



## **Young Enterprise**

# **Evaluating the impact of the Team Programme on the outcomes for student-alumni**

## **Final report**

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## About the University of Derby

[The College of Education at the University of Derby](#) consists of the following five educational research clusters: The International Centre for Guidance Studies (iCeGS); Special Educational Needs and Inclusion; Technical and Vocational Education and Training; Childhood and Teacher Education and Professional Practice. [iCeGS](#) is an internationally recognised research centre with interest in career and career development, while the special educational needs and Inclusion research centre conducts pedagogic and policy-based research with an impact on the wider community. Our research teams' multidisciplinary knowledge, relevant experience and adaptable approach in doing research enable us to deliver high quality and meaningful reports on time.

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## Acknowledgements

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Young Enterprise is extremely grateful to The John Laing Charitable Trust for their generous support of this study, without which we would not have been able to explore this important programme and its impact on young people with special educational needs and disabilities (SEND).

## Executive summary

[Young Enterprise's \(YE\) Team Programme \(TP\)](#) aims to deliver an exciting, flexible enterprise journey for students aged 15 to 19 with mild to moderate learning difficulties or are studying for Entry Level or Level 1 qualifications. It is designed to aid the transition from education into independent living and employment, by developing life skills through the experience of working as a team to set up and run a business.

The University of Derby was commissioned by [YE](#) to evaluate the short and long-term impacts of [TP](#) on former students' lives with an emphasis to exploring the voices of student-alumni and teachers who engaged with TP over last five years. The evaluation ran between October 2019 and July 2020. The research team was also asked to review the outcomes for young people undertaking TP, to see if these were similar to those outcomes described by other YE programmes.

## Terminology used in this report

**Area Manager (AM):** YE staff members who are responsible for delivering all young people facing YE programmes in centres.

**Centre Lead:** a lead contact at the school or centre. Often a teacher i.e. not YE funded role or YE provided person.

**Disability:** A Person has a disability if (a) Person has a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities (Equality Act, 2010).

**SEND:** Special educational needs and disabilities.

**Volunteer Business Adviser (VBA):** YE recruited and trained volunteer who visits schools and provides mentoring to the student companies.

## About the evaluation

The evaluation employed a mixed methodology which focused on the experiences of teachers, student-alumni, and parents. The evaluation employed a wide range of data

collection methods, including using existing programme data, new survey data, and conversations with teachers, students, parents and one Area Manager. Using multiple methods allowed the research team to develop a deep understanding of the impact of TP on former students' lives by comparing and combining information from different sources (i.e. teachers, parents, and students' voices) which helped to ensure the validity of findings.

With such a small sample size the findings cannot be readily generalised, however they provide insight into the experiences and outcomes for young people and as such illuminate areas of good practice as well as possible areas for development that will aid TP.

### **Understanding the overall impact of TP**

The 2016 evaluation study of TP ( Moore, Sahar, Robinson, & Hoare, 2016) found that the programme had a positive impact on young people, enhancing their knowledge and developing the positive attitudes and skills required for a smooth transition into employment, career management and independent living. As a result of the programme, young people improved resilience, confidence, communication skills, entrepreneurial activity, organisation skills, problem solving, teamwork and financial capability. The current evaluation builds on the 2016 findings and expands its focus by investigating the short and long-term impact of TP on former students' lives and its influence on their transition into further training, employment, and independent living.

The findings from this latest evaluation study show TP had not only enabled student-alumni to maintain the skills they had previously developed (Moore, Sahar, Robinson, & Hoare, 2016) but they had transferred those skills to other lessons and aspects of their lives in the community, college and employment. The evaluation's key findings suggest that:

- TP is effective in helping students boost their confidence and enhance several enterprising skills such as communication skills, self-confidence, teamwork, monetary skills, self-improvement, and employability skills.
- TP is successful in enabling students to improve other competences such as independent living skills, effective citizenship, the management of change and transitions, their understanding the world of work and media and digital literacy.

- Survey and interview data from all stakeholders indicate that TP has a short and long-term impact on former students' lives as it both enables students enhance a set of entrepreneurial and independent skills and helps them to transfer those skills to other lessons as well as for personal purposes out in the community, college and employment.
- The study shows evidence of TP's effectiveness in facilitating former students' transition into college, part-time employment and supported living.
- Finally, although TP contributed to the improvement of independent living skills, findings suggest that they were enhanced less than other competences.

### **Establishing the outcomes for schools and colleges**

The research investigated the extent to which the outcomes young people experienced through TP aligned to those of other YE programmes. This was done by comparing the outcomes indicated by this research to a draft outcomes' framework being developed for other YE programmes. The activity also considered the extent to which TP outcomes aligned to those required for other areas of the personal development curriculum. The analysis demonstrated that TP is an effective way to help schools meet their strategic objectives for example:

- Achieving the Gatsby Benchmarks of good career guidance (The Gatsby Charitable Foundation, 2014) and the latest statutory guidance on careers work
- Meeting the requirements of the Preparing for Adulthood framework (Preparing for Adulthood Programme, 2017)
- Meeting the requirements of the PSHE curriculum (PSHE Association, 2020) and
- Meeting the outcomes of the framework of employability skills (STEM Learning, n.d.)

The research also suggests that not only is TP important in improving the outcomes for young people, it also has the potential to help schools to improve quality assurance and

impact measurement and to ensure young people connect their learning to skills development.

The revised evidence-based outcomes framework is presented in Appendix 7 of the main report.

## Recommendations

The following recommendations have emerged from the research:

1. *Differentiation of resources, materials, and teaching approaches:* Evidence suggests further work is required to differentiate resources, materials, and approaches to meet students' individual needs due to the heterogeneity of SEND group. Students have different learning needs, cognitive abilities and personal challenges that need to overcome whilst at school. Accommodating individual needs of all learners is possible through differentiation of teaching strategies and resources. To ensure this YE need to enhance VBA's training provision on SEND as well as digitalise resources to allow easy tweaks of educational material. For example, teachers being able to add Widgit (a symbol-based language used predominantly for people with learning disabilities)
2. *Investment on the creation of social networking between schools:* YE has made significant efforts in organising award ceremonies for students to celebrate their achievements, and for schools to be part of a positive competition. Findings suggest a need for YE to act as a facilitator for the creation of extensive networking opportunities between schools delivering TP as well as the development of a database where activities, materials and resources from successful schools can be shared. This will allow practitioners to share their approaches, and to work with YE in a sustainable way to enhance the delivery and outcomes of TP.
3. *Investment on the development of a student-alumni network:* The recruitment of student-alumni was a very challenging process and heavily reliant on teachers. The development of a formal TP alumni network would bring many benefits for YE, schools and students. For example, YE would be able to engage more readily with alumni and improve recruitment for future studies, as well as creating a potential

supply of ambassadors to speak about their TP experiences and how it prepared them transition into further training and employment.

4. *A replication of the current study:* This study provides critical insights into the experiences and outcomes TP had in former students' lives and as such illuminates areas of good practice as well as areas for development. However, given the significant difficulties in recruiting participants to this study, generalisation of this findings cannot be applicable to similar or other populations. For this reason, a replication of this study with a larger sample is recommended.

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## 1 Terminology used in this report

**Area Manager (AM):** YE staff members who are responsible for delivering all young people facing YE programmes in centres.

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**SEND:** Special educational needs and disabilities.

**Volunteer Business Adviser (VBA):** YE recruited and trained volunteer who visits schools and provides mentoring to the student companies.

## 2 Introduction

The [Young Enterprise](#) (YE) [Team Programme](#) (TP) has been specifically designed as a flexible enterprise journey for students aged 15 to 19 who have mild to moderate learning difficulties or are studying for Entry Level or Level 1 qualifications. It is designed to aid the transition from education into independent living and employment, developing life skills through the experience of working as a team to set up and run a business.

One of the ways which YE provides support to schools in their efforts to meet the Gatsby Benchmarks is by offering a range of curriculum and work-related activities to support young people in developing skills for progression and the workplace. YE's fundamental goal is to motivate young people to succeed in their transition from school to paid work by equipping them with the enterprising attributes. YE works directly with students, teachers, and volunteers to build a successful and sustainable future for all young people and for society. Through their programmes, resources, and teacher training, they contribute to reducing youth unemployment, help young people realise their potential beyond education and empower future generations.

Over one academic year, students work in teams to set up and run a real student company under the guidance of their Centre Lead, supported by a local VBA. Each student takes on a job role within the company and is responsible for an area of the business such as management, finance, production, events, marketing, sales or administration. Students have opportunities to manage money, open a business bank account, interact with business volunteers and customers at sales events and present to an audience.

An evaluation conducted in 2016 by the International Centre for Guidance Studies (iCeGS) at the University of Derby (Moore, Sahar, Robinson, & Hoare, 2016) found TP had a positive impact on helping young people enhance their knowledge, attitudes and skills required for a smooth transition into employment, career management and independent living. The skills young people improved as a result of engaging on TP were resilience, confidence, communication skills, entrepreneurial activity, organisation skills, problem solving, teamwork and financial capability.

This report presents the findings of research conducted in 2020 which builds on the 2016 findings by investigating the short and long-term impact of TP on former students' lives and its influence in their transition into further training, employment and independent living.

### **3 Context of the study**

This section sets out the context for TP. A review of literature explored the current legislations, policies and statutory guidance that affects the adulthood life of young people with disabilities influencing their transition to work, learning and independent living.

In the field of special education, it is well known that young people with special educational needs and disabilities (SEND) are amongst the most disadvantaged in society as they are more likely to be eligible for free school meals (DfE, 2019a), receive a fixed-term or permanent exclusion (DfE, 2019b) and not be in education, employment or training during adulthood (NEET) (DfE, 2018). Not only that, but research outcomes of several studies have underlined the challenges young people with SEND face in their transition from school to further learning and the workplace (Grigal, Hart, & Migliore, 2011; Wehman, 2013) urging the need for more effective career guidance and support at a national level (Robinson, Moore, & Hooley, 2018).

In the UK, there is legislation to safeguard the rights of pupils with SEND and to promote their inclusion at school and in society. The 2014 SEND Code of Practice: 0 to 25 years (DfE, 2014) and the 2014 Children and Families Act not only continued to improve special educational provision in schools but they also gave Local Authorities the responsibility to facilitate the transition of young people with SEND to secure employment and independent living.

One of the most significant changes introduced by the 2014 SEND Code of Practice was the introduction of education, health and care (EHC) planning which requires local authorities to set out the individualised goals of young pupils with SEND as well as the processes with which these outcomes will be secured. A particular focus was given on three factors:

1. how provision from education, health and social care will come together to safeguard those outcomes,
2. how pupils' skills and capacities will be developed, and
3. how to best plan for their future from early on.

The main aim of this initiative is to facilitate the transition of pupils with SEND into employment and independent living which validates YE's mission to aid the transition of young adolescents from education into adulthood.

The 2015 statutory guidance (DfE, 2015) places a particular emphasis on education health and care planning as it invites schools to prioritise pupils' preparation for adulthood and it suggests schools should collaborate with the local authorities to secure a more effective SEND provision. There is a clear governmental focus on instilling in young people high aspirations for finding a paid job in the future through investment in "The Careers & Enterprise Company" (CEC) whose mission is to work with schools and colleges to ensure the implementation of the Gatsby Benchmarks (The Gatsby Charitable Organisation, 2014). The Benchmarks set out eight areas of practice which need to be met in order to maximise the career outcomes for students in a school or college.

### **3.1 Socio-political environment**

Statistics by the Organisation for Economic Co-operation and Development (OECD, 2018) have demonstrated that across the world, countries are struggling to address issues of income inequality, high rates of unemployment, poverty and restricted access to health and welfare support. It has also been found that wealth inequality in OECD countries is at its highest level for the past half-century. In the UK, a report published by the Institute for Public Policy Research (IPPR, 2018, p. 18) on economic justice indicated that 44% of the UK's wealth was owned by just 10% of the population, five times the total wealth held by the poorest half while the 14% of the nation's wealth was owned by the wealthiest 1%.

