

Curriculum mapping of Company Programme & Welsh Baccalaureate Qualification





About the Young Enterprise Company Programme

Young Enterprise provides the context by which student groups can take part in entrepreneurial and work related learning *by doing*. In the case of the Young Enterprise Company Programme it is the setting up and running of a real company along with the full breadth of associated enterprise activities required to make a success of such a venture.

Participating students have the opportunity to engage in a range of practical learning experiences that offer environment for the progression of a gamut of professional behaviours, attitudes and skills. In addition to the development of such 'soft' or 'transferable' workplace skills, students gain valuable insight into the world of enterprise and employment which serves to highlight, inform and inspire possible career intentions and pathways.

Employing recognised pedagogical approaches appropriate to effective enterprise education, the Company Programme provides a secure learning environment in which students can experiment in their entrepreneurial decision making without fear of failure. Centred upon active and experiential learning techniques complemented by analytical and evaluative review, participants are able to develop a sense of personal development and achievement and in doing so recognise and articulate their own personal array of professional aptitudes during the development of their Young Enterprise venture.

	F	I	A	Welsh Baccalaureate candidates should:
Teamwork	✓			<ul style="list-style-type: none"> work in a team with other candidates and develop team-working skills <p>Company Programme students work in company teams of up to 25 during the programme and have to work together to run their company for a whole year.</p>
	✓			<ul style="list-style-type: none"> be given straightforward roles and responsibilities within the team <p>Company Programme students take on defined roles and fulfil associated responsibilities as part of their company teams. Students are given the opportunity to practise leadership, management, teamwork and communication when working in their company teams.</p>
		✓		<ul style="list-style-type: none"> identify job roles and responsibilities within the team <p>Company Programme students identify and allocate roles within the company. In doing so they reflect upon the abilities, interests and skills of themselves and others in order to decide which job role they will take within their company.</p>
		✓		<ul style="list-style-type: none"> learn to work constructively with others <p>Company Programme students work cooperatively in order to achieve company goals and in doing so are required to consider the importance of communication and the impact of behaviour on the team. Participants are given the opportunity to develop management skills through managing other members of the company.</p>
		✓	✓	<ul style="list-style-type: none"> understand the importance of regular team meetings <p>Company Programme students take part in regular company meetings in order to evaluate past performance, make decisions and plan future tasks.</p>
			✓	<ul style="list-style-type: none"> understand the value of team work and take on responsibility for a specific role <p>Company Programme students engage in team based activities in order to achieve programme goals. A key aspect of such team work is the allocation of roles and responsibilities in order for teams to function effectively. Students develop human resource and conflict management skills as they face the challenges and rewards of teamwork in a real business context.</p>

Examples of evidence that can be generated:

- Records from a skills audit carried out by company members to decide on which role they take (and subsequent reviews).
- Outline of how the roles were allocated within the company and the rationale students used to make these decisions.
- Human resource policies developed by the company and documented evidence of how they were used.
- Video evidence of company members managing and being managed by others whilst working in their company.

	F	I	A	Welsh Baccalaureate candidates should:
Enterprise & Business	✓	✓	✓	<ul style="list-style-type: none"> learn aspects of being enterprising by planning, marketing, developing a product or service and profit making <p>Company Programme students have practical experience of developing a product or service and identifying and targeting a market in order to sell and profit. They encounter a range of economic concepts such as the market, supply and demand, raising finance, cost, price and profit. Students have firsthand experience of strategic planning, board meetings, negotiations, customer service and financial management.</p>
		✓		<ul style="list-style-type: none"> learn about the importance of market research <p>Company Programme students plan and carry out market research to help them choose a product or service for their company. As part of this task they will often research a range of relevant products and services and must consider whether they would make viable business propositions for their company. Subsequently they will need to identify target markets to promote and sell their product to the public throughout the year.</p>
		✓	✓	<ul style="list-style-type: none"> experience the value of being enterprising <p>Company Programme students develop their understanding of what it means to be enterprising by taking responsibility for setting up and running their own real company and in doing so, be innovative in their ideas and approach. They are encouraged to reflect upon the value such behaviours bring at both personal and organisational levels.</p>
			✓	<ul style="list-style-type: none"> learn to take and manage risks <p>Company Programme students learn to assess, manage and mitigate risk, uncertainty and change within a real business environment. They explore financial risk and reward in their company through savings, investments and trade.</p>
			✓	<ul style="list-style-type: none"> learn to budget and maintain financial record systems <p>Company Programme students have firsthand experience of budgeting, bank accounts, managing credit and debt, savings and investments. Students gain practical experience of managing sales income, keeping profit/loss accounts, direct and indirect costs and using a wide range of financial terms needed to run their company.</p>
			✓	<ul style="list-style-type: none"> produce and present a business plan <p>Company Programme students produce a number of business documents including a business plan. As part of the development of their company, students are required to: research products and markets relevant to their business proposition and plan accordingly; investigate and plan sources of investment, income and expenditure; set goals, plan and prioritise work required to achieve such targets.</p>

