

Team Programme Secondary Curriculum Mapping

Work Related Learning	<p><input checked="" type="checkbox"/> 1: Recognise, develop and apply their skills for enterprise and employability.</p> <p><i>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.</i></p>
	<p><input checked="" type="checkbox"/> 2: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.</p> <p><i>Students gain an understanding of the world of work by participating in it as their own registered Young Enterprise company. A business volunteer shares his/her expert knowledge, skills and experiences, which further helps to put this learning in context. Students are then able to apply this work related learning to their school studies and career planning.</i></p>
	<p><input checked="" type="checkbox"/> 3: Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.</p> <p><i>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.</i></p>
	<p><input checked="" type="checkbox"/> 4: Develop awareness of the extent and diversity of local and national employment opportunities.</p> <p><i>Students work with a volunteer from business who shares their experiences of local and national employment opportunities. They have the opportunity to trade locally, nationally and internationally and can even link with other YE companies overseas to trade and share their experiences.</i></p>
	<p><input checked="" type="checkbox"/> 5: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.</p> <p><i>Students reflect on their abilities, interests and skills to help them decide which job role they will take within their company. The process of running their own company also helps students to make decisions about their own career planning and motivates them to consider their post-16 choices.</i></p>
	<p><input checked="" type="checkbox"/> 6: Undertake tasks and activities set in work contexts.</p> <p><i>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.</i></p>
	<p><input checked="" type="checkbox"/> 7: Learn from contact with personnel from different employment sectors.</p> <p><i>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.</i></p>
	<p><input checked="" type="checkbox"/> 8: Have experience (direct or indirect) of working practices and environments.</p> <p><i>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.</i></p>
	<p><input checked="" type="checkbox"/> 9: Engage with ideas, challenges and applications from the business world.</p> <p><i>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.</i></p>

Enterprise	<p><input checked="" type="checkbox"/> Enterprise Capability Students take responsibility for the setting up and running of their company and cope with risk, uncertainty and change in a real business environment. They are encouraged and guided to be enterprising and innovative in all aspects of running their company. Students are given the opportunity to show leadership, management, teamwork and communication when working in their company teams. They develop attitudes for enterprise such as problem solving, decision making, open-mindedness, risk assessment, innovation and commitment.</p> <p><input checked="" type="checkbox"/> Financial Capability Students have first hand experience of budgeting, bank accounts, managing credit and debt, savings and investments. They 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.</p> <p><input checked="" type="checkbox"/> Business and Economic Understanding Throughout the programme students explore a range of different business practices and environments as they run their own real business. They have practical experience of a range of economic concepts such as the market, supply and demand, raising finance, cost, price and profit. Students have first hand experience of strategic planning, board meetings, negotiations, customer service and financial management.</p>
PSHE	<p><input checked="" type="checkbox"/> Economic Wellbeing and Financial Capability By taking on roles and responsibilities within their company students develop their skills and aptitudes, explore possible career options 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.</p> <p>A more detailed mapping can be found in "Young Enterprise Delivering Economic Wellbeing and Financial Capability" available from the Young Enterprise website.</p> <p><input checked="" type="checkbox"/> 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 year long practical experience of decision making, managing risk, negotiating and working with others.</p>
Citizenship	<p><input checked="" type="checkbox"/> Critical Thinking and Enquiry 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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.</p>
English	<p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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.</p>
Mathematics	<p><input checked="" type="checkbox"/> 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.</p>
ICT	<p><input checked="" type="checkbox"/> 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.</p>

PLTS	<p>During the programme students develop the following Personal, Learning and Thinking skills:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Independent enquiry</td> <td><input checked="" type="checkbox"/> Reflective learning</td> <td><input checked="" type="checkbox"/> Creative thinking</td> </tr> <tr> <td><input checked="" type="checkbox"/> Self-management</td> <td><input checked="" type="checkbox"/> Effective participation</td> <td><input checked="" type="checkbox"/> Team working</td> </tr> </table>	<input checked="" type="checkbox"/> Independent enquiry	<input checked="" type="checkbox"/> Reflective learning	<input checked="" type="checkbox"/> Creative thinking	<input checked="" type="checkbox"/> Self-management	<input checked="" type="checkbox"/> Effective participation	<input checked="" type="checkbox"/> Team working
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Functional Skills	<p><i>Team Programme directly supports functional skills by encouraging students to apply English, Maths and ICT to real world contexts.</i></p>						
Related Subjects and Qualifications	<p><input checked="" type="checkbox"/> OCR Certificates in Enterprise <i>Team Programme students are given the opportunity to use their Young Enterprise experience to enter an entry level, level 1 or level 2 "Certificate in Enterprise" with OCR. See www.ocr.org.uk for more information.</i></p> <p><input checked="" type="checkbox"/> ASDAN <i>Team Programme can be used as part of the ASDAN Bronze, Silver, Gold, FE or Universities Award schemes. It can also form part of the ASDAN Certificate of Personal Effectiveness. See separate mapping documents on the Young Enterprise website for more information.</i></p> <p><input checked="" type="checkbox"/> Diplomas <i>Students are able to write up their Team Programme experience as a project (level 1 and level 2) which form one unit of all diplomas and will also be available as stand-alone qualifications.</i></p> <p><i>The OCR "Certificate in Enterprise" qualification is expected to contribute to the additional learning components of all diplomas. Team Programme can also be used to support the Generic Learning component of all diplomas through developing PLTS and Functional Skills.</i></p> <p><i>In addition we expect the programme to directly support the principal learning of a number of the new diplomas including the diploma in Business, Administration and Finance and the diploma in IT.</i></p> <p><input checked="" type="checkbox"/> Other Subject Links <i>See "Team Programme: Subject Links" for more detail on how the Team Programme supports a wide range of KS4 subjects and qualifications.</i></p>						