



™ INSTITUTE OF ENTERPRISE
AND ENTREPRENEURS

ENTERPRISE AND ENTREPRENEURSHIP EDUCATOR STANDARDS

POWERED BY

SFEDI® GROUP

Identify what works well in enterprise and entrepreneurship education

Overview

This standard is about identifying what works well in enterprise and entrepreneurship education, as part of planning and developing enterprise and entrepreneurship education curricula. It requires you to understand what is meant by enterprise and entrepreneurship education, identify ways of researching current thinking and practice on enterprise and entrepreneurship education and make sense of the outcomes of your research, in the context of planning the development and delivery of enterprise and entrepreneurship education curricula.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. The institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Identify what works well in enterprise and entrepreneurship education

Performance criteria

- You must be able to:*
- P1 identify what is meant by enterprise and entrepreneurship education in the institution
 - P2 assess the importance of identifying what works well in enterprise and entrepreneurship education
 - P3 develop a case to access resources to research current thinking and practices on enterprise and entrepreneurship education
 - P4 plan how to create space for researching what works well in enterprise and entrepreneurship education
 - P5 develop criteria for identifying appropriate examples of what works well in enterprise and entrepreneurship education
 - P6 adopt an appropriate method for researching current thinking and practice on enterprise and entrepreneurship education
 - P7 network with others, internal and external to the institution, to address any gaps which emerge from desk-based research of current thinking and practice on enterprise and entrepreneurship education
 - P8 review the outcomes from researching current thinking and practices in order to identify what works well
 - P9 communicate to others, internal and external to the institution, what works well in enterprise and entrepreneurship education
 - P10 maintain an up to date knowledge of appropriate sources related to current thinking and practices on enterprise and entrepreneurship education

Identify what works well in enterprise and entrepreneurship education

Knowledge and understanding**Enterprise and entrepreneurship education**

You need to know and understand:

- K1 what is enterprise education
- K2 what is entrepreneurship education
- K3 approaches to understanding and supporting enterprise and entrepreneurship education in the institution
- K4 the plans and priorities in the institution related to enterprise and entrepreneurship education

Review what works well

You need to know and understand:

- K5 the importance of reviewing what works well in enterprise and entrepreneurship education
- K6 the key sources of current thinking and practice related to enterprise and entrepreneurship education
- K7 the indicators which can be used to identify what works well in enterprise and entrepreneurship education
- K8 how to review current thinking and practice to identify what works well in enterprise and entrepreneurship education
- K9 the methods for analysing what works well and what works less well in enterprise and entrepreneurship education
- K10 how to embed insights from reviewing what works well in developing and delivering enterprise and entrepreneurship education in the institution
- K11 the opportunities to access resources from the institution in order to identify what works well in enterprise and entrepreneurship education
- K12 the available resources, internal and external to the institution, which can be used to assist in identifying what works well in enterprise and entrepreneurship education
- K13 opportunities for networking with others, internal and external to the institution, to identify what works well in enterprise and entrepreneurship education
- K14 ways of maintaining relationships with others who can assist in identifying what works well in enterprise and entrepreneurship education

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Identify what works well in enterprise and entrepreneurship education

- K15 strategies for creating space in order to identify what works well in enterprise and entrepreneurship education
- K16 how to share understanding of what works well in enterprise and entrepreneurship education with others in the institution

CFASEE001

Identify what works well in enterprise and entrepreneurship education

**External
Links**

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

<http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

The National (Organisational) Standard for Enterprise Education in Schools (NSEE)

<http://4colourlearning.co.uk/old-4cl-site/what-do-you-need/eis-network/nsee/>

The HETAC Enterprise and Entrepreneurial Education Guidelines

http://www.ceen.ie/DatabaseDocs/lib_4465293__hetac_draftguidelineseeee1.pdf

CFASEE001

Identify what works well in enterprise and entrepreneurship education

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Original URN CFASEE001

Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; effective practice; curricula

Develop appropriate teaching and learning strategies in enterprise and entrepreneurship education

Overview

This standard is about developing appropriate teaching and learning strategies, or pedagogies, for enterprise and entrepreneurship education curricula. It requires you to understand the advantages and disadvantages of different approaches to teaching enterprise and entrepreneurship education, develop appropriate learning outcomes, identify the needs of learners and select appropriate strategies which will meet the learning outcomes and the needs of the learners.

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This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

CFASEE002

Develop appropriate teaching and learning strategies in enterprise and entrepreneurship education

Performance criteria

You must be able to:

- P1 review teaching and learning strategies used within the institution to help the learner learn
- P2 assess the advantages and disadvantages of teaching and learning strategies used in enterprise and entrepreneurship education
- P3 use feedback from others to review the ways in which different teaching and learning strategies help the learner learn about enterprise and entrepreneurship
- P4 create learning outcomes for enterprise and entrepreneurship education curricula
- P5 evaluate the learning styles of the learner you are working with
- P6 align teaching and learning strategies with the needs of the learner and the learning outcomes of enterprise and entrepreneurship education curricula
- P7 evaluate the effectiveness of teaching and learning strategies used by you to help the learner learn about enterprise and entrepreneurship
- P8 identify ways to embed any areas for development in the future development of enterprise and entrepreneurship education curricula

Develop appropriate teaching and learning strategies in enterprise and entrepreneurship education

Knowledge and understanding

Review teaching and learning strategies in enterprise and entrepreneurship education

You need to know and understand:

- K1 what is meant by teaching and learning in the context of enterprise and entrepreneurship education
- K2 the teaching and learning strategies used in enterprise and entrepreneurship education
- K3 the advantages and disadvantages of different teaching and learning strategies in enterprise and entrepreneurship education
- K4 the teaching and learning strategies used in the institution to help learners to learn about enterprise and entrepreneurship