- **experience being part of a company and learn about the different functions within a business**

✓ Company Programme students gain an understanding of the process of setting up and operating a company via practical experience. They experience, through learning by doing, insight into working roles and learn to consider the rights and responsibilities of both consumers and employees. In running their company they experience the spectrum of challenges faced by a small business and in doing so develop a wide range of skills, attitudes and qualities for enterprise and use these throughout the programme.

Examples of evidence that can be generated:

- A range of business planning documents which might include: market research questionnaires, results and analysis; action agendas; marketing and promotional materials; risk assessments; financial planning and forecasts; records of internal and external communications; company reports.
- Marketing materials produced by company members to promote their product/service (including video presentations, online and digital marketing).
- online marketing techniques)Financial documents such as bank statements, records of financial transactions and forecasts.
- Documents outlining compliance with Young Enterprise guidelines.



	F	I	A	Welsh Baccalaureate candidates should:
Planning	✓			<ul style="list-style-type: none"> with help, set a timetable with clear deadlines within a time frame of fifteen hours and check progress by maintaining a record of the time taken, running costs and (if applicable) income generated <p>Company Programme students have direct experience of analysing tasks, identifying and timetabling component activities and setting appropriate deadlines within given timeframes. Planning, resource management, record keeping and performance measurement are key components used in the creation of business documentation.</p>
		✓		<ul style="list-style-type: none"> learn to manage resources <p>Company Programme students employ a range of resource management skills during the development of their company. Logistical planning and management of human, financial and physical resources are required throughout but particularly in relation to the creation and distribution or delivery of their chosen products or services.</p>
		✓	✓	<ul style="list-style-type: none"> develop planning and decision-making skills <p>The Company Programme requires students to develop an array of attitudes appropriate to enterprise. The application of planning and decision-making skills are shown to be fundamental to enterprise through the gamut of activities undertaken by Company programme students during the development of their company. In order to develop appreciation for the value of such aptitudes, students are encouraged to reflect upon the processes and outcomes of planning and decision-making activities they have undertaken.</p>

Examples of evidence that can be generated:

- Business plan and company report which might include planning and evaluation of: market research; action agendas; marketing and promotional activities; financial forecasting.
- HR records for each company member as well as individual and company records of work planning, prioritisation and performance management targets.
- Video evidence of: company planning and decision making meetings; company members managing and being managed whilst working in the company; the undertaking of specifically planned and timetabled tasks relevant to the development of the company.

	F	I	A	Welsh Baccalaureate candidates should:
Evaluation	✓			<ul style="list-style-type: none"> identify what went well and what went less well <p>Company Programme students consistently reflect upon the tasks and outcomes in which they engage as part of the development of their company. In addition goal setting, performance measurement and relevant evaluation are key aspects of both group and individual activities within the Company Programme.</p>
		✓	✓	<ul style="list-style-type: none"> evaluate the experiences gained <p>The act of reflective evaluation underpins the student experience gained via the Company Programme. By taking on roles and responsibilities within their company students develop their skills and aptitudes with recognition of their value, explore possible career options and develop an understanding of their own professional and economic capability. The process of running their own company also helps students to make decisions about their own career planning and motivates them to consider their post-16 choices.</p>

Examples of evidence that can be generated:

- Company reports which analyse and evaluate the various stages and associated group performance which contributed to the development of the company.
- Each team member has the opportunity to make an individual contribution to the company report.
- Individual students can be asked to generate personal reflections which take into account their identified strengths and weaknesses experienced as part of their learning experiences during the Company Programme.