Income inequalities are also a reality. IPPR found that having access to the best jobs was dependent to a large extent on location, gender, class, age, ethnicity and disability status (IPPR, 2018). As research has shown, having a disability influences a person's likelihood of being unemployed as only 53.2% of those of working age with SEND are currently in work, compared to 81.4% of those without a disability (Powell, 2020). This means young people with disabilities run a higher risk of being unemployed after leaving school. Without being able to secure a decent income, many would find it difficult to live independently and face the challenges of adulthood.

### **3.2 Challenges in the transition to adulthood**

The transition to adulthood poses one of the most complex challenges for young people with SEND, related not only to their difficulties in accessing vocational training programmes to support their labour market integration (Pallisera, Vilà, & Fullana 2014), but also their limited opportunities in engaging with paid work (Powell, 2020), and as a consequence their transition to independent living (Bigby, Bould, & Beadle-Brown, 2017; Puyalto & Pallisera, 2018; Salmon, Garcia Iriarte, Donohoe, Murray, Singleton, & Dillon, 2018).

Labour market statistics provided by the House of Commons (Powell, 2020) indicated there is still a lot of work to be done for the successful integration of people with SEND in the labour market as currently, 3.4 million people with disabilities of working age are economically inactive.

With reference to independent living, over a quarter of disabled people say they do not frequently have choice and control over their daily lives (ONS, 2011), despite the numerous benefits they gain by living independently. These statistics provide a platform for TP as it not only helps young people to enhance enterprising attributes and acquire real-life working experience, it also assists them in becoming autonomous and move into independent living (i.e. in a house other that of your parents, on your own).

### **3.3 Vocational education and training**

The International Labour Organisation (ILO) and United Nations Educational, Scientific and Cultural Organisation (UNESCO) promote the acquisition of vocational skills as a way to facilitate the formal and informal employment of individuals with disabilities (UNESCO-UNEVOC, 2020). In the UK, the main organisations delivering skills training are colleges, employers, independent training providers and schools (British Council, 2018). According to the British Council (2018, p. 35-36), an effective provision of technical and vocational education and training (TVET) for SEND learners should clearly address the following six principles:

1. high-quality provision to meet the need of children and young people with SEN and raising aspirations.
2. a focus on inclusive practice and removing barriers to learning
3. personalised support
4. effective early engagement of employers and an emphasis on work-based learning
5. high expectations and aspirations for young disabled people
6. supporting successful preparation for adulthood

Similar to vocational education training, TP has been specifically designed to enable the transition of young people with SEND from education into independent living and employment, by helping them to develop life skills through the experience of working as a team and running a business. In the literature, few studies have taken into account the voices of young people with SEND and their families in delineating the difficulties they

encounter to transition from education to adulthood (Puyalto & Pallisera, 2018; Pallisera et al. 2016; Salmon et al., 2018).

The current study adds to the literature of SEND by using the voices of student-alumni with mild-to-severe learning difficulties, their teachers and parents to evaluate the impact of the programme on participants medium to long term outcomes.

## 4 Study approach

### 4.1 Aims of the study

The study aimed to answer two research questions:

- What is the impact of TP on student-alumni?
- How has TP influenced the youth employment and independent living of involved student-alumni?

### 4.2 Methodology

#### Initial study plan

The study employed a mixed methodology (i.e. both quantitative and qualitative data collection) to investigate the impact of TP on students' lives having taken part in TP. The emphasis was exploring the experiences of teachers, parents and student-alumni who engaged in the programme at least two years ago as they would be able to talk about the longer term benefits TP may have had on student-alumni.

The methodology was adapted during the study due to difficulties with recruiting participants, the needs of the willing participants, and restrictions imposed by the Coronavirus which stopped the researchers holding face to face interviews or focus groups.

#### Sample recruitment

The original methodology included two focus groups involving ten teachers who had delivered TP. Invitation emails were sent to 140 teachers from a sample of 100 schools that had delivered TP during the last five years. A total sample of five teachers agreed to take part in the study. The identified teachers acted as gatekeepers for the identification and recruitment of student-alumni and their parents to take part in the study. A total number of three student-alumni and two parents agreed to be interviewed.

It is important to note that with such a small sample finding cannot be applied to similar or other populations. However, it does provide some critical insights into the experiences and

outcomes for young people and as such illuminates areas of good practice as well as areas for development.

An emerging issue is for YE to develop processes which help sustain relationships with teachers, students and parents. This will expand the number of available participants to engage in future research.

### **4.3 Methods and data collection**

#### **Validation process**

All interview schedules (for teachers, student-alumni and parents) were shared with the stakeholder group to improve clarity, suitability, and validity of questions (see Appendix 1). Recruited teachers were also invited to comment on whether the interview questions were appropriate for students' cognitive abilities and needs due to the heterogeneity of a SEND group. In cases where concerns were raised, suitable adaptations were made to meet the individualised needs of all learners. For instance, different versions of the research tools were developed to meet a wide range of comprehension and reading skills from high to low using conventional and multimodal approaches (e.g. photos, Widgit symbols) (see Appendix 2).

#### **Data collection**

The following methods were used for the data collection from teachers, student-alumni and parents:

- One online teacher focus group with five teachers. This collected their views on the influence TP had on former students' lives as well as their experience of delivering TP (see Appendix 3).
- Three semi-structured interviews with student-alumni, and two semi-structured interviews with parents using web-based technology. These collected parents and students' views on their TP experience. Three case studies of the student-alumni have also been produced for Amy, Rachel, and Sunny (see Appendix 4).

- The interview schedule for students was adapted to be a self-reported questionnaire allowing them enough time to complete. The questionnaire was emailed, and students were advised to complete with the help of their teachers or parents, prior to their web-based interviews. All three students completed and returned the questionnaires.
  - During the student interviews, students were asked *only* the questions that needed further clarification. One student-alumni was accompanied by their teacher, who acted as a facilitator due to students' difficulty in communicating with unfamiliar people.
- An online teacher and a parent survey were shared by YE and University of Derby via Twitter and Facebook, and an email sent to TP teachers in YE's database (see Appendix 3). Twelve teachers completed the online survey, there were no responses from parents. The survey asked teachers and parents to evaluate the influence TP had on their student's or child's life.
- Post-programme survey data from students completing TP over the last 3 years (from 2016-2017 to 2018-2019 delivery) to show how has TP influenced the employment and independent living of student alumni. However, only data from the 2018-2019 delivery was used to show how students' skills enhanced before and after TP to avoid overload of information. *Nb. No post-programme surveys completed by students completing TP in 2019/20.*
- One informal telephone interview with a YE Area Manager. This provided valuable information regarding TP's delivery by shedding light on the areas that work well and areas that need further development.

The use of multiple methods allowed the researchers to develop a deep understanding of the impact of TP on former students' lives by comparing a wide range of information that helped to enhance the credibility of the findings. Validity of the findings was ensured by combining information from different sources (i.e. teachers, parents and students' voices).

For future studies, YE might adopt similar variations in data collection methods and approaches to be adapted to the needs of research participants.

## 5 Findings

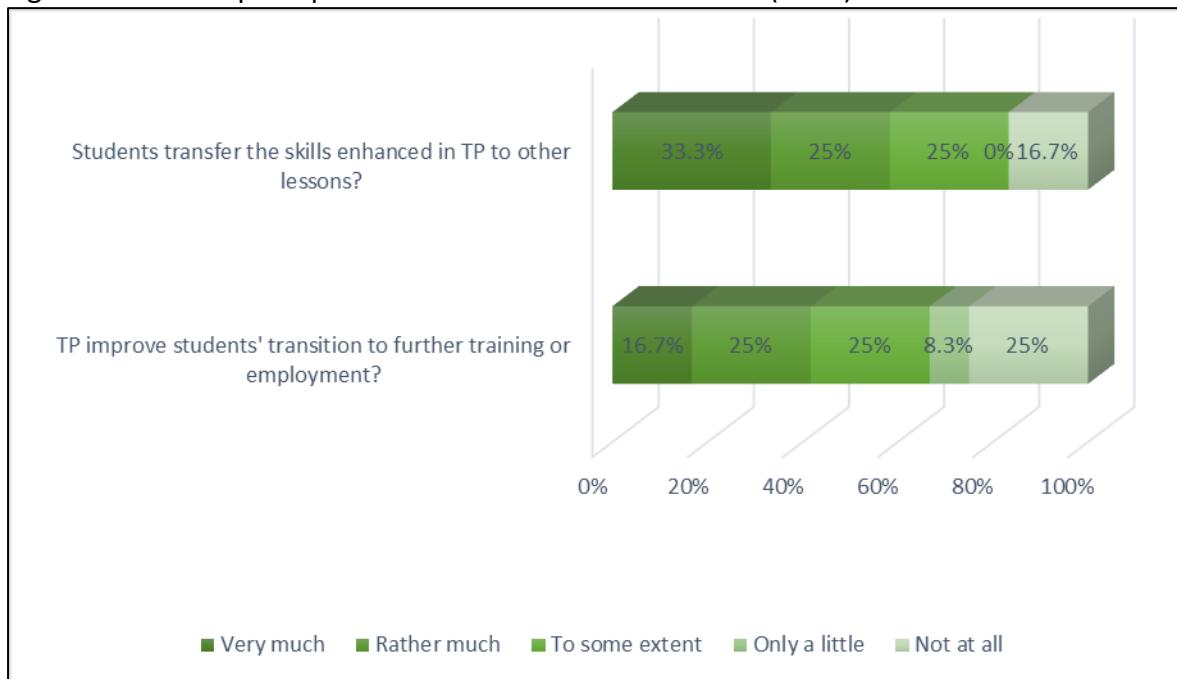
This section sets out the impact TP had on students' skills and draws on data from teachers (survey and focus group) as well as self-reported questionnaires and interviews with student-alumni and their parents. The key findings are that:

- TP is effective in helping students enhance a variety of enterprising skills i.e. communication skills, self-confidence, teamwork, financial skills, self-improvement and preparing for employment.
- TP is also successfully contributing to the further development of other skills i.e. independent living skills, media and literacy, ability to manage change and transition, ability to be an effective citizen, and understanding the world of work.
- Young people who engaged in TP had not only managed to successfully transfer their enhanced skills to other lessons, but they also managed to transit to further training and employment.

### ***Participants enhanced and sustained skills because of TP***

Collated survey and interview data showed that as a result of their engagement in TP students developed communication skills, self-confidence, teamwork, financial skills, self-improvement and preparing for employment (see explicit presentation of findings in the following sections). To understand if TP had longer term impact on helping students sustain those skills, teachers were asked to answer the question “to what extend do students transfer the skills enhanced in TP to other lessons?” Analysis of the teacher survey data, indicated that just over half (58%) of participants reported that TP is effective in helping students transfer those skills to other lessons, including those who responded “very much” or “rather much”, as shown in Figure 1.

Figure 1: Teacher perception of student involvement in TP (n=12)



Qualitative data analysis corroborates this with ten interviewees praising the vital contribution TP made in enhancing students' ability to transfer their enhanced skills to other lessons as well as for personal purposes whilst out in community. The following quotations illustrate these points:

The skills have been transferable into other lessons which is great. [...] my students have been really motivated and we also have a cafe which we have seen YE skills transfer to here [from TP former students' working in the café]. (Interview with Teacher 4, 2020).