Select a teaching and learning strategy

You need to know and understand:

- K5 the differences between enterprise and entrepreneurship education 'for' (skills development) and enterprise and entrepreneurship education 'about' (knowledge and understanding)
- K6 why it is important to align teaching and learning strategies to the learning outcomes for enterprise and entrepreneurship curricula
- K7 how to develop learning outcomes for enterprise and entrepreneurship learning curricula
- K8 the learning needs and styles of enterprising and entrepreneurial individuals
- K9 the tools which can be used to understand the learning needs and styles of enterprising and entrepreneurial individuals
- K10 how to ensure that teaching and learning strategies are appropriate to the learning needs and styles of enterprising and entrepreneurial individuals
- K11 the importance of selecting teaching and learning strategies which assist the learner in using their experience to make sense of academic concepts and frameworks in enterprise and entrepreneurship
- K12 the value of the experiences of others, internal and external to the

Develop appropriate teaching and learning strategies in enterprise and entrepreneurship education

- institution, in assisting to select an appropriate teaching and learning strategy for enterprise and entrepreneurship education curricula
- K13 how to engage others in the development of teaching and learning strategies for enterprise and entrepreneurship education curricula
- K14 why it is important to review the selection of teaching and learning strategies on an ongoing basis
- K15 when to implement changes to teaching and learning strategies used in enterprise and entrepreneurship education
- K16 the documentation used in the institution to approve changes in the selection of teaching and learning strategies

CFASEE002

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CFASEE002

Develop appropriate teaching and learning strategies in enterprise and entrepreneurship education

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Originating organisation SFEDI

Original URN CFASEE002

Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; curricula; pedagogy; learning needs; teaching and learning

Demonstrate constructive alignment in enterprise and entrepreneurship education curricula

Overview

This standard is about being able to achieve constructive alignment between learning outcomes, teaching and learning methods and assessment approaches in development and delivery of enterprise and entrepreneurship curricula. It requires you to specify the learning outcomes, select appropriate teaching and learning methods which will deliver the learning outcomes and use methods which will enable assessment of knowledge and skills against the learning outcomes.

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This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Demonstrate constructive alignment in enterprise and entrepreneurship education curricula

Performance criteria

You must be able to:

- P1 review current thinking on the ways of achieving constructive alignment between learning outcomes, teaching methods and assessment approaches in enterprise and entrepreneurship education
- P2 identify examples of innovation in the use of teaching and learning methods and assessment approaches in enterprise and entrepreneurship education
- P3 create learning outcomes which relate to:
 - P3.1 developing knowledge and understanding of enterprise and entrepreneurship
 - P3.2 developing enterprising and entrepreneurial behaviours and skills
- P4 agree the learning outcomes with others, internal and/or external to the institution
- P5 select teaching and learning methods which will enable delivery of the learning outcomes
- P6 create assessment approaches which will enable assessment of:
 - P6.1 knowledge and understanding of enterprise and entrepreneurship
 - P6.2 the development of enterprising and entrepreneurial behaviours and skills
- P7 use appropriate documentation within the institution to demonstrate constructive alignment between the learning outcomes, teaching and learning methods and assessment approaches
- P8 obtain feedback from the learner to review the alignment between learning outcomes, teaching and learning methods and assessment methods
- P9 assess the implications of any suggested changes for the alignment of learning outcomes, teaching and learning methods and assessment approaches

Demonstrate constructive alignment in enterprise and entrepreneurship education curricula

Knowledge and understanding

You need to know and understand:

Plan constructive alignment

- K1 what is meant by constructive alignment
- K2 the importance of constructive alignment in the development and delivery of enterprise and entrepreneurship education curricula
- K3 ways of achieving constructive alignment between learning outcomes, teaching and learning methods and assessment approaches in enterprise and entrepreneurship education curricula
- K4 the benefits to the learner of constructive alignment between learning outcomes, teaching and learning methods and assessment approaches
- K5 examples of innovation in constructive alignment in enterprise and entrepreneurship education curricula

Develop constructive alignment

You need to know and understand:

- K6 how to develop learning outcomes which specify:
 - K6.1 knowledge and understanding of enterprise and entrepreneurship to be developed
 - K6.2 the enterprising and entrepreneurial skills to be developed
- K7 the taxonomy of words which can be used for learning outcomes at different levels of learning
- K8 the teaching and learning methods used in enterprise and entrepreneurship education
- K9 the advantages and disadvantages of student-led teaching and learning in enterprise and entrepreneurship education
- K10 how to select a teaching and learning method which can be used to achieve the learning outcomes
- K11 the methods used to assess:
 - K11.1 knowledge and understanding in enterprise and entrepreneurship education
 - K11.2 learning and skills development in enterprise and entrepreneurship education

Demonstrate constructive alignment in enterprise and entrepreneurship education curricula

- K12 the fit of different assessment methods used in enterprise and entrepreneurship education to learning outcomes and teaching and learning methods
- K13 the importance of gaining feedback from the learner to review the alignment between learning outcomes, teaching and learning methods and assessment approaches
- K14 how to use learner feedback in reviewing review the alignment between learning outcomes, teaching and learning methods and assessment approaches

Use of institutional documentation and processes

- K15 why it is important to engage with others, in the institution, in developing enterprise and entrepreneurship curricula
- K16 the types of documentation used in the institution to outline learning outcomes, teaching methods and assessment methods for enterprise and entrepreneurship curricula
- K17 how to comply with processes used in the institution to agree learning outcomes, teaching methods and assessment methods for enterprise and entrepreneurship curricula
- K18 the importance of meeting deadlines in the completion of curricula documentation

CFASEE003

Demonstrate constructive alignment in enterprise and entrepreneurship education curricula

**External
Links**

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CFASEE003

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Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; learning outcomes; teaching methods; assessment approaches; constructive alignment

CFASEE005

Deliver an effective enterprise and entrepreneurship education experience

Overview

This standard is about being able to deliver an enterprise and entrepreneurship education experience that adds value to the journey of the learner. It requires you to plan the session, develop a session outline, use appropriate teaching and learning methods and exercises, manage the interaction with the learner, communicate learning exercises clearly, engage the learner in learning exercises and communicate preparation required for future sessions.