	F	I	A	Welsh Baccalaureate candidates should:
Working with an employer				<ul style="list-style-type: none"> prepare for the challenges, choices and responsibilities of work
	✓	✓		Company Programme students gain an understanding of the world of work by participating in it as their own registered Young Enterprise company. During the programme business volunteers share their expert knowledge, skills and experiences, further helping to put this learning in context. Students are then able to apply this work related learning to their school studies and career planning.
	✓	✓		<ul style="list-style-type: none"> learn about the personal qualities employers see as important
				Through participation in the Company Programme students gain insight into the effective operation of professional organisations. This is achieved through their individual experience of contributing to the development of a company and also via the shared knowledge of business mentors. Such experiences provide valuable insight into the necessary personal qualities required to ensure valuable workplace performance.
	✓	✓	✓	<ul style="list-style-type: none"> a better understanding of employees' rights and responsibilities and the importance of following correct, safe working practices
				Company Programme students have the opportunity to experiment with different models for running their business and explore a range of business practices, their legal requisites and associated compliance. Additionally they learn from their business volunteer's experiences of working practices and environments and test these out for themselves.
✓	✓	✓	<ul style="list-style-type: none"> use a variety of resources to investigate nature and scope of job opportunities in the locality 	
			Company Programme students will work with business volunteers who share their experiences of local and national employment pathways and opportunities. Students also have the opportunity to trade locally, nationally and internationally and in doing so develop professional associations and insight into employment opportunities.	
✓	✓	✓	<ul style="list-style-type: none"> learn the key aspects of work related activities e.g. attendance, timekeeping, development of skills for the work place 	
			Company Programme students engage in the development of professional attributes throughout the course. Students are given the opportunity to practise key work related activities through their participation in the development of their Young Enterprise company.	
✓	✓	✓	<ul style="list-style-type: none"> prepare for a work placement or work related activities 	
			Company Programme students learn by doing. Such active learning approaches serve to not only <i>prepare</i> students for potential work placements and other work related activities, but can also contribute to an <i>understanding</i> of the nature of work which an individual may wish to undertake.	

✓	✓	✓	<ul style="list-style-type: none"> learn about and fulfil required aspects of risk assessment, health and safety <p>Company Programme students engage in a range of compliance related activities as part of the development of their Young enterprise company.</p>
✓	✓	✓	<ul style="list-style-type: none"> learn about and experience the value of being employed <p>Company Programme students experience the value of contributory roles within a professional organisation in order to collectively achieve a successful outcome. The responsibility involved in developing their own company can generate a sense of individual value and pride in activities undertaken.</p>
		✓	<ul style="list-style-type: none"> consider the benefits they might derive from working with certain employers <p>Through participation in the Company Programme, students see and experience the personal value and benefits attained via certain professional roles. In addition to the shared experience imparted by business volunteers such experiences aid in individuals forming and justifying their personal sense of future career intentions.</p>

Examples of evidence that can be generated:

- Outline of how company roles and responsibilities were defined and allocated within the company.
- Based on individual skills audits, students may be asked to generate personal reflections which address the value and benefits of their Company Programme experiences in the context of the workplace. Directed reflection might see students consider roles and sectors to which their identified strengths and developed skills are suited.



	F	I	A	Welsh Baccalaureate candidates should:
Working life	✓	✓	✓	<ul style="list-style-type: none"> opportunities to better understand the nature of working life by working directly with employers <p>Company Programme students work with volunteers from the business community who act as mentors to the company and interact with Young Enterprise board members who are volunteers drawn from a range of employment backgrounds. Students take on the role of employers themselves and gain firsthand experience of work practices and the impact of attitudes and skills.</p>
	✓	✓	✓	<ul style="list-style-type: none"> realistic and relevant opportunities for using and developing Key Skills/Essential Skills Wales in a working environment <p>Company Programme students explore the application of curriculum learning in a real work context through setting up and running their own business. They are placed in situations that require them act in a knowledgeable and professional business manner e.g. in dealing with suppliers or contributing towards company meetings.</p>
	✓	✓	✓	<ul style="list-style-type: none"> the chance to work with others, and to develop more enterprising attitudes and approaches <p>Company Programme students take responsibility for setting up and running their own company. In doing so they engage extensively in working with others through which enterprising behaviours, attitudes and approaches are highlighted and developed.</p>
	✓	✓	✓	<ul style="list-style-type: none"> a better understanding of the scope for future careers and to begin to think more seriously about career intentions <p>Company Programme students gain a valuable and importantly, enjoyable practical insight into the world of enterprise and employment. Such understanding serves to not only highlight, but can also inspire individuals in the development of career aims and intentions.</p>

Examples of evidence that can be generated:

- Individual students may be asked to generate personal reflections which take into account their learning experiences during the Company Programme. In doing so students could be asked to consider the value and benefit of their experience in relation to possible future career aspirations and to related professional sectors and employers.