The one thing I can tell is that because they were learning about money, the value of the coins and then, when she was working at the coffee shop...she also had to work with money at the till. So, she had already this understanding from the Team Programme. (Interview with Parent 2, 2020)

Students have transferred skills such as learning about bank accounts and writing cheques. They have learnt about cost and have used this knowledge when out in the community. (Interview with Teacher 3, 2020)

### ***TP boosted communication, self-confidence and teamwork amongst the research participants***

Secondary analysis of the post-programme survey results showed immediate general improvement in students' communication, self-confidence and teamwork skills (for further details see Appendix 5, Figure 6, Figure 7, Figure 8, Figure 9 respectively). Collated data from surveys and interviews suggests this change in students' skills appeared to be sustained after the programme. The teacher survey responses demonstrated that 11 out 12 felt that students enhanced their communication skills whilst 9 out of 11 said students had further developed their self-confidence and teamwork skills as a result of TP (see Appendix 5, Figure 2). The analysis of the frequency of reported skills from the qualitative data from teacher, student-alumni and parents also indicates that communication, self-confidence and teamwork were the most frequently reported skills (see Appendix 5, Figure 3).

This finding was corroborated through the interview data in which six interviewees (five teachers and one parent) expressed their satisfaction with the effectiveness of TP in enabling students to improve their communication skills. As one parent explained: "[At the end of TP] I noticed that she had learned to interact much better compared to the past." One teacher also highlighted the importance of real-life experiences in helping students improve their communication skills whilst at work. The following quotation from Sunny's teacher exemplified this:

Sunny learned how to communicate with customers whilst selling products at school during the autumn fair and other selling opportunities.  
(Interview with Sunny (TP student-alumni) and her Teacher, 2020)

Similarly, all ten interviewees praised the vital contribution TP made in enabling students to grow their confidence and self-belief:

I felt a sense of complete responsibility, it was absolutely amazing to be able to create such an amazing product that people can use. It is fantastic!  
Also, I felt a sense of achievement when we won all those awards.  
(Interview with Amy (TP student-alumni), 2020)

I think that confidence is the big thing and self-esteem for our children with severe learning difficulties... When their parents have been out and see them in the community or if they have achieved an award and being into the award ceremony to young enterprise... I think that is a great achievement for them and you know people see them a year's time, and so, they make comments of their confidence and their ability to communicate. (Interview with Teacher 5, 2020)

Five interviewees (three teachers and two students) also reported how their participation in different TP group activities had helped them further develop their teamwork skills. The following comment from Sunny's teacher illustrates this further:

During the Autumn Fair and other selling opportunities. Sunny learned how to work with other members of the team to solve issues such as how to fix items that were not working like light bottles by changing the batteries. (Interview with Sunny (TP student-alumni) and her teacher, 2020)

### ***TP enhanced students' financial skills amongst research participants***

Secondary analysis of the post-programme survey results showed a substantial enhancement in students' financial skills<sup>1</sup> including monetary and budgetary skills (see Appendix 5, Figure 4 and Figure 5 respectively). Collated evidence from this study clearly shows that students' financial skills were not only improved as a result of TP, but were also sustained after students finished school. The teacher survey responses showed 9 out of 12 teachers felt students developed financial skills as a result of TP (see Appendix 5, Figure 2). The analysis of the frequency of reported skills from the qualitative data from teacher, student-alumni and parents also shows that financial skills was one of the most regularly mentioned skill students' enhanced as a result of TP (see Appendix 5, Figure 3). These views are illustrated in the following quotations:

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<sup>1</sup> In this section the term financial skills is used to denote students' ability to use money, plan for a budget as well as deposit and/or withdraw money to a bank account.

We have seen progress in [...] motivation as well as the basics of selling which then helps with money skills. (Interview with Teacher 4, 2020)

She developed quite a lot of skills...IT skills, money, budgeting money and things like that... (Interview with Parent 1, 2020)

Sunny was part of opening the bank account. She went to the bank and signed the relevant boxes in order to set up the account. Sunny regularly went to the bank to put money in her account. (Interview with Sunny (TP student-alumni) and her Teacher, 2020).

### ***Developing and sustaining employability and independent living skills***

Secondary analysis of the post-programme survey results over the last three years (from 2016-2017 to 2018-2019 delivery) suggested evidence of TP's positive influence on students' employability and independent living (see Appendix 6, Table 3 and Table 4). However, the collated data from the surveys and interviews suggests that although students' employability skills were sustained after the programme enabling to transition into employment, the extent to which TP is effective in helping sustain independent living skills is limited.

The teacher survey responses showed 6 out of 12 teachers felt students were prepared for employment denoting that they had successfully enhanced their employability skills as a result of TP (see Appendix 5, Figure 2). It also showed teachers overall satisfaction with TP's effectiveness in helping students transit to further training and employment. As Figure 1 shows, responses to the question to "what extent TP improve students' transition to further training or employment?" 41.7% responded "very much" or "rather much".

Qualitative data analysis corroborates these findings with seven interviewees expressing their satisfaction with TP's contribution to helping students further develop their employability skills and facilitating their transition to further training and employment. The following quotation illustrate this point:

She is working in her old school, at the coffee shop. She is working as part of the staff which is very, very exciting for her. (Interview with Parent 2, 2020)

There were three girls and one man that have left this college now...one went to college to do hairdressing, and another one is working part-time in a shop, and another one is doing volunteer work in Debenhams. (Interview with Teacher 1, 2020)

I go to college but also on a Sunday and Friday I work part-time in a pub [paid job]. I am taking the meals out and I am collecting the glasses as well. I am [also] talking with the customers. (Interview with Rachel (TP student-alumni), 2020)

In terms of the extent to which TP improved independent living skills, only 3 out of 12 teacher survey participants felt that TP enhanced students' independent living skills (see Appendix 5, Figure 2). Similarly, analysis of students' post- programme survey data shows that whilst many students felt TP had a positive influence in enabling them develop independent skills, a higher percentage of them provided neutral responses, a sign of students' indecisiveness on what to say (see Appendix 6, Table 4). The analysis of the frequency of reported skills from the qualitative data from teacher, student-alumni and parents also shows preparation for employment as one of the most frequently mentioned skills enhanced as a result of TP while improvement of independent living skills was among the least mentioned (see Appendix 5, Figure 3).

Analysis of teacher accounts revealed that only two interviewees provided evidence of TP's effectiveness in helping students develop independent skills and transit to supported living. The following quotations illustrates these points:

Getting up in the morning, getting yourself dressed, and presentable. Preparing for the day, do your own packed lunches...Knowing how to go and get their transport whether they are going to get a bus or a train. (Interview with Teacher 2, 2020)

I've had four out of six [students] that moved on from college... three to supporting living...another one has moved back with her parents (Interview with Teacher 1, 2020).

There are two possible explanations for why independent living skills appeared to not be improved as much as employability skills as a result of TP. It might suggest that TP is ineffective in helping students live more independently which may highlight the need for TP to revisit its aims and set new targets and approaches aimed at helping learners to develop these skills. However, it might also indicate a diverse understanding of the term 'independent'. The term has several interpretations, for example, does this mean to become more autonomous or alternatively, does this mean a to move to another house other than that of your parents on your own (independent living) or with others (supportive living)?

***TP enhanced students' growth mindset, creative problem solving, adaptability, and capacity to manage changes and transitions***

Collated findings from the teacher survey and interview data with teachers, student-alumni and their parents suggested evidence of students' further development of a growth mindset<sup>2</sup>, creative problem solving, adaptability and capacity to manage changes and transitions. Explicitly, the teachers survey responses indicated that 6 out of 12 respondents felt students enhanced their growth mindset and creative problem solving while 5 out of 12 felt students developed further their adaptability and capacity to manage changes and transitions (see Appendix 5, Figure 2). Similarly, the analysis of the frequency of reported skills from the interview data from teacher, student-alumni and parents demonstrates that these skills were among the less frequently mentioned (see Appendix 5, Figure 3). Interview data analysis collaborates this with four interviewees, supporting that TP allowed students to develop further a growth mindset by becoming aware of their abilities and improve their talents. The following quotation from a student illustrates this point:

I also learnt that when I put my mind to things and get together in a group when we first started the company, I can actually do a good job and make

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<sup>2</sup> The belief that most ability can be developed through an individual's dedication and hard work

a very successful company and that I don't have that many bad ideas.

(Interview with Rachel (TP student-alumni), 2020)

Four interviewees (three teachers and one parent) also positively commented on students' capacity to manage changes and transitions. As one parent explained:

She is working in her old school now at the coffee shop. She is working as part of the staff... which is very, very exciting for her. It took her time to realise that she was no more a student [there] but a member of the staff...when she got that... it made her really, really happy and she felt like a grown-up person. That is what she is mainly doing. (Interview with Parent 2, 2020)

Similarly, eight interviewees (five teachers and three students) expressed the view that the young person's engagement in TP helped them improve their capacity to adapt to challenging situations and go beyond their comfort zone. As one teacher explained:

So, one of my girls in my class was unable to attend the training due to anxiety. This year she did attend the public event, which is a massive achievement for her, and she was the only student who could attend as well. (Interview with Teacher 2, 2020)

### ***Digital literacy, self-determination, self-improvement, and the capacity to be an effective citizen improved amongst research participants***

Collated findings from the teacher survey and interview data with teachers, student-alumni and their parents suggested evidence of students' further development of digital literacy, self-determination, self-improvement, and capacity to be an effective citizen. The teachers survey responses demonstrated that 3 out of 12 teachers felt students enhanced their media and literacy, self-determination and self-improvement while only 2 out of 12 felt students developed further their capacity to be effective citizens (see Appendix 5, Figure 2). The analysis of the frequency of reported skills from the interview data from teacher, student-alumni and parents also demonstrates that media and literacy, self-improvement, self-determination and capacity to be an effective citizen are among the least skills mentioned to be enhanced (see Appendix 5, Figure 3). Analysis of interview data

collaborates this with four interviewees expressing their satisfaction with the improvement of IT skills students acquired at the end of TP. The following quotation from a parent exemplifies this:

I think time management...she learned about time, and obviously, the computer skills came out a lot...she likes office work as well such as sending emails, and that has helped her a lot. (Interview with Parent 1, 2020)

Three teachers also reported that students were more likely to have their self-determination enhanced because of TP. As one of them explained: "One of my students couldn't cope with the crowds. He coped extremely well at the end. [...] He learned to self-regulate."

Similarly, six interviewees (including students, parents and teachers) underlined the positive impact TP had in helping student-alumni become aware of the skills they need to improve and enabling them to become better through the different activities they had to engage in. As one student reported:

I think the biggest thing I learnt from taking part in the companies Team Programme was actually stopping and listening to other people's ideas without butting in when they are talking. I have learned to have patience really. (Interview with Amy (TP student-alumni), 2020)

## 5.1 Summary

The data from the research with teachers, parents and TP alumni provides evidence that the programme has a positive impact on the way young people develop their enterprising skills and prepare for employment. It further finds that young people's independent living skills are somewhat enhanced as is their engagement in active citizenship and their ability to make sustainable transitions.

## 6 Creating a framework of outcomes for the TP programme

One of the purposes of this study was to review the outcomes for young people undertaking TP, to see if these were similar to those outcomes described for other YE programmes through the draft ‘enterprising attributes’ framework (see Appendix 7). This important element of the research can help educators understand the value of TP and how it can improve learner outcomes. TP also has the potential to produce outcomes for schools and the extent to which it can help them to achieve their strategic goals and outcomes

### 6.1 Stage 1: mapping against related curriculum frameworks

TP uniquely offers a vehicle for young people with SEND to gain practical work-related skills, attributes, and insights through collaboration with VBAs. Most interestingly, TP has cross-curricular reach and should not be seen as merely improving career-related learning but as a means of developing the key competencies needed for living a life as an active citizen.

