Please feel free to modify, adapt and construct your own enterprising challenges to meet the needs of your students. If you wish you can send ideas to us and we will post them on the web as downloads for others to use.

- **VIEW users take what they want**

Some of the material found in VIEW and the narrative especially may be too difficult for some young people to read and benefit from. In most cases this doesn't matter. They can still move around and use their eyes to spot evidence that helps with their challenge. VIEW is self selective – as you move around you pick up only that what you want, discarding the rest – again, just like the real thing. In the real workplace students will be confronted with material far too difficult for their understanding and a skill they need to develop is not to be diverted but to work 'around' the problem, locating alternative information to meet their need.

It is helpful to provide the students with the 'maps' to help them work out where they can move to. A simple map helps orientation and it is worth spending a little time thinking through the basic workplace layout. Using a map or plan to locate your way around a large workplace is a useful skill. The students should keep their maps, noting their 'finds' for future reference.

- **VIEW offers levels of access**

The VIEW application can be accessed at different levels;

Exploration – moving around the geography of the workplace and simply 'looking'.

Finding employees to interview – there are 21 in the House of Fraser willing to answer lots of questions. This develops skills with listening and again selecting what is relevant and what is not.

Finding documents to read – these are real and sometimes, (not always) difficult to read. They can act to challenge students to identify what they are and what they might be telling us.

Image sequences are sometimes found that tell a story, perhaps a process.

An enterprising challenge can be set that requires all of any one of these sources of evidence. Simple challenges can be constructed that simply requires the student to look around at a particular point as a starting point for an extended piece of work.

Always encourage students to note down what they find. It may not be what they are expecting but they need to note the location of something potentially useful for later and remain focused on what they are trying to find. If students work in teams they quickly communicate where things can be found and share their exploration with each other.

The interviews need sound capability on the PC. Some employees are softly spoken and the student will need to listen carefully. The best approach is to provide headphones or some speakers for the PC. Most PC internal sound systems are poor for listening to speech. The audio interviews are all with real employees and are a rich source of perspective on a real working environment. They are typical of the people that the students might meet on work experience or a visit – some better than others at explaining and communicating with young people.

- **VIEW is a single and multi-user resource**

VIEW can be used as a single resource in the corner of the classroom. You may allocate small groups of students to undertake a task as part of a 'circus' of activities. Once the students are familiar with how VIEW works then they should not need too much attention – just making sure they are on target and not wandering aimlessly! Once a student or group of students have used VIEW to provide a context to meet a challenge then in many cases they will not need further access and can proceed to work to their own solution.

VIEW works well as a single user class demonstration tool, displayed through a projector for everyone to see. The teacher or student volunteers can operate the single PC with the class joining in with spotting evidence and making decisions about where to go next. Some enterprising activity such as brainstorming could be undertaken alongside a projected VIEW Retail and then from that groups might go away and begin work on their own enterprising solution.

VIEW will work well over a Smartboard. The ability to put your hand onto the board and push the panoramic images left and right is excellent.

A single user licence was provided free for all schools in the UK care of Skillsmart, the Sector Skills Council for Retail. If you have purchased a multi-user licence then VIEW can be installed onto many PCs or networks within your school or college and enjoyed by whole class groups.

- **VIEW can be used across year groups**

VIEW has been tested on year 8 and year 9 students. Most students can manage to explore a working environment without too much difficulty. It is useful to introduce VIEW early to ensure students can manage the interface and explore the workplace before meeting any serious curriculum need. You could use some of the introductory material in the summer term of Year 9 and engage in some easier problem solving activities. In Year 10 and 11 more demanding enterprise challenges based on the VIEW Retail can be addressed without the need to learn how the software application works.

The example tasks provided in the support materials section of the website also indicate that VIEW can contribute to the wider needs of Work Related Learning within specific Key Stage 4 subjects and Work Experience Preparation, Careers Education and Applied GCSE Business. Once the students have mastered the controls for VIEW and begin to get familiar with the layout of the House of Fraser then it is worth applying the skill to as many curriculum areas as possible.

VIEW Retail can support Enterprise Education as well as substantial parts of the wider WRL requirement at Key Stage 4. Students who might use VIEW Retail as a context for Enterprise challenges may also use the same environment to better prepare for work experience or to understand an issue within Careers Education. OFSTED is keen to see Enterprise Education integrated into the curriculum and VIEW Retail offers that possibility – providing a coherent approach to exploration of the workplace rather than a piecemeal approach which presents unrelated parts of the world of work to different parts of the curriculum.

VIEW Retail focuses on the retail environment, however many of the issues will apply to all working environments. For those who wish to explore other workplaces after VIEW Retail, look at the FutureVu website, www.futurevu.com for more VIEW resources.