

**Two members of staff explain how Enterprise has become embedded in all aspects of study at Sheffield College, from curriculum learning to entrepreneurship programmes.**



Oliver Tindall is Enterprise Development Manager: 'You might have two groups of students doing exactly the same course, but they end up doing very different things. We get alongside staff, listen to their needs, then throw a few ideas in the pot and help develop the resources. But we still give teaching staff freedom to adapt the material and keep revisiting the programme to see how they're getting on.'

'There are some areas where an enterprise project leads the curriculum. The AMP project is an example, where students had to organise a battle-of-the-bands at the O2 Academy, involving schools in Sheffield. In that case, the students were so keen to run the project that the tutor struggled to keep up with the assessment opportunities. They were just getting on with it in their own time. The priority is always assessment for learning associated with the qualification. What we have found is that those outcomes are of a higher standard than had we not been doing the enterprise activity.'



‘The culture has grown over the years. Up until three years ago, Enterprise was a separate part of the strategy. Now, it is incorporated as one of the five core aims of the college. Government policies change over the years. Because we started some time ago, people routinely think about Enterprise now and it has become an important part of the marketing toolkit for the college, sending case studies out to schools.’

‘Our students emerge from the college with the bells and whistles – not just with a qualification. What we describe as ‘T-shaped learners’ are young people who are more adaptable and flexible. They are ‘intra-preneurs’ - more enterprising employees.’

Chris Browne is Enterprise Adviser for the College’s Norton, Peaks and Hillsborough sites: ‘I run the Young Enterprise programme, which gets young teams involved in running small businesses. They can develop real-life business skills within a safe environment. They can learn from their mistakes. Similarly, students involved in the BiG Challenge have opted to do it for themselves, as an enrichment activity, rather than as part of the curriculum. It gives them another experience that they have to fit around their studies, understanding how it can benefit them.’

‘Star Signs’ started as a BiG Challenge team run as part of a graphics course. But now, with reduced budgets, the tutor encourages students to go out to get work, which is produced within the college. They can charge customers what they are able, but just need to cover the cost of materials. It’s a way of sustaining the department.’



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