As a commercial product TP offers schools an opportunity to deliver a cross-curricular learning activity with far-reaching outcomes. In positioning the TP outcomes as an opportunity for helping schools improve learner outcomes, it was important to consider where TP contributed to the requirements of a wide range of curriculum requirements and frameworks. The following curriculum and outcomes frameworks were reviewed and mapped to YE’s draft ‘enterprising attributes’ framework:

- The Career Development Institute (CDI) framework for Careers, Employability and Enterprise Education (referred to as CDI)
- The Preparation for Adulthood Outcomes Framework (referred to as PFA)
- The programme of study for PSHE Education Key Stages 1-5 (referred to as PSHE)
- The STEM Learning top 10 employability skills framework (referred to as STEM)

The mapping activity demonstrated there was a great deal of alignment between the YE framework and curriculum and outcomes frameworks. The research suggests schools should be made aware of these links so they can plan accordingly and help curriculum staff understand the links.

## 6.2 Stage 2: Mapping the research to the YE's draft 'enterprising attributes' framework

Once the research data was mapped to the 'enterprising attributes' framework, it was noticeable that young people, their parents and school staff all provided evidence that TP meets the existing characteristics described within the framework (see Table 1). This was a positive finding and provided some concrete evidence of the efficacy of the programme. The following table provides examples of the evidence against each outcome.

Table 1: How the research demonstrates the characteristics developed through TP

| Characteristic from the YE 'enterprising attributes' framework   | Example of where the data corroborates the outcome  |
|--|---|
| <b>Adaptability:</b> I can change my actions or approach to address new situations or when circumstances change.   | "One of my students couldn't cope with the crowds. So, I would say coping with crowds as well. He coped extremely well at the end. He learned to self-regulate. He was getting a little bit anxious about the place he was going to...it was not just about producing something as coping with all those skills as well."(Teacher)                            |
| <b>Communication:</b> I write and speak in a clear and concise manner, to present information and ideas with others. I interact with others, to listen, understand and react to their information and opinions | "I think that is a great achievement for them and you know people see them a years' time and so, they make comments of their confidence and their ability to communicate."(Teacher)   |
| <b>Self-confidence:</b> I believe in myself to learn, apply and retain skills and capabilities, belief in making my own success.   | "I felt a sense of complete responsibility, it was absolutely amazing to be able to create such an amazing product and a product and/or products that people can use is fantastic and also a product/products that are skin and economically friendly as well was amazing. Also, I felt a sense of achievement when we won all those awards. (Student-alumni) |
| <b>Creative problem solving</b> I collect and examine information, think creatively, and analyse situations to generate effective solutions to problems  | "Another area where progress has been seen is problem-solving, the students are more willing to stick at a problem."(Teacher)   |
| <b>Financial capability:</b> I analyse financial information, manage money well, and make decisions to plan for a successful financial future  | "She developed quite a lot of skills...IT skills, money, budgeting money and things like that..." (Parent)  |
| <b>Teamwork:</b> I build team engagement to work as part of a team to collaborate, share knowledge, listen and explain ideas to others whilst managing personal feelings.                                      | "During the autumn fair and other selling opportunities. He learned how to work with other members of the team to solve issues such as how to fix items that were not working like light bottles (changing the batteries)." (Teacher)   |

|  |  |
|--|--|
| <b>Growth mindset:</b> I believe that most ability can be developed through my dedication and hard work  | "One great success is one young man who did team program for two years would not have even thought about presenting in front of a group in year one by the end of year two he stood up and presented at the COTY event."(Teacher)  |
| <b>Commercial Awareness:</b> demonstrate ability to undertake research in developing a broader understanding of an organisation and the wider environment. | "Having the opportunity to set up my own business and make a product that others can buy. It is a dream that come true if you see what I mean." (Student-alumni)   |
| <b>Working Responsibly:</b> demonstrate ability to consider the impact of decisions on the community and more widely, the planet.                          | "It is about how they interact in society, being a citizen, what did you give out? And literally not just what you are producing to make it sell, but how you contribute in society, what can you bring? How should you behave? it gave us a lot of opportunities for our students and the pride you have, you know."(Teacher) |

### 6.3 Identifying new outcomes for young people on TP suggested by the research

The research data clearly shows there are additional benefits and outcomes for TP participants to those set out in the draft 'enterprising attributes' framework. Table 2 provides examples of these and corroborating data.

Table 2: New outcomes for young people suggested by the research

| New characteristic suggested by the research  | Example of where the data corroborates the outcome  |
|---|---|
| <b>Digitally literate*</b> : I understand the advantages and disadvantages of using digital technology and social media, and I know how to keep safe online       | "I basically learned a lot...My job was to do with the administration...I was sending emails; I was typing a lot of letters." (Student-alumni)  |
| <b>Understanding the world of work:</b> I understand the concept of work and reward and how people get and maintain jobs  | "She has been going to the college. In the college she had the opportunity-she was the only person from her class- to work in the college coffee shop...serving people which she really enjoys. She is also working in her old school, at the coffee shop. She is working as part of the staff." (Parent) |
| <b>Managing change and transition:</b> I can reflect on previous changes in my life and apply the lessons learned to preparing for and making future transitions. | "The skills have been transferable into other lessons which is great. [...] my students have been really motivated and we also have a cafe which we have seen YE skills transfer to here." (Teacher)  |
| <b>Has independent living skills:</b> I can make the most of opportunities to make decisions about the things which affect my                                     | "Getting up in the morning, getting yourself dressed, and presentable. Preparing for the day, do your own packed lunches that sort of thing as well. Knowing how to go and get their transport whether they are going to get a bus or a train,  |

life and to do the things which I choose.

that sort of thing as well with some support obviously but on the whole, they are coping really well. I have kept in touch, particularly with two of them and the confidence I see continuous back from the Young Enterprise Programme. I think it is there and I think it is really fit for them."(Teacher)

\*By introducing digital literacy, the outcomes framework contributes to the STEM learning

'Top 10 employability skills framework' outcome 10 (Numeracy and IT skills)

This is positive news for YE as it suggests TP is even more effective at developing young people's career and independence skills. The revised evidence-based outcomes framework is presented in Appendix 7 and includes a description of the process to review and re-draft the framework.

#### 6.4 Stage 4: Identifying outcomes for schools and colleges

In previous sections, we noted strong links between the enterprising attributes which arose because of TP and other curriculum frameworks. The findings also suggest TP has potential to contribute to some strategic outcomes for schools and colleges, for example:

- To meet their goals to achieve some of the Gatsby Benchmarks
- To improve quality assurance and impact measurement
- To ensure that young people connect their learning to skills development.

This research further contributes to the evidence base that TP has positive short and long-term outcomes for learners.

## 7 Conclusions and recommendations

### 7.1 Key findings

- TP is effective in helping students boost their confidence and enhance several enterprising skills such as communication skills, self-confidence, teamwork, monetary skills, self-improvement, and employability skills.
- TP is successful in enabling students to improve other competences such as independent living skills, effective citizenship, the management of change and transitions, their understanding the world of work and media and digital literacy.
- Survey and interview data from all stakeholders indicate that TP has a short and long-term impact on former students' lives as it both enables students enhance a set of entrepreneurial and independent skills and helps them to transfer those skills to other lessons as well as for personal purposes out in the community, college and employment.
- The study shows evidence of TP's effectiveness in facilitating former students' transition into college, part-time employment and supported living.
- Finally, the findings from this study suggest that independent living skills were less likely to have been impacted by TP than other competences.

### 7.2 Recommendations

The following recommendations have emerged:

1. *Differentiation of resources, materials, and teaching approaches:* Evidence suggests further work is required to differentiate resources, materials, and approaches to meet students' individual needs due to the heterogeneity of SEND group. Students have different learning needs, cognitive abilities and personal challenges that need to overcome whilst at school. Accommodating individual needs of all learners is

possible through differentiation of teaching strategies and resources. To ensure this YE need to enhance VBA's training provision on SEND as well as digitalise resources to allow easy tweaks of educational material. For example, teachers being able to add Widgit (a symbol-based language used predominantly for people with learning disabilities)

2. *Investment on the creation of social networking between schools:* YE has made significant efforts in organising award ceremonies for students to celebrate their achievements, and for schools to be part of a positive competition. Findings suggest a need for YE to act as a facilitator for the creation of extensive networking opportunities between schools delivering TP as well as the development of a database where activities, materials and resources from successful schools can be shared. This will allow practitioners to share their approaches, and to work with YE in a sustainable way to enhance the delivery and outcomes of TP.
3. *Investment on the development of a student-alumni network:* The recruitment of student-alumni was a very challenging process and heavily reliant on teachers. The development of a formal TP alumni network would bring many benefits for YE, schools and students. For example, YE would be able to engage more readily with alumni and improve recruitment for future studies, as well as creating a potential supply of ambassadors to speak about their TP experiences and how it prepared them transition into further training and employment.
4. *A replication of the current study:* This study provides critical insights into the experiences and outcomes TP had in former students' lives and as such illuminates areas of good practice as well as areas for development. However, given the significant difficulties in recruiting participants to this study, generalisation of this findings cannot be applicable to similar or other populations. For this reason, a replication of this study with a larger sample is recommended.

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## Appendix 1: Interview schedules for teachers, student-alumni and parents

### Teacher focus group schedule

| Time for the section                                 | Facilitator notes:                                    | Questions   |
|--|---|---|
| <b>Note: 4-6 participants via Teams for 60 mins.</b> |   |   |
| 1 min max.   | Introduction of facilitators and Ethics               | <p>Eleni introduction: Lead Researcher from the University of Derby, independent to YE<br/> Laura introduction: Evaluation Manager at YE, supporting the evaluation but not involved in delivery – ask permission to be present, all discussions will be confidential.</p> <p>Thank you for agreeing to take part. Brief summary about the evaluation...<br/> To help us access student that finished team programme at least the last two years, I will contact you (after the webinar) asking you to identify one student-alumni. *Ask teachers for photos and other material you can use as probes with the student-alumni during the interviews</p> <p>Reminder of anonymity, confidentiality, data storage and disposal.<br/> Housekeeping notes – try not to speak over each other, respect each other's opinion. There is quite a bit to cover on the webinar (which we will try to keep to 1 hour), it might mean we move the conversation on to make sure we cover everything we need. There will be an opportunity after the webinar to share any remaining thoughts.</p> |
| 5 mins max (1 min per participant)                   | Introduction of participants and Quality of TP – Then | <p>In today's webinar, we would like to ask you to think back to the Team Programme you received 2 years ago. In order to understand a little bit about your experiences, to start, please could tell us:</p> <ul style="list-style-type: none"> <li>When you started Team Programme?</li> <li>Why did you register?</li> <li>If you still delivering Team Programme?</li> <li>Overall, what would say about your experience with Team Programme?</li> </ul>  |
| 5 mins max.  | Allocation of TP – Then and STI-Activities – Then     | <p>Thinking about the delivery of Team Programme in your school...</p> <ul style="list-style-type: none"> <li>Briefly, how would you describe the support you received from YE? <ul style="list-style-type: none"> <li>Prompts: business advisor, Area Manager, the materials</li> <li>How could this have been improved? Was it suitable?</li> </ul> </li> <li>Did the business advisor impact your students' learning? (personality, capacity etc.)</li> <li>Were you given sufficient time (and support) to deliver the programme?</li> </ul>  |
| 5 mins max.  | STI-Activities – Then                                 | <p>Thinking back about the activities in Team Programme...</p> <ul style="list-style-type: none"> <li>What did you think about the activities the students were involved in? Did it meet their needs?</li> <li>What was your students' participation like in the lessons? How did they respond to the activities? <ul style="list-style-type: none"> <li>Prompts: liked doing the most / least</li> </ul> </li> </ul>   |

|                                      |  |   |
|--------------------------------------|--|---|
| 10 mins max.                         | STI-Process of Teaching – Then                                 | <p>Thinking back to students involved in Team Programme...</p> <ul style="list-style-type: none"> <li>What do you think your students learnt from taking part in Team Programme? <ul style="list-style-type: none"> <li>Prompt: From your experience (from 2-years ago to date) which skills were easier for students to improve? Which skills were more difficult? E.g. of skills – six attributes:</li> </ul> </li> <li>How did students react to new learning?</li> </ul>  |
| 20 mins - FOCUS                      | STI-Transferable Skills – Then and STI-Relationships – Then    | <p>Thinking back, how <u>did students apply</u> their learning from Team Programme...</p> <ul style="list-style-type: none"> <li>Did you observe any transferable skills to other lessons? Can you give me an example?</li> <li>Were these transferable skills <u>sustained</u> after taking part in TP (over the last 2 years or until students' leave school)?</li> <li>How would you describe the impact of Team Programme on students' social skills? Did you notice any change in their peer relations? Why do you think is that?</li> <li>Were these social skills <u>sustained</u> after taking part in TP (over the last 2 years or until students' leave school)?</li> </ul> |
| 10 mins - KEY                        | LTI- Learning Outcomes – Now and LTI-Employment Outcomes – Now | <p>For those students that took in Team Programme at least two years ago...</p> <ul style="list-style-type: none"> <li>Did they continue to further education or training, or into employment? <ul style="list-style-type: none"> <li>If so, what type of employment?</li> </ul> </li> <li>How did Team Programme help students transition into further education, training or employment? <ul style="list-style-type: none"> <li>Can you give me an example?</li> </ul> </li> </ul>  |
| 2 mins – KEY                         | LTI- Skills Outcomes – Now and LTI-Role models – Now           | <ul style="list-style-type: none"> <li>Has Team Programme helped former students to live independently?</li> <li>Have these former students go back to school to talk to other students?</li> </ul>   |
| Until close – or send as a follow-up |  | <ul style="list-style-type: none"> <li>In your view, what were the strengths of Team Programme/ What are the areas for development, if any?</li> <li>Is there anything you would like to add, or think is important for us or YE to be aware of?</li> </ul>   |