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This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

**Performance
criteria**

You must be able to:

- P1 develop a session outline which details the learning outcomes, learning exercises, resource requirements and timings
- P2 plan the physical learning environment so it supports the learning experience
- P3 communicate learning outcomes and the structure of the session to the learner
- P4 communicate concepts and frameworks related to enterprise and entrepreneurship
- P5 use the experience of the learner to assist in making sense of key concepts and frameworks related to enterprise and entrepreneurship
- P6 use case studies to assist in making sense of key concepts and frameworks related to enterprise and entrepreneurship
- P7 use appropriate teaching and learning strategies to:
 - P7.1 develop understanding of enterprise and entrepreneurship
 - P7.2 develop enterprising and entrepreneurial behaviour and skills
- P8 use appropriate learning exercises to support the learning experience
- P9 encourage discussion and experience exchange between learners to add value to the learning experience
- P10 facilitate the use of external contributors as a way of understanding how concepts and frameworks in enterprise and entrepreneurship relate to practice
- P11 identify ways in which the learner can reflect on their:
 - P11.1 understanding of enterprise and entrepreneurship
 - P11.2 enterprising and entrepreneurial skills and behaviours
- P12 communicate learning exercises which need to be completed between learning sessions
- P13 use a virtual learning environment to support the learning experience
- P14 identify opportunities to introduce the learner to other resources and networks, internal and external to the institution, related to enterprise and entrepreneurship

Knowledge and understanding**Plan the session**

You need to know and understand:

- K1 why it is important to plan a learning session
- K2 the structure and content of a learning session outline
- K3 whether the learning session outline needs to be shared with others in the institution prior to use
- K4 the ways in which a virtual learning environment can add value to the enterprise and entrepreneurship education experience
- K5 the ways in which the physical learning environment can impact upon the enterprise and entrepreneurship education experience
- K6 how to make changes to the physical learning environment in order to deliver an effective enterprise and entrepreneurship education experience

Deliver the session

You need to know and understand:

- K7 the importance of communicating the learning outcomes and the structure of the learning session
- K8 the types of learning exercises which can be used to:
 - K8.1 develop understanding of enterprise and entrepreneurship
 - K8.2 develop enterprising and entrepreneurial skills and behaviours
- K9 key enterprise and entrepreneurship concepts and frameworks related to the topic of the learning session
- K10 the importance of using words, visuals and audio in communicating the key enterprise and entrepreneurship concepts and frameworks related to the topic of the learning session
- K11 how to use case studies as a tool in using practice to make sense of key enterprise and entrepreneurship concepts and frameworks related to the topic of the learning session
- K12 how and when to use the experiences of the learner to make sense of academic concepts and frameworks related to enterprise and entrepreneurship
- K13 the strategies which can be used in supporting learner to reflect on their enterprising and entrepreneurial experiences

- K14 how to encourage discussion and debate between learners related to the topic of the learning session
- K15 ways of summarising the key issues to emerge from the session in the context to the learning outcomes
- K16 the need to outline learning activities to be completed between learning sessions
- K17 the use of outcomes from learning exercises completed by the learner between learning sessions in:
 - K17.1 assessing understanding of enterprise and entrepreneurship
 - K17.2 reflecting on enterprising and entrepreneurial skills development
- K18 the value of signposting the learner to resources, within and external to the institution, related to enterprise and entrepreneurship

Use external contributors

You need to know and understand:

- K19 the value of external contributors to delivering an effective enterprise and entrepreneurship education experience
- K20 when to bring in an external contributor to add value to a learning session
- K21 how to relate to experiences of the external contributor to the learning outcomes of the session
- K22 strategies for managing the input of an external contributor during a learning session
- K23 how to facilitate interactions between the learner and external contributor to support:
 - K23.1 understanding of enterprise and entrepreneurship
 - K23.2 enterprise and entrepreneurial skills development
- K24 ways of gaining feedback from the learner on the value of the external contributor

**External
Links**

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

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The HETAC Enterprise and Entrepreneurial Education Guidelines

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CFASEE005

Deliver an effective enterprise and entrepreneurship education experience

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Status	Draft
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Originating organisation	SFEDI
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Relevant occupations	Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors
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Suite	Enterprise and Entrepreneurship Education (2015)
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Key words	enterprise; entrepreneurship; education; curricula; learning environment; learning outcomes; session plans; learning exercises
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Apply appropriate methods of assessment in enterprise and entrepreneurship education

Overview

This standard is about developing and using appropriate methods of assessment in enterprise and entrepreneurship education. It requires you to communicate the relationship between the assessment methods and the learning outcomes and teaching and learning strategies, develop appropriate assessment criteria and provide written and verbal guidance on assessment methods.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Apply appropriate methods of assessment in enterprise and entrepreneurship education

Performance criteria

You must be able to:

- P1 identify how assessment methods are used in enterprise and entrepreneurship education to:
 - P1.1 assess knowledge and understanding
 - P1.2 assess skills development
- P2 plan how to assess knowledge and/or skills development of the learner
- P3 use appropriate documentation within the institution to outline the assessment methods to be used
- P4 obtain agreement for the assessment methods to be used with others in the institution
- P5 develop marking criteria which can be used by the learner to understand how learning will be assessed
- P6 communicate to the learner:
 - P6.1 why the assessment methods are being used
 - P6.2 how the assessment methods will be applied
- P7 identify resources on assessment of learning in enterprise and entrepreneurship education to which you can signpost learners
- P8 identify sources of advice and guidance within the institution on managing assessment to which you can signpost learners
- P9 evaluate the changes required to the methods of assessment in light of changes to the curricula, institutional processes and practices and/or thinking in enterprise and entrepreneurship education
- P10 keep up to date with developments in assessment in enterprise and entrepreneurship education

Apply appropriate methods of assessment in enterprise and entrepreneurship education

Knowledge and understanding

You need to know and understand:

Plan the assessment

- K1 the difference between formative and summative methods of assessment in enterprise and entrepreneurship education
- K2 the advantages and disadvantages of formative and summative methods of assessment in enterprise and entrepreneurship education
- K3 the methods of assessment which can be used to assess:
 - K3.1 understanding and knowledge of enterprise and entrepreneurship
 - K3.2 the development of enterprising and entrepreneurial skills and behaviours
- K4 how to justify the selection of specific methods of assessment to be used
- K5 the importance of alignment between the selected methods of assessment and the learning outcomes and teaching and learning strategies to be used
- K6 how to develop criteria which assist the learner in understanding how learning will be assessed
- K7 the processes used within the institution to agree the nature of the assessment to be used with the learner

Communicate the assessment

You need to know and understand:

- K8 the value of reflecting on how understanding and skills development have been assessed in enterprise and entrepreneurship with the learner
- K9 when to communicate the nature of the assessment to the learner
- K10 the value of written and verbal advice and guidance on the nature of the assessment for the learner
- K11 the ways of using a virtual learning environment to exchange information on the nature of the assessment with the learner
- K12 sources of advice and guidance on assessing understanding and skills development in enterprise and entrepreneurship education

CFASEE006

Apply appropriate methods of assessment in enterprise and entrepreneurship education

Review the assessment

You need to know and understand:

- K13 the need to review the methods of assessment used in light of feedback from the learner
- K14 how to confirm changes to the methods of assessment in documentation used within the institution

CFASEE006

Apply appropriate methods of assessment in enterprise and entrepreneurship education

**External
Links**

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

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The National (Organisational) Standard for Enterprise Education in Schools (NSEE)

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CFASEE006

Apply appropriate methods of assessment in enterprise and entrepreneurship education

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Original URN CFASEE006

Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; assessment methods; formative assessment; summative assessment; marking criteria

Provide constructive and timely feedback in assessing learning of enterprise and entrepreneurship

Overview

This standard is about providing constructive feedback, within agreed timescales, when assessing learning of enterprise and entrepreneurship. It requires you to use appropriate techniques to assess the work of the learner, summarise feedback using appropriate processes within the institution, agree feedback and grades with others and engage with the learner to address questions around the assessment process used.

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This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Provide constructive and timely feedback in assessing learning of enterprise and entrepreneurship

Performance criteria

You must be able to:

- P1 Identify an appropriate method by which to provide feedback to the learner
- P2 communicate feedback in a format which assists the learner in identifying strengths and areas for development
- P3 communicate feedback which assists the learner in reflecting on their:
 - P3.1 understanding of enterprise and entrepreneurship
 - P3.2 their enterprising and entrepreneurial skills and behaviours
- P4 identify how the learner can use their learning of enterprise and entrepreneurship in different contexts
- P5 organise feedback so that it enables the learner to identify ways of communicating learning to others
- P6 structure feedback in a format which can be mapped to the marking criteria
- P7 use appropriate institutional documentation and systems to provide feedback to the learner
- P8 follow-up with others to ensure feedback is constructive and conforms to institutional guidelines and norms
- P9 ensure feedback is provided within agreed institutional timescales to the learner

Provide constructive and timely feedback in assessing learning of enterprise and entrepreneurship

Knowledge and understanding

Engage with institutional processes and practices

You need to know and understand:

- K1 the key stakeholders involved in the assessment process in the institution
- K2 the formats used within the institution to provide feedback to the learner
- K3 how to use the formats used within the institution to provide feedback to the learner
- K4 the assessment cycles within the institution
- K5 when to attend meetings related to assessment in the institution
- K6 the timings for providing specific feedback to the learner
- K7 the implications of providing late feedback to the learner
- K8 the processes and practices used within the institution to agree marks for the learner
- K9 when to agree feedback and marks with others in the institution

Provide feedback to the learner

You need to know and understand:

- K10 latest thinking on how to provide feedback in enterprise and entrepreneurship education
- K11 the importance of providing constructive and timely feedback to the learner
- K12 how to provide feedback on understanding of enterprise and entrepreneurship
- K13 how to provide feedback on the development of enterprising and entrepreneurial skills and behaviours
- K14 how using technology can add value to providing feedback on learning of enterprise and entrepreneurship
- K15 the advantages and disadvantages of different technologies, including audio and video, as a way of providing feedback on learning of enterprise and entrepreneurship
- K16 the ways of structuring feedback so that it enables the learner to identify strengths and areas for development

CFASEE007

Provide constructive and timely feedback in assessing learning of enterprise and entrepreneurship

- K17 the need to provide feedback which can be related back to the marking criteria by the learner
- K18 when to work with others in providing feedback to the learner

CFASEE007

Provide constructive and timely feedback in assessing learning of enterprise and entrepreneurship

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Links**

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Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; assessment methods; formative assessment; summative assessment; marking criteria