## Interview schedule for student-alumni

| Theme         | Questions   |  |
|---------------|---|--|
|               | 1. Overall, what would you say about your experience in Team Programme?<br>What were your favourite things?<br>Where there anything you didn't like?  |  |
| Quality       | 2. What did you learn from taking part in Team Programme?<br>3. What did you learn from running your enterprise?  | <b>Test recall about what they remember about YE. Unprompted responses and can see what the student-alumni value from taking part in TP</b>  |
| LTI-skills    | 4. Were there any particular skills/areas that you used whilst running your enterprise?<br>5. How did you find/feel running your enterprise? (What things did you like/things you didn't like?)   | <b>Collect what skills/areas student-alumni remember applying during their experience. Could prompt with the six attributes</b>  |
| LTI-Adulthood | 6. What does your life look like now?<br>7. Are you currently at school/college or university? Do you have a job/s? Are you taking part in training? If so, specify what exactly? For so long?  | <b>Collect what has happened since and whether TP involvement leads to alumni heading into next "stage" of life</b>  |
|               | <b>If, yes:</b><br><br>8. What key areas/skills do you use now at X (school/college/university/work/work experience/ training/apprenticeship)?<br>9. Did running your enterprise/taking part in TP help you with these key skills?<br>(If so, how?/ If not, where did you develop/ learn these skills?) | <b>Thinking about what skills/areas needed for their current EET situation, and what TP contributed to (and what it didn't)</b>  |
|               | <b>If, no:</b><br><br>10. Are you looking for opportunities for EET?<br>If so, what and how?<br>If not, what are the difficulties?  | <b>Thinking about what is a barrier to alumni, i.e. if everything about TP was great and worked perfectly, but the alumni were prevented from being in EET due to other reasons (e.g. health) then outside YE realm.</b> |
| Additional:   | I would like to hear more about what you are doing...<br>11. Where do you live?<br>12. What do you enjoy doing?<br>13. Is there anything you are struggling with?   |  |

## Interview schedule for parents

| Theme              | Questions  |   |
|--------------------|--|---|
| Overall Experience | 1. Overall, how do you think attending Team Program at school has influenced your son/daughters' adulthood live?   |   |
| Quality            | 2. What did your son/daughter learn from taking part in Team Programme?<br>3. What did they learn from running their enterprise?   | Test recall about what they remember about YE. Unprompted responses and can see what the parents of student-alumni value from taking part in TP   |
| LTI-skills         | 4. Were there any particular skills/areas that your son/daughter used whilst running his/her enterprise?<br>5. How did they find this experience?  | Collect what skills/areas parents of student-alumni remember applying during their experience. Could prompt with the six attributes...  |
| LTI-Adulthood      | 6. In general, what is your son/daughters' life looks like now? What is he/she doing?<br>7. Are they currently in education/employment/training? If so, specify what exactly? For how long?  | Collect what has happened since and whether TP involvement leads to alumni heading into next "stage" of life  |
|                    | If, yes:<br><br>8. What key areas/skills does your son/daughter use at X (school/college/university/work/work experience/ training/apprenticeship)?<br>9. Did running his/her enterprise/taking part in TP help your son/daughter with these key skills?<br>If so, how?<br>If not, where did he/she develop/ learn these skills? | Thinking about what skills/areas needed for their current EET situation, and what TP contributed to (and what it didn't)  |
|                    | If, no:<br><br>10. Is your son/daughter looking for opportunities for EET?<br>If so, what and how?<br>If not, what are the challenges?   | Thinking about what is a barrier to alumni, i.e. if everything about TP was great and worked perfectly, but the alumni were prevented from being in EET due to other reasons (e.g. health) then outside YE realm. |
| Additional:        | I would like to hear more about what your son/daughter is doing...<br><br>11. Where does he/she live?<br>12. What does he/she enjoy doing?<br>13. Is there anything he/she struggles with?   |   |

## Appendix 2: Evaluation tools for student-alumni

### Evaluation tool for student-alumni with reading comprehension skills

#### Team Programme (TP) Research Methods

##### Aims of Interview Questions

The interview questions aim to explore three main domains i) how TP was for students, ii) what it helped them with at school at the time, iii) how it has helped them since (if it has). Apart from written or verbal responses, student-alumni will also be asked to back up their answers by providing photos, life map drawings and a walking mat.

##### Material needed for the interview and data collection:

- **Student's photos as prompts:** Student's photos to be used as prompts before the data collection: (purpose) the interviewer will show to the interviewee photos depicting the student-alumni engaging in his/her enterprise activity (if any) or other relevant images of Team Programme/Enterprise activity that will be used as prompts to initiate discussion before the data collection
- **Student's photos as additional evidence:** the student-alumni will be asked to back up their responses by providing photos (if possible) of:
  - their engagement in the Team Programme/enterprise activity
  - the activities they are currently engaging in (e.g. work, training/other education, independent living)

##### Questions:

| Theme  | Questions  |
|--|--|
| How TP was for students                        | <p><b>Q1:</b> What did you learn from taking part in Team Programme?</p> <p><b>Q2:</b> What did you learn from running your enterprise?</p>  |
| What it helped them with at school at the time | <p><b>Q3:</b> Were there any particular skills/areas that you used whilst running your enterprise?</p> <p><b>Q4:</b> How did you find/feel running your enterprise?</p>  |
| How it has helped them since (if it has)       | <p><b>Q5:</b> What are you doing now? (are you receiving training/at school/are you working) (specific time/duration)</p> <p><b>Q6:</b> What skills are you using now?</p> <p><b>Q7:</b> Did running your enterprise/taking part in TP help you with these key skills? (if so, how? If not, how did you learn these skills?)</p> |

**How to Answer Question 1:** Besides verbal response, students are encouraged to write their answer, provide photos, drawings or other images.

**Question 1**

**What did you learn from taking part in Team Programme?**

**How to Answer Question 2:** Besides verbal response, students are encouraged to write their answer, provide photos, drawings or other images.

**Question 2**

**What did you learn from running your enterprise?**

**How to Answer Question 3:** Besides verbal response, students are encouraged to write their answer, provide photos, drawings or other images.

**Question 3**

**Were there any particular skills/areas that you used whilst running your enterprise?**

**How to Answer Question 4:** Besides verbal response, students are encouraged to write their answer, provide photos, drawings or other images.

**Question 4**

**How did you feel/find running your enterprise?**

**How to Answer Question 5:** Besides verbal response, students are encouraged to write their answer, provide photos, drawings or other images + Walking Mat

| Question 5              |
|-------------------------|
| What are you doing now? |
|                         |

|



## Young Enterprise Team Programme questionnaire

### **Aims of Interview Questions**

The interview questions aim to explore three main areas

- i. How the Team Programme (TP) was for students
- ii. What it helped them with at school at the time
- iii. How it has helped them since (if it has).

Apart from written or verbal responses, student-alumni will also be asked to back up their answers by providing photos, life map drawings and a walking mat.

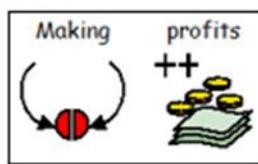
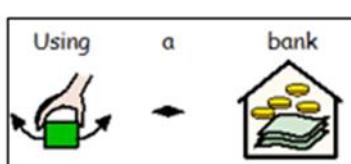
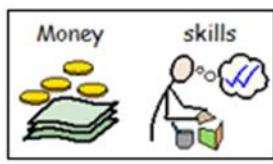
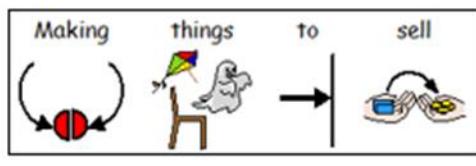
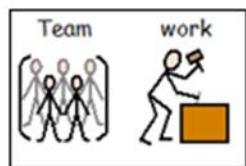
The symbols are there for ideas, do not feel you have to choose anything that you do not agree to. Instead you can write in your own words what your thoughts are, or a combination of the two.

Question 1

?! 1

What did you learn from taking part in our Young Enterprise company Thinking Big?

?

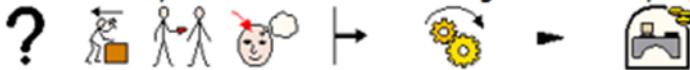


Anything else you would like to add:

Question 2

?! 2

What did you learn from running the company?



Confidence



Communication



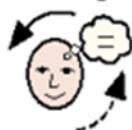
skills



Problem solving



solving



skills



Team



working



skills



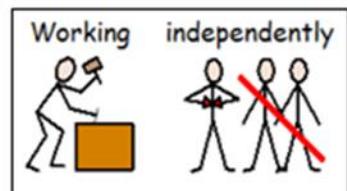
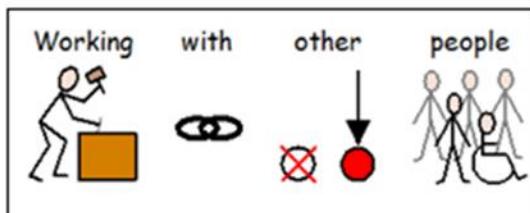
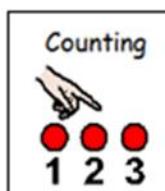
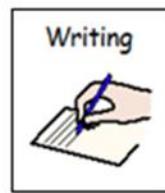
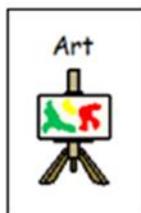
Anything else you would like to add:

Question 3

?

3

Were there any particular skills that you used whilst running the company?



Anything else you would like to add:

Question 4

?! 4

How did you feel running the company?



Independent



Motivated



Excited



Bored



Fun



Happy



Anything else you would like to add:

Question 5

?! 5

What are you doing now? (Before the lockdown)



Describe if you are receiving training, at college, and / or working with specific time/duration:

Question 6

?! 6

What skills are you using now?



For example working in the college shop, what skills do you use there?

What about at the Woodfield Coffee Shop?

In College, what other work related things do you do?

Question 7

?! 7

Did running your company help you with these skills?



(If so, how? If not, how did you learn these skills?



What, if anything, did you get from the Young Enterprise Team Programme?

The curriculum at school in the Enterprise group is based on work related activities, did running a business help you any further?