Evaluate the learner experience of enterprise and entrepreneurship education

Overview

This standard is about how to develop appropriate approaches and practices to evaluating the experience of the learner of enterprise and entrepreneurship education. It requires you to identify existing evaluation arrangements within the institution, review approaches to evaluating the learner experience of enterprise and entrepreneurship education curricula, manage the evaluation process with the learner and, where appropriate, make sense of the outcomes to inform future enterprise and entrepreneurship education curricula development.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

**Performance
criteria**

You must be able to:

- P1 identify existing institutional arrangements for evaluating the learner experience
- P2 develop relationships others in the institution to assist in evaluating the learner experience
- P3 use existing arrangements for evaluating the learner experience
- P4 identify approaches used in other institutions to evaluating the learner experience of enterprise and entrepreneurship education
- P5 evaluate the fit of approaches used by others to your own institution
- P6 identify opportunities to add value to existing institutional arrangements for evaluating the learning experience of enterprise and entrepreneurship education
- P7 assess opportunities for ongoing evaluation of the learner experience of enterprise and entrepreneurship education
- P8 use outcomes from the evaluation of the learner experience in order to identify strengths and areas for development of enterprise and entrepreneurship education curricula
- P9 develop evaluation tools which be can be used to evaluate the learner experience of enterprise and entrepreneurship education
- P10 plan how to engage the learner in developing tools to evaluate enterprise and entrepreneurship education curricula

Knowledge and understanding**Approaches to evaluation of the learner experience**

You need to know and understand:

- K1 methodologies for evaluating the learner experience
- K2 the differences between formative and summative evaluations
- K3 approaches used to evaluate the learner experience in enterprise and entrepreneurship education
- K4 the advantages and disadvantages of different approaches used to evaluate the learner experience in enterprise and entrepreneurship education
- K5 theories of change as a way of conceptualising the impact of enterprise and entrepreneurship education on the development of the learner
- K6 how to use logic chain analysis as a framework for connecting the context and need for enterprise and entrepreneurship education to activities, outputs, outcomes and impact

Plan the approach to evaluation

You need to know and understand:

- K7 when to evaluate the learner experience in the institution
- K8 the value of one-off and ongoing evaluations of the learner experience of enterprise and entrepreneurship education
- K9 the existing arrangements to evaluate the learner experience in the institution
- K10 the advantages and disadvantages of existing arrangements to evaluate the learner experience in the institution
- K11 the fit of approaches used by others in evaluating the learner experience in enterprise and entrepreneurship education with existing arrangements in the institution
- K12 the opportunities to add value to existing arrangements to evaluate the learner experience in the institution
- K13 the ways of engaging the learner in the development of tools which can be used to evaluate the learner experience

Manage evaluation approaches

You need to know and understand:

- K14 how to administer existing arrangements in the institution to evaluate the learner experience of enterprise and entrepreneurship education
- K15 the stakeholders which need to be engaged in evaluating the learner experience
- K16 the importance of engaging the learner in the evaluation process in order to enhance response rates
- K17 the ways in which technology can be used to add value to the evaluation of the learner experience of enterprise and entrepreneurship education

Use the outcomes from the evaluation

You need to know and understand:

- K18 how to use the outcomes from the evaluation in order to identify what is working well and what could work better with enterprise and entrepreneurship education curricula
- K19 the implications for supporting the learner in the development of:
 - K19.1 understanding of enterprise and entrepreneurship
 - K19.2 enterprising and entrepreneurial skills and behaviours
- K20 how to use the outcomes from the evaluation to shape future evaluation of enterprise and entrepreneurship education

**External
Links**

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

<http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

The National (Organisational) Standard for Enterprise Education in Schools (NSEE)

<http://4colourlearning.co.uk/old-4cl-site/what-do-you-need/eis-network/nsee/>

The HETAC Enterprise and Entrepreneurial Education Guidelines

http://www.ceen.ie/DatabaseDocs/lib_4465293__hetac_draftguidelineseeee1.pdf

CFASEE008

Evaluate the learner experience of enterprise and entrepreneurship education

Developed by	Skills CFA
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Version number	1
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Date approved	[APPROVED]
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Indicative review date	December 2018
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Validity	Current
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Status	Draft
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Originating organisation	SFEDI
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Original URN	CFASEE008
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Relevant occupations	Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors
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Suite	Enterprise and Entrepreneurship Education (2015)
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Key words	enterprise; entrepreneurship; education; evaluation methodologies; formative evaluation; summative evaluation; change
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Identify opportunities to work with others in enterprise and entrepreneurship education

Overview

This standard is about being able to identify opportunities to work with others in the development and delivery of enterprise and entrepreneurship education curricula. It requires you to identify where others can add value to the development and delivery of enterprise and entrepreneurship education curricula, research opportunities for others to get involved in co-development and delivery, develop a case for the involvement of others and select appropriate individuals and organisations to work with.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider. Co-creation refers to the process of working with others, external to the institution, in the design, development and delivery of enterprise and entrepreneurship education curricula.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Identify opportunities to work with others in enterprise and entrepreneurship education

Performance criteria

You must be able to:

- P1 assess the opportunities to work with others in the co-creation of enterprise and entrepreneurship education curricula
- P2 identify where working with others, external to the institution, will add value to the co-creation of enterprise and entrepreneurship education curricula
- P3 evaluate the policy and practice context in which the institution operates as a way of making sense of the value of working with others
- P4 identify individuals and organisations who will add value to the co-creation of enterprise and entrepreneurship education curricula
- P5 develop relationships with others who are interested in the co-creation of enterprise and entrepreneurship education curricula
- P6 select individuals and organisations to work with in the co-creation of enterprise and entrepreneurship education curricula
- P7 develop a case for the engagement of others, external to the institution, in the co-creation of enterprise and entrepreneurship education curricula
- P8 plan to how to develop buy-in from others in the institution to support working with others in the co-creation of enterprise and entrepreneurship education curricula
- P9 use appropriate institutional processes and systems to engage others external to the institution in the co-creation of enterprise and entrepreneurship education curricula
- P10 make sure that others used in the co-creation of enterprise and entrepreneurship education curricula are aware what is involved and when their involvement will end

Identify opportunities to work with others in enterprise and entrepreneurship education

Knowledge and understanding

Develop a case for working with others

You need to know and understand:

- K1 why it is important to engage others, external to the institution, in the co-creation of enterprise and entrepreneurship education curricula
- K2 latest academic and policy thinking on the co-creation of enterprise and entrepreneurship education curricula
- K3 the motivations to the co-creation of enterprise and entrepreneurship education curricula
- K4 the value for different stakeholders, internal and external to the institution, in the co-creation of enterprise and entrepreneurship education curricula
- K5 the process of by which to co-create enterprise and entrepreneurship education curricula
- K6 the barriers and challenges to the co-creation of enterprise and entrepreneurship education curricula, both internal and external to the institution
- K7 how to develop a case to support engagement with others in the co-creation of enterprise and entrepreneurship education curricula
- K8 the key stakeholders, in the institution, who will agree to the involvement of others in the co-creation of enterprise and entrepreneurship education curricula
- K9 the strategies for developing buy in from others in the institution to engage others in the co-creation of enterprise and entrepreneurship education curricula

Identify others to engage

You need to know and understand:

- K10 ways of identifying others to engage in the co-creation of the enterprise and entrepreneurship education curricula
- K11 events and networks at a local, regional and national level which can be used to identify others to engage in the co-creation of the enterprise and entrepreneurship education curricula

Identify opportunities to work with others in enterprise and entrepreneurship education

- K12 the techniques for mapping of opportunities to engage others in the co-creation of enterprise and entrepreneurship education curricula
- K13 what criteria can be used to select others to engage in the co-creation of the enterprise and entrepreneurship education curricula
- K14 the processes within the institution which need to be used to engage others in the co-creation and delivery of the enterprise and entrepreneurship education curricula
- K15 the importance of managing expectations of others engaged in the co-creation of the enterprise and entrepreneurship education curricula

CFASEE009

Identify opportunities to work with others in enterprise and entrepreneurship education

**External
Links**

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

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The National (Organisational) Standard for Enterprise Education in Schools (NSEE)

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http://www.ceen.ie/DatabaseDocs/lib_4465293__hetac_draftguidelineseeee1.pdf

CFASEE009

Identify opportunities to work with others in enterprise and entrepreneurship education

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Validity Current

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Originating organisation SFEDI

Original URN CFASEE009

Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; curricula; co-creation; engagement; working with others; experience exchange

CFASEE010

Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator

Overview

This standard is about making sense of the value in your own networks and relationships, as an enterprise and entrepreneurship educator, which will support experiences of the learner. It requires you to map your own networks, identify strong and weak ties in your networks and reflect on ways of getting others involved in the development and delivery of enterprise and entrepreneurship education.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator

Performance criteria

You must be able to:

- P1 map your own networks and relationships with other enterprise and entrepreneurship educators, both internal and external to the institution
- P2 map your own networks and relationships with enterprising individuals and businesses and organisations
- P3 identify opportunities within your own networks and relationships for working with others in the co-creation and delivery of enterprise and entrepreneurship education curricula
- P4 use appropriate techniques to make sense of the value in your own networks and relationships
- P5 identify areas for development in your own networks and relationships as an enterprise and entrepreneurship educator
- P6 develop relationships with others to:
 - P6.1 understand latest thinking and practices in enterprise and entrepreneurship education
 - P6.2 access resources so that you can add value to your activities as an enterprise and entrepreneurship educator
 - P6.3 develop new contacts and relationships
- P7 evaluate the ways in which your own networks and relationships can add value to the experiences of the learner in developing:
 - P7.1 an understanding of enterprise and entrepreneurship
 - P7.2 enterprising and entrepreneurial skills and behaviours

Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator

Knowledge and understanding

Map own networks

You need to know and understand:

- K1 why it is important to map your own networks and relationships on an ongoing basis
- K2 techniques which can be used for mapping and reviewing your own networks and relationships as an enterprise and entrepreneurship educator
- K3 the principles and practice of social network analysis
- K4 tools which can be used to make sense of the value of your own networks and relationships
- K5 the different ways in which your own networks and relationships will add value to the experience of the learner in:
 - K5.1 understanding enterprise and entrepreneurship
 - K5.2 developing enterprising and entrepreneurial skills
 - K5.3 engaging with enterprising individuals, businesses and organisations
- K6 how to identify areas for development in your own networks and relationships
- K7 strategies for addressing areas for development in your networks and relationships

Identify types of networks and relationships

You need to know and understand:

- K8 the differences between strong and weak ties in your own networks and relationships
- K9 the advantages and disadvantages of strong ties and networks
- K10 the advantages and disadvantages of weak ties and networks
- K11 the extent and nature of networks and relationships with other enterprise and entrepreneurship educators
- K12 the extent and nature of networks and relationships with enterprising individuals, businesses and organisations

CFASEE010

Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator

Add value to the experiences of the learner

You need to know and understand:

- K13 when and how to introduce the learner to others in your own networks and relationships
- K14 how to encourage the learner to make the most out of interactions with others from your own networks and relationships in:
 - K14.1 understanding enterprise and entrepreneurship
 - K14.2 developing enterprising and entrepreneurial skills and behaviours
- K15 the ways in which your own networks and relationships can contribute to enterprise and entrepreneurship education in the institution
- K16 when to develop new networks and relationships to assist in the development and delivery of enterprise and entrepreneurship education in the institution

CFASEE010

Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator

**External
Links**

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CFASEE010

Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator

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Validity Current

Status Draft

Originating organisation SFEDI

Original URN CFASEE010

Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; networks; relationships; value added; development strategies

Engage with stakeholders to support enterprise and entrepreneurship education

Overview

This standard is about effectively engaging with different groupings of stakeholder, internal and external to the institution, in the development and delivery of enterprise and entrepreneurship education. It requires you to develop appropriate strategies to engage with different groupings of stakeholders, use the outcomes from making sense of your own networks and relationships to engage with stakeholders, identify the needs of various stakeholders related to co-creation of enterprise and entrepreneurship education and review the effectiveness of engagement with different groupings of stakeholders.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Engage with stakeholders to support enterprise and entrepreneurship education

Performance criteria

You must be able to:

- P1 evaluate the value of your own networks and relationships in engaging with stakeholders who will add value to the development and delivery of enterprise and entrepreneurship education
- P2 analyse the value of different groupings of stakeholders, internal and external to the institution, in the development and delivery of enterprise and entrepreneurship education
- P3 develop strategies to engage with different groupings of stakeholders, both internal and external to the institution, in the development and delivery of enterprise and entrepreneurship education
- P4 communicate the aims and objectives of enterprise and entrepreneurship education in engaging with different groupings of stakeholder
- P5 plan the introduction of external stakeholders to be used in enterprise and entrepreneurship education to others in the institution
- P6 provide internal stakeholders with information on the use of external stakeholders in enterprise and entrepreneurship education
- P7 make sure that external stakeholders complete appropriate documentation to support engagement with the institution
- P8 identify approaches for reviewing the value of engagement with different groups of stakeholders
- P9 obtain feedback from others on the value of using external stakeholders in the development and delivery of enterprise and entrepreneurship education

Engage with stakeholders to support enterprise and entrepreneurship education

Knowledge and understanding

Develop strategies to engage with stakeholders

You need to know and understand:

- K1 why it is important to engage with stakeholders to support enterprise and entrepreneurship education
- K2 the drivers to engagement with stakeholders in the development and delivery of enterprise and entrepreneurship education
- K3 theories of stakeholder engagement and management in enterprise and entrepreneurship education
- K4 the differences between reactive and proactive strategies in engaging with external stakeholders in the development and delivery of enterprise and entrepreneurship education
- K5 the value of different groupings of stakeholders in the development and delivery of enterprise and entrepreneurship education
- K6 the policy and practice context related to the use of external stakeholders in enterprise and entrepreneurship education

Manage the engagement with stakeholders

You need to know and understand:

- K7 how and when to introduce external stakeholders to others in the institution
- K8 the need to communicate the aims and objectives of enterprise and entrepreneurship education in engaging stakeholders
- K9 the documentation which needs to be completed in engaging stakeholders in the development and delivery of enterprise and entrepreneurship education
- K10 the information which external stakeholders need to provide the institution to support engagement with the development and delivery of enterprise and entrepreneurship education
- K11 strategies which can be used to introduce external stakeholders to:
 - K11.1 learners
 - K11.2 other enterprise and entrepreneurship educators in the institution

K11.3 other enterprise development professionals in the institution

Review the engagement with stakeholders

You need to know and understand:

- K12 why it is important to review engagement with stakeholders in enterprise and entrepreneurship education
- K13 when to review the effectiveness of engagement with stakeholders in enterprise and entrepreneurship education
- K14 the type of information required by others in the institution on engagement with external stakeholders in enterprise and entrepreneurship education
- K15 the advantages and disadvantages of methods to reviewing the effectiveness of engagement with stakeholders in enterprise and entrepreneurship education
- K16 the indicators which can be used to review the effectiveness of engagement with stakeholders in enterprise and entrepreneurship education
- K17 the resources required to review the engagement with stakeholders in enterprise and entrepreneurship
- K18 how feedback on the value of engaging with stakeholders can be communicated to others internal and external to the institution

CFASEE011

Engage with stakeholders to support enterprise and entrepreneurship education

External Links

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

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The National (Organisational) Standard for Enterprise Education in Schools (NSEE)

<http://4colourlearning.co.uk/old-4cl-site/what-do-you-need/eis-network/nsee/>

The HETAC Enterprise and Entrepreneurial Education Guidelines

http://www.ceen.ie/DatabaseDocs/lib_4465293__hetac_draftguidelinesesee1.pdf

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Engage with stakeholders to support enterprise and entrepreneurship education

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Validity Current

Status Draft

Originating organisation SFEDI

Original URN CFASEE011

Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; stakeholder engagement; stakeholder management; needs analysis

CFASEE012

Encourage the development of stakeholders to add value to enterprise and entrepreneurship education

Overview

This standard is about encouraging stakeholders to review their knowledge and skills as a way of adding value to enterprise and entrepreneurship education. It requires you to encourage the stakeholder to invest in learning and skills development related to enterprise and entrepreneurship education, provide access to tools to reflect on strengths and gaps in knowledge and signpost to appropriate sources of professional development.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Encourage the development of stakeholders to add value to enterprise and entrepreneurship education

Performance criteria

You must be able to:

- P1 communicate a case for external stakeholders in investing in learning and skills development as an enterprise and entrepreneurship educator
- P2 identify tools and frameworks which can be used by external stakeholders to review strengths and areas for development as an enterprise and entrepreneurship educator
- P3 identify sources of learning and skills development for enterprise and entrepreneurship educators
- P4 identify individuals in the institution to support learning and skills development of enterprise and entrepreneurship educators
- P5 provide advice and guidance to external stakeholders which can be used in supporting learning and skills development as an enterprise and entrepreneurship educator
- P6 use feedback from others to assess the strengths and areas for development of external stakeholders as an enterprise and entrepreneurship educator
- P7 make sure that feedback from others is communicated to external stakeholders to support professional development
- P8 introduce external stakeholders to others in your own networks to support learning and skills development as an enterprise and entrepreneurship educator

Encourage the development of stakeholders to add value to enterprise and entrepreneurship education

Knowledge and understanding

Encourage stakeholders to invest in learning and skills development

You need to know and understand:

- K1 the value of investing in learning and skills development as an enterprise and entrepreneurship educator
- K2 how to communicate the value of investing in learning and skills development to external stakeholders involved in enterprise and entrepreneurship education
- K3 the ways in which self-reflection supports identifying areas for development as an enterprise and entrepreneurship educator
- K4 how to encourage external stakeholders to self-reflect on their learning and skills development on an ongoing basis

Provide access to tools to review learning and skills development needs

You need to know and understand:

- K5 the frameworks which can be used to review strengths and areas for development as an enterprise and entrepreneurship educator
- K6 the ways of encouraging external stakeholders to use frameworks which can be used to review strengths and areas for development as an enterprise and entrepreneurship educator
- K7 the tools which can be used to make sense of strengths and gaps in:
- K8 understanding of enterprise and entrepreneurship education
- K9 the skills and behaviours required to be an effective enterprise educator

Introduce stakeholders to others to support for learning and skills development

You need to know and understand:

- K10 when and how to introduce external stakeholders to others in the institution to support learning and skills development
- K11 when and how to signpost external stakeholders to external sources of support for enterprise and entrepreneurship educators
- K12 the ways of using feedback to encourage external stakeholders to reflect on their strengths and areas for development

CFASEE012

Encourage the development of stakeholders to add value to enterprise and entrepreneurship education

- K13 when to feedback to external stakeholders to support learning and skills development
- K14 the value of providing both formal and informal feedback to external stakeholders to support learning and skills development
- K15 the importance of feedback from learners for external stakeholders in developing as an enterprise and entrepreneurship educator

CFASEE012

Encourage the development of stakeholders to add value to enterprise and entrepreneurship education

**External
Links**

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

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Encourage the development of stakeholders to add value to enterprise and entrepreneurship education

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Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; stakeholders; learning and skills development; professional development; needs analysis

CFASEE013

Update your own knowledge as an enterprise and entrepreneurship educator through collaboration with others

Overview

This standard is about updating your own knowledge, as an enterprise and entrepreneurship educator, through collaboration with others. It requires you to review your own strengths and areas for development in knowledge of enterprise and entrepreneurship education, reflect on the knowledge required to develop and deliver enterprise and entrepreneurship education curricula and identify how working with others can assist in addressing areas for development.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Update your own knowledge as an enterprise and entrepreneurship educator through collaboration with others

Performance criteria

You must be able to:

- P1 use available frameworks and tools, internal and/or external to the institution, to review strengths and gaps in your own knowledge as an enterprise and entrepreneurship educator
- P2 review the usefulness of available sources of advice and guidance to:
 - P2.1 build upon strengths as an enterprise and entrepreneurship educator
 - P2.2 address any gaps in knowledge as an enterprise and entrepreneurship educator
- P3 develop strategies to review strengths and gaps in your own knowledge, on an ongoing basis, as an enterprise and entrepreneurship educator
- P4 assess how others in the institution can assist in addressing gaps in your knowledge as an enterprise and entrepreneurship educator
- P5 identify how working with others external to the institution can assist in addressing gaps in your knowledge as an enterprise and entrepreneurship educator
- P6 use feedback from others, internal and external to the institution, to review strengths and gaps in your knowledge as an enterprise and entrepreneurship educator

Update your own knowledge as an enterprise and entrepreneurship educator through collaboration with others

Knowledge and understanding

Review your strengths and areas for development in knowledge

You need to know and understand:

- K1 the knowledge required to develop and deliver enterprise and entrepreneurship education
- K2 tools for reviewing strengths and gaps in knowledge as an enterprise and entrepreneurship educator
- K3 the use of people development processes in the institution to review knowledge development as an enterprise and entrepreneurship educator
- K4 how feedback from the learner can be used to review strengths and gaps in your own knowledge as an enterprise and entrepreneurship educator
- K5 the implications of strengths and gaps in your own knowledge as an enterprise and entrepreneurship educator

Develop your knowledge

You need to know and understand

- K6 the sources of available advice and guidance within the institution to support development of your own knowledge as an enterprise and entrepreneurship
- K7 the sources of available advice and guidance external to the institution to support development of your own knowledge as an enterprise and entrepreneurship
- K8 how working with others external to the institution can development of your own knowledge development as an enterprise and entrepreneurship educator
- K9 the key enterprise and entrepreneurship education networks, at a local, regional and national level, which support knowledge development
- K10 the key principles of action planning
- K11 the need to plan your own knowledge development as an enterprise and entrepreneurship educator
- K12 what needs to be done, how and by when in updating your own knowledge as an enterprise and entrepreneurship educator
- K13 how to access resources, internal and external to the institution, to

CFASEE013

Update your own knowledge as an enterprise and entrepreneurship educator through collaboration with others

support knowledge development as an enterprise and entrepreneurship educator

K14 the use of internal people development processes to formalise knowledge development as an enterprise and entrepreneurship educator