## Appendix 3: Teacher and parent survey

### Teacher survey



### Team Programme Online Evaluation Survey ↗

Young Enterprise, a national charity, in collaboration with academics at the University of Derby's Centre for Educational Research and Innovation is undertaking research to investigate the impact that Team Programme had on the lives of young people with mild to moderate learning difficulties who had been involved.

The aim of the research is to monitor and evaluate the short and long-term outcomes of Team Programme on students with a particular focus given on skills development, independent living as well as education, employment and training (EET) destinations inspired by the programme. The results will help the Young Enterprise team to enhance further their career education programmes and guidance offering to schools.

Any information you provide will remain confidential and will not pass to other people. The collected data will be kept in password-protected computers so no one other than the researchers involved in the project will have access to it.

Your identity will be kept secret and pseudonyms will be used in any reporting of data. It must also be clear that you have the right to withdraw your responses to this research without giving us a reason by the end of July.

By continuing with this survey you consent to take part in the study.

If you have any questions about this survey please contact Eleni Dimitrellou at [e.dimitrellou@derby.ac.uk](mailto:e.dimitrellou@derby.ac.uk)

1. What is your relationship with Team Programme? \*

- I am a teacher or member of staff who took part in Team Programme
- I am the parent of a young person who attended the Team Programme

2. Are you still in contact with any of your Team Programme alumni? \*

- Yes
- No

3. If yes, what are the main reasons to keep in contact with your Team Programme alumni? \*

Enter your answer

4. Which of the following students' skills do you think have been enhanced as a result of the Team Programme?  
(Tick all that apply) \*

- Communication
- Self-determination
- Self-confidence
- Adaptability
- Preparing for Employment
- Independent Living
- Investigate Work and Working Life
- Monetary Skills
- Creative Problem Solving
- Teamwork
- Self-improvement
- Managing Changes and Transitions
- Growth Mindset
- Exploring Jobs and the Labour Market
- Be an Effective Citizen
- Media and Literacy
- Other

5. To what extent did... \*

|  | Very much             | Rather much           | To some extent        | Only a little         | Not at all            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students transfer the skills enhanced in Team Programme to other lessons?      | <input type="radio"/> |
| Team Programme improve students' transition to further training or employment? | <input type="radio"/> |

6. Please explain your answers \*

Enter your answer

7. Is there anything else you would like to add in relation to how the Team Programme prepared young people to make the transition to further training or employment? \*

Enter your answer

8. What was the main impact on the young people that took part in Team Programme? \*

Enter your answer

9. What changes could be made to the Team Programme which would have improved young people's experiences? \*

Enter your answer

## Parent survey

10. How would you rate... \*

|  | Excellent             | Good                  | Neither good nor bad  | Poor                  | Very poor             |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| your child's overall experience with the Team Programme at their school? | <input type="radio"/> |
| your child's experience of running their enterprise?                     | <input type="radio"/> |

11. Please explain your answers. \*

Enter your answer

12. Which of the following skills do you think your child enhanced as a result of the Team Programme?  
(Tick all that apply) \*

- Communication
- Self-determination
- Self-confidence
- Adaptability
- Preparing for Employment
- Independent Living
- Investigate Work and Working Life
- Monetary Skills
- Creative Problem Solving
- Teamwork
- Self-improvement
- Managing Changes and Transitions
- Growth Mindset
- Exploring Jobs and the Labour Market
- Be an Effective Citizen
- Media and Literacy
- Other

13. To what extent did the Team Programme... \*

|  | Very much             | rather much           | To some extent        | Only a little         | Not at all            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| improve your child's transition to independent living, further training or employment? | <input type="radio"/> |

14. Please explain your answer. \*

Enter your answer

15. Is there anything else you would like to add in relation to how the Team Programme prepared your child to make the transition to independent living, further training or employment? \*

Enter your answer

16. What was the main impact on your child after taking part in the Team Programme? \*

Enter your answer

17. What changes could be made to the Team Programme which would have improved your child's experiences? \*

Enter your answer

18. Are you happy to provide your name and email to take part in a follow-up interview to talk about your child's experience with Team Programme? \*

- Yes
- No

19. Name \*

Enter your answer

20. Email address \*

Enter your answer

## Appendix 4: Three case studies of Team Programme Student-Alumni

### Case Study 1: Amy

During 2017-2018 Amy took part in Team Programme (TP) for a full year as part of the company *Bubble and Fizz*.

Amy has great memories of taking part in TP. Among the key benefits, she gained was the opportunity to boost her confidence and believe in herself.

"It was brilliant [receiving all these awards]! It gives you confidence and stuff...and a sense of responsibility representing your college." (Interview with Amy, 2020)

Apart from feeling good with herself, Amy acknowledged that her participation in a wide range of activities offered by TP enabled her to become aware of her strengths and also of her weaknesses which she found very beneficial for her self-improvement.

The one thing I have learnt is to have a bit more patience. When making the product at the start of the project I wasn't very patient in waiting for the soaps and bath bombs to set. I also learnt that when I put my mind to things and get together in a group when we first started the company, I can actually do a good job and make a very successful and still successful company and that I don't have that many bad ideas.  
(Amy's self-reported questionnaire, 2020)

Amy's engagement in TP had helped her grow as an individual. Amy felt more confident, autonomous and decisive enough to pursue her dream to be a hairdresser. She left college at Easter 2019, and after her participation in TP she had the confidence to take the next step into further training. Amy decided to join her local college to attend a Hairdressing course. she felt she had transferred some of the skills she enhanced during TP in her current lessons which she hopes will help her progress.

I am now in a new college working in Hairdressing and I am in a mainstream college which is absolutely amazing. I am getting

on so well there with a little bit of 1 to 1 support and I am so glad I am able to take some of the skills that I learnt in running Bubble and Fizz to my new course and hopefully will progress onto next year's course. (Amy's self-reported questionnaire, 2020)

Her participation in TP, helped her boost her confidence, make decisions and stand up for herself. One of these decisions was to leave her family home and move into a supported living facility near her family.

### **Case Study 2: Rachel**

Rachel is a young woman that took part in TP for a full academic year whilst at school. During her participation, Rachel had the opportunity to enhance a wide range of skills including monetary and digital literacy skills as well as her ability to collaborate with others in a team that helped her to open up. One of the main reasons she is enthusiastic about her experience with TP is that it helped her become more confident and boosted her self-esteem.

Of the experiences, she remembers with enthusiasm was when used to run her enterprise. Rachel described her experience very positively and was thrilled throughout the process.

Having the opportunity to participate in a real-life working experience made her feel professional and grown-up. At the same time, she realised that selling products and interacting with customers was something she was feeling confident and prepared to do.

Rachel's experience in TP proved to have a very positive impact in her life as it enabled her to believe in herself and feel ready to transition into further training and employment.

At present, Rachel is attending college three days a week, doing Entry level 3 work skills. She found a part-time paid job where she is currently working as a waitress in her local pub every Sunday between 12:00-2:00 pm and every Friday between 10:00-3:00 pm. Rachel derives great pleasure of working there.

"I am taking the meals out, and I am collecting the glasses as well. I am also talking with the customers." (Interview with Rachel, 2020)

In her free time, she attends youth clubs. Even though Rachel is currently living with her family in her parental home, her participation in TP helped Rachel develop independent skills and to feel more autonomous.

### Case Study 3: Sunny



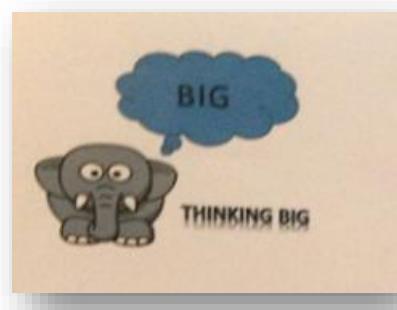
Sunny took part in TP for a year whilst at school. Her engagement in TP had a really positive impact on her life as she not only grew as an individual, but she also enhanced many skills. Having the opportunity to take part in a range of activities where she had to work independently helped boost her self-esteem, feel proud of herself and feel grown-up.

**Photo 1:** Sunny

**Photo 2:** Company logo designed by Sunny

Whilst at school, Sunny's curriculum was very work-related, but her engagement in TP complemented this experience. In particular, having the opportunity to be one of the directors who run the company, help her gain self-confidence, improve her communication skills, and become more aware of money and how to make profits.

Sunny was responsible for creating the company logo and name whilst working as part of a team. Sunny was particularly good at making the products due to her artistic skills.





**Photo 3:** Sunny filling out share certificates

Sunny had the opportunity to be part of the team which opened the bank account and used to go to the bank to deposit money, skills that she also used for personal purposes whilst out in the community.



**Photo 4:** Sunny practising with money

During her involvement in TP, Sunny had the opportunity to make many artistic items such as wooden reindeer, scrabble picture frames, and art, as shown in photos below.



Sunny learned how to communicate with customers whilst selling products at school during the autumn fair as well as in other opportunities of sale. She also learned how to work with other members of the team to solve issues such as how to fix items that were not working like light bottles.

Sunny is currently attending college from Monday to Thursday.

During her last year at school, Sunny showed that she was confident and had a good work ethic. As a consequence of this, she was interviewed to be a café assistant at the Woodfield Coffee Shop supported by a job coach to answer the questions. She now has paid employment at the Coffee Shop one day a week, experience that makes her feel extremely happy and proud of herself.

## Appendix 5: Figures: teacher and student post-programme survey results

Figure 2: Teacher response on the skills students further developed as a result of TP (n= 12)

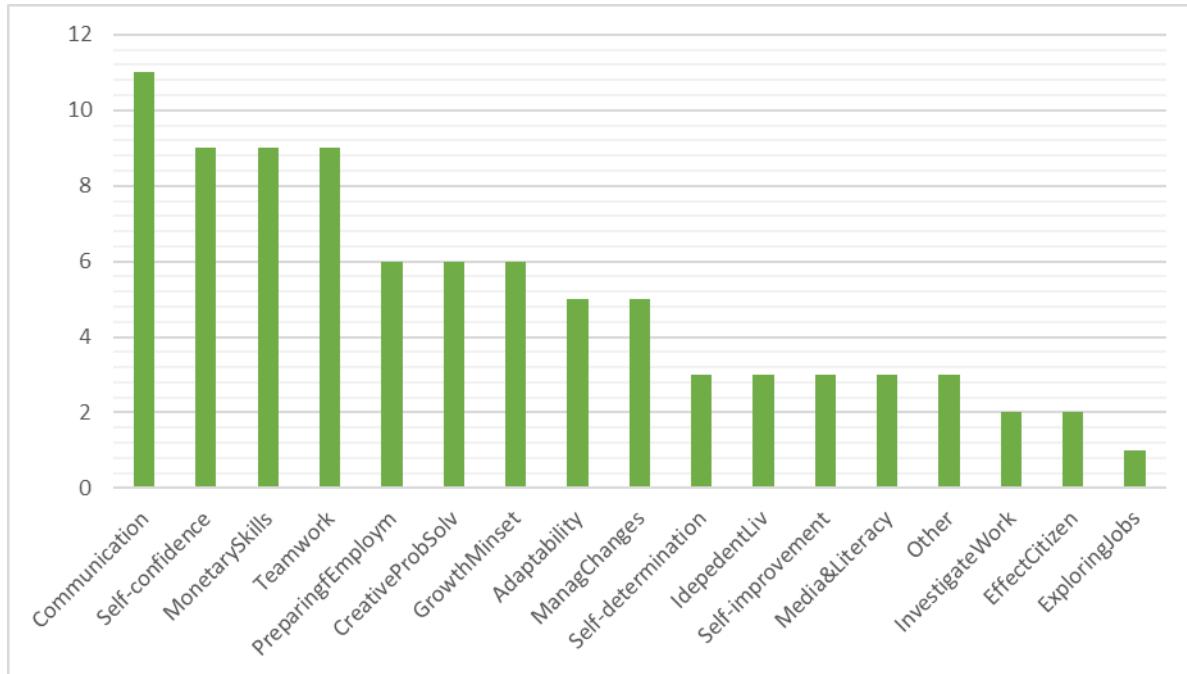


Figure 3: Frequency of reported skills further developed as a result of TP

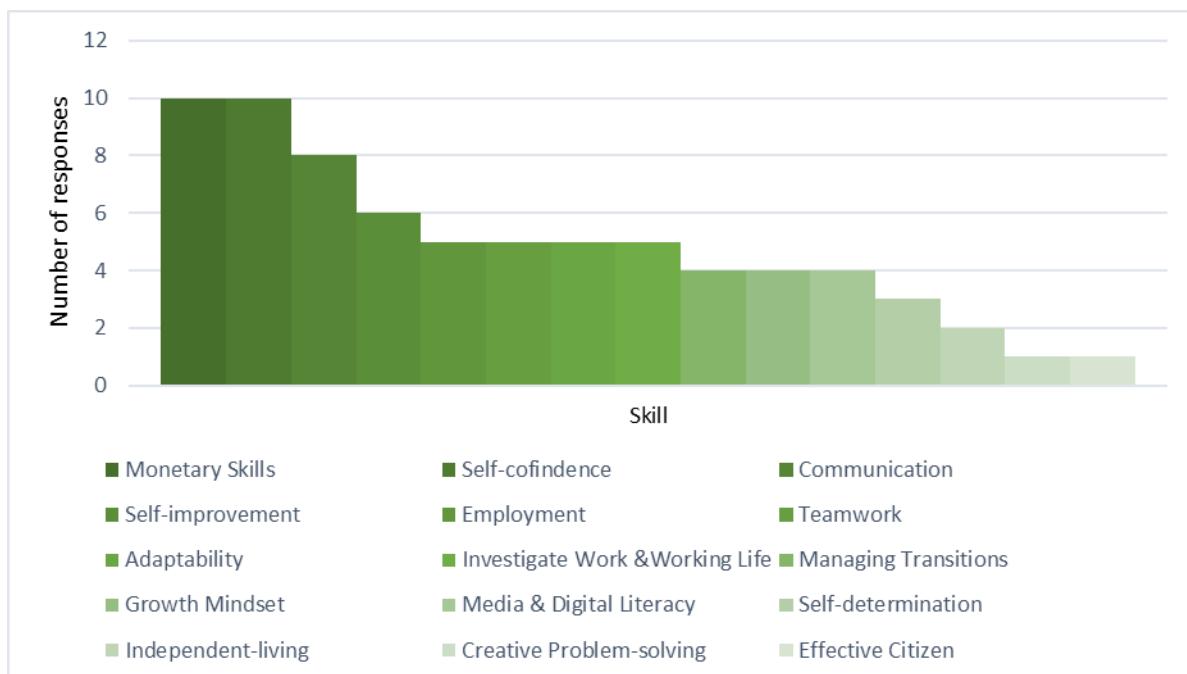


Figure 4: Student view on how their monetary skills developed because of TP (n= 28)

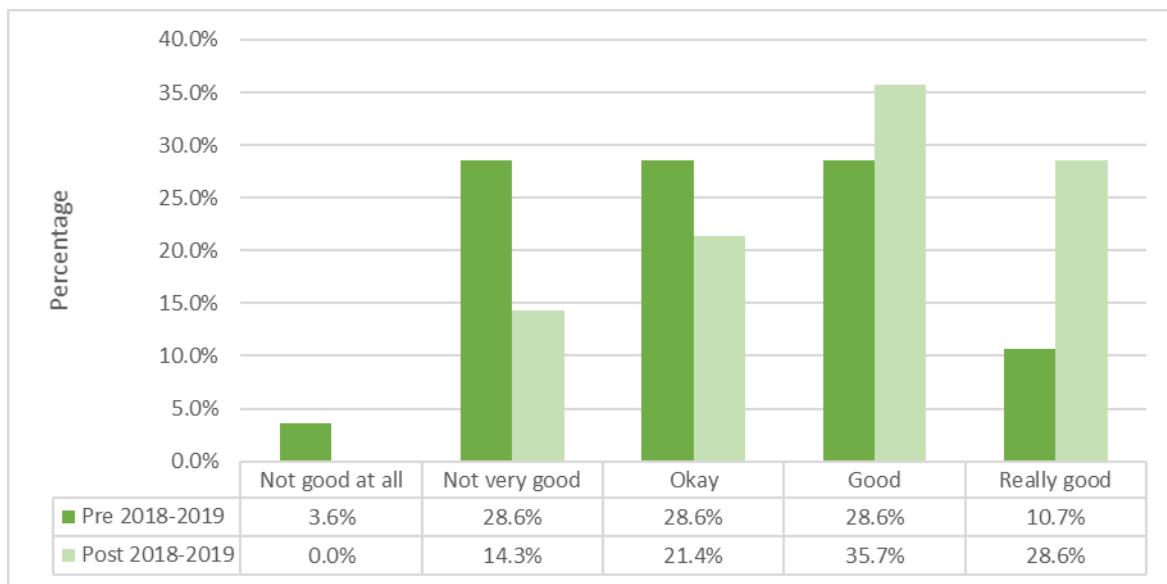


Figure 5: Student view on how their budgeting skills developed because of TP (n= 28)

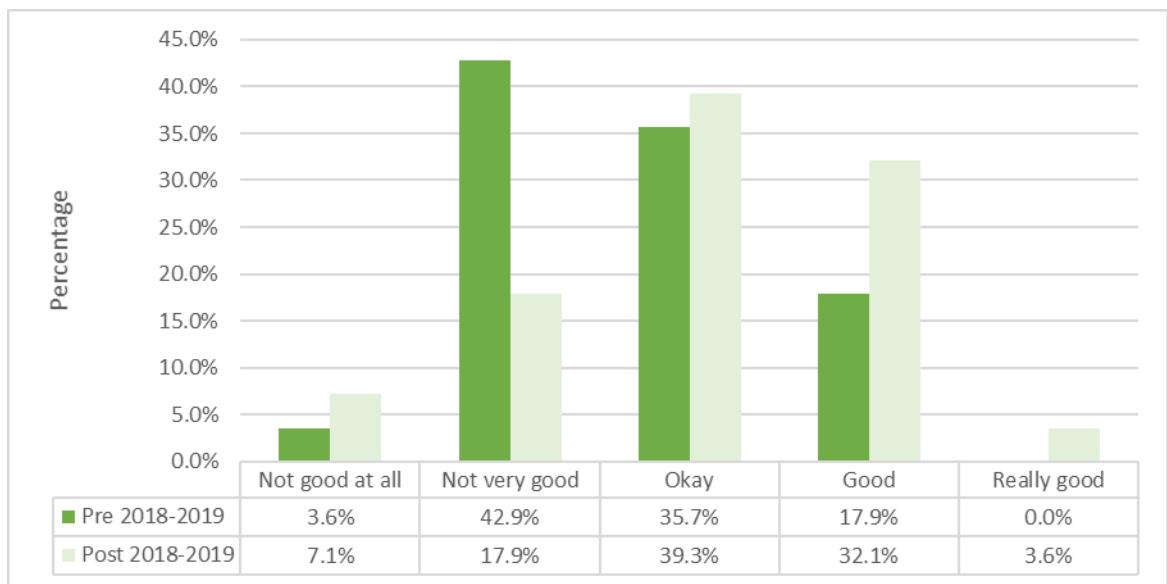


Figure 6: Student view on how their communication skills developed because of TP (n= 28)



Figure 7: Student view on how their presentation skills developed because of TP (n= 28)

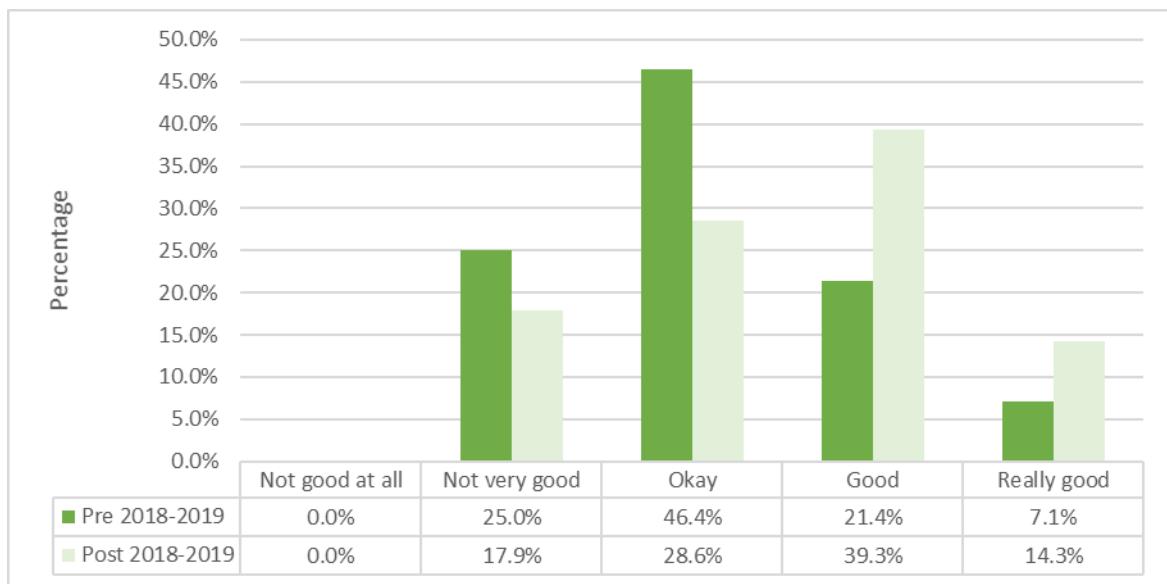


Figure 8: Student view on the ability to provide examples of their skills because of TP (n= 28)

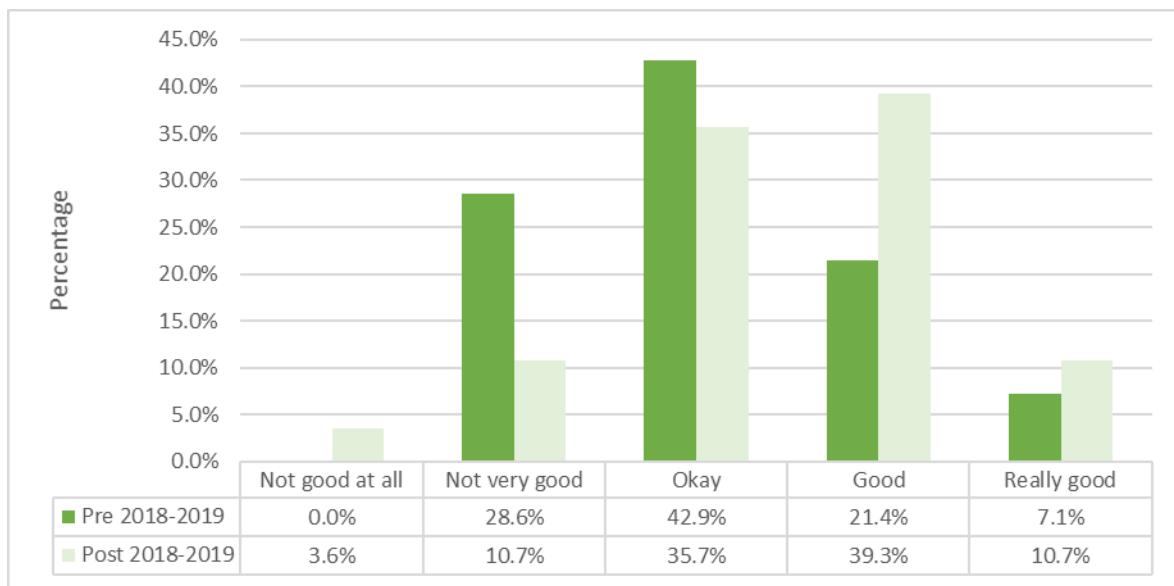
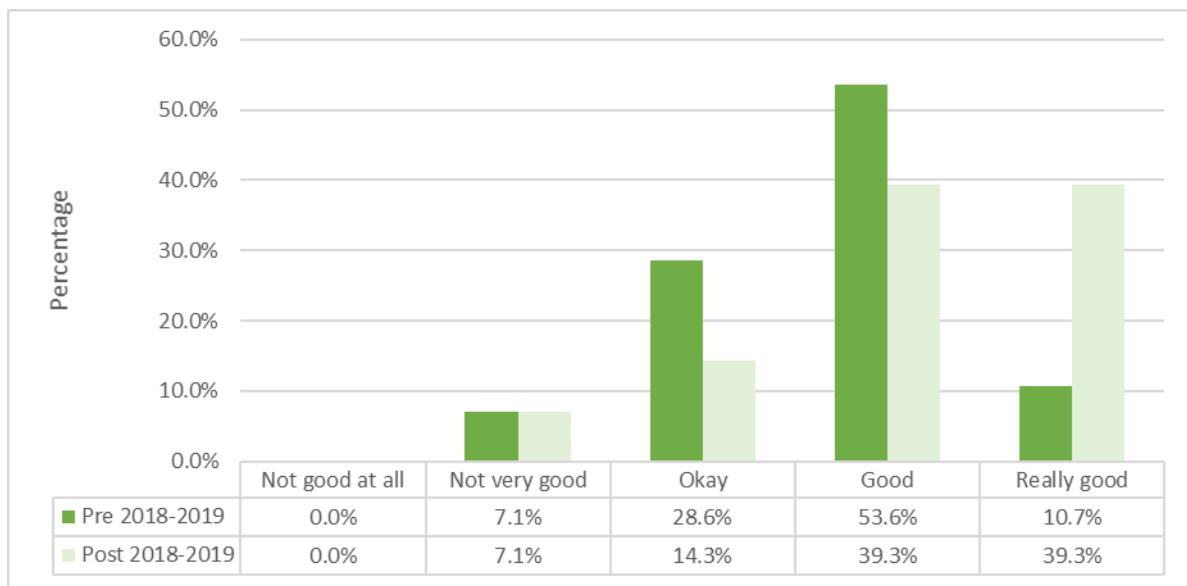


Figure 9: Student view on how their teamwork skills developed because of TP (n= 28)



## Appendix 6: Tables of student post-programme survey

Table 3: Student post-programme responses on the effectiveness of TP to help them decide “what I want to do once I finish school.”

|         |          | Strongly<br>disagree | Disagree | Neither<br>agree or<br>disagree | Agree | Strong | Undecided |
|---------|----------|----------------------|----------|---------------------------------|-------|--------|-----------|
| 2016-17 | (n= 103) | 1.9%                 | 12.5%    | 0.0%                            | 25%   | 10.6%  | 50%       |
| 2017-18 | (n= 32)  | 0.0%                 | 5.3%     | 0.0%                            | 31.6% | 21.1%  | 42.1%     |
| 2018-19 | (n= 28)  | 3.6%                 | 3.6%     | 0.0%                            | 21.4% | 7.1%   | 64.3%     |

Table 4: Student post-programme responses on the effectiveness of TP to help them live more independently

|         |          | Strongly<br>disagree | Disagree | Neither<br>agree nor<br>disagree | Agree | Strongly<br>Agree | Undecided |
|---------|----------|----------------------|----------|----------------------------------|-------|-------------------|-----------|
| 2016-17 | (n= 103) | 1.9%                 | 5.8%     | 0.0%                             | 57.7% | 14.4%             | 20.2%     |
| 2017-18 | (n= 32)  | 0.0%                 | 5.3%     | 0.0%                             | 31.6% | 21.1%             | 42.1%     |
| 2018-19 | (n= 28)  | 3.6%                 | 3.6%     | 0.0%                             | 21.4% | 7.1%              | 64.3%     |

## Appendix 7: The Young Enterprise 'enterprising attributes' framework incorporating Team Programme outcomes

| Characteristic               | Descriptor  | Outcome   | Illustrative quotation from the research  |
|------------------------------|---|---|---|
| As a result of TP I will be: | What does this mean for me  | By the end of the programme   |   |
| Adaptable                    | I can change my actions or approach to address new situations or when circumstances change. | <ul style="list-style-type: none"> <li>• I will be able to make decisions based on the facts and information available</li> <li>• I can make plans for my future</li> <li>• I can develop and apply coping strategies when in new and uncertain situations</li> <li>• I can take the initiative when a new situation arises</li> </ul>                  | "One of my students couldn't cope with the crowds. He coped extremely well at the end. He learned to self-regulate. He was getting a little bit anxious about the place he was going to...it was not just about producing something as coping with all those skills as well."(Teacher)  |
| A better communicator        | I will be able to exchange information and ideas with others.                               | <ul style="list-style-type: none"> <li>• I can write and speak in a clear and concise manner</li> <li>• I can present information and ideas to others</li> <li>• I can listen, understand and react to the information and opinions of other people</li> <li>• I can influence a person's attitude or behaviour towards an alternative idea.</li> </ul> | "I think that is a great achievement for them and you know people see them [in] a years' time and so, they make comments of their confidence and their ability to communicate."(Teacher)  |
| Self-confident               | I believe in myself, and my ability to learn, apply and retain skills and capabilities.     | <ul style="list-style-type: none"> <li>• I interact confidently with others</li> <li>• I celebrate my achievements</li> <li>• I can praise others</li> <li>• I value my own contribution</li> </ul>   | "I felt a sense of complete responsibility, it was absolutely amazing to be able to create such an amazing product and a product and/or products that people can use is fantastic and also a product/products that are skin and economically friendly as well was amazing. Also, I felt a sense of achievement when we won all those awards." (Student) |
| A competent problem solver   | I collect and examine information, think creatively, and analyse                            | <ul style="list-style-type: none"> <li>• I can manage my time effectively to solve a problem</li> </ul>   | "Another area where progress has been seen is problem solving, the students are more willing to stick at a problem."(Teacher)   |

| Characteristic               | Descriptor   | Outcome  |  |
|------------------------------|--|--|--|
| As a result of TP I will be: | What does this mean for me   | By the end of the programme  | Illustrative quotation from the research   |
|                              | situations to generate effective solutions to problems   | <ul style="list-style-type: none"> <li>I can break down a complex problem into smaller issues and develop a plan to resolve them</li> <li>I can undertake a risk assessment to make sure that the actions which I take are safe</li> <li>I can recognise influence and manipulation and respond to them accordingly</li> <li>I can demonstrate motivation, determination and perseverance when resolving problems</li> </ul> |  |
| Financially capable          | I analyse financial information, manage money well, and make informed decisions to plan for successful financial futures.                                | <ul style="list-style-type: none"> <li>I can effectively plan and budget in accordance with my needs</li> <li>I can make informed choices about money and manage my money responsibly</li> <li>I understand financial concepts such as taxation, national insurance and pensions</li> <li>I can calculate and compare the costs and benefits of different options</li> </ul>   | "She developed quite a lot of skills...IT skills, money, budgeting money and things like that..." (Parent)   |
| A team worker                | I build team engagement to work as part of a team to collaborate, share knowledge, listen and explain ideas to others whilst managing personal feelings. | <ul style="list-style-type: none"> <li>I can share ideas and work together with a range of other people to complete a shared goal or task</li> <li>I am mindful of the opinions of others in a team</li> <li>I can lead in a task or situation as required</li> </ul>  | "During the autumn fair and other selling opportunities. He learned how to work with other members of the team to solve issues such as how to fix items that were not working like light bottles (changing the batteries)."(Teacher)             |
| A lifelong learner           | I understand that most ability can be developed through my own dedication and hard work.   | <ul style="list-style-type: none"> <li>I can set targets and goals</li> <li>I take notice of constructive feedback</li> <li>I understand the options available to me</li> <li>I value learning and understand how this will help me throughout life</li> </ul>   | "One great success is one young man who did team program for two years would not have even thought about presenting in front of a group in year one by the end of year two he stood up and presented at the Company Of The Year event."(Teacher) |

| Characteristic                                     | Descriptor   | Outcome  | Illustrative quotation from the research  |
|--|--|--|---|
| As a result of TP I will be:                       | What does this mean for me   | By the end of the programme  |   |
|  |  | <ul style="list-style-type: none"> <li>I can access support to help me think through my options</li> </ul>   |   |
| Knowledgeable about the world of work<br><br>*new* | I understand the concept of work and reward and how people get and maintain jobs.  | <ul style="list-style-type: none"> <li>I can undertake research in developing a broader understanding of an organisation and the wider environment.</li> <li>I know how to protect myself from subjective and biased information.</li> <li>I understand different sizes and types of business organisation, why they are organised as they are</li> <li>I know how to behave in different workplaces</li> </ul>  | <p>"Having the opportunity to set up my own business and make a product that others can buy. It is a dream that comes true if you see what I mean."(Student)</p>  |
| A responsible worker<br><br>*new*                  | I consider the impact of my decisions on the community and more widely, the planet.  | <ul style="list-style-type: none"> <li>I understand safe working practices and environments which help to keep people healthy and safe at work.</li> <li>I understand and follow health and safety procedures, recognise bullying and harassment in the workplace in all its forms and ways to seek</li> <li>I can recognise bullying and harassment in the workplace in all its forms and how to seek help to deal with it</li> <li>Understanding and being considerate of the different needs of different people</li> </ul> | <p>"It is about how they interact in society, being a citizen, what did you give out? And literally not just what you are producing to make it sell, but how you contribute to society, what can you bring? How should you behave? it gave us a lot of opportunities for our students and the pride you have, you know."(Teacher)</p> |
| Digitally literate<br><br>*new*                    | I understand the advantages and disadvantages of using digital technology and social media and I know how to keep safe online. | <ul style="list-style-type: none"> <li>I can set and maintain clear boundaries around personal privacy and manage online safety and seek help when appropriate</li> <li>I can manage my online identity effectively</li> </ul>   | <p>"I basically learned a lot...My job was to do with the administration...I was sending emails, I was typing a lot of letters." (Student)</p>  |

| Characteristic   | Descriptor  | Outcome  | Illustrative quotation from the research  |
|--|---|--|---|
| As a result of TP I will be:                           | What does this mean for me  | By the end of the programme  |   |
|  |   | <ul style="list-style-type: none"> <li>I am a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</li> </ul>   |   |
| An independent individual<br><br>*new*                 | I can make the most of opportunities to make decisions about the things which affect my life and to do the things I choose. | <ul style="list-style-type: none"> <li>I can operate in community settings with minimal supervision</li> <li>I can maintain the standards of personal hygiene and self-presentation required in a variety of settings</li> <li>I can use different types of public transport so that I can make and keep appointments</li> </ul> | <p>"Getting up in the morning, getting yourself dressed, and presentable. Preparing for the day, do your own packed lunches that sort of thing as well. Knowing how to go and get their transport whether they are going to get a bus or a train, that sort of thing as well with some support obviously but on the whole, they are coping really well. I have kept in touch, particularly with two of them and the confidence I see continuous back from the Young Enterprise Programme. I think it is there and I think it is really fit for them." (Teacher)</p> |
| Capable of managing change and transition<br><br>*new* | I can reflect on previous changes in my life and apply the lessons learned to preparing for and making future transitions.  | <ul style="list-style-type: none"> <li>I have persistence and resilience which helps me cope with chance events and any unintended consequences of my decisions and plans</li> <li>I can develop strategies which help me prepare for and manage change</li> </ul>   | <p>"The skills have been transferable into other lessons which is great. My students have been really motivated and we also have a cafe which we have seen YE skills transfer to here." (Teacher)</p>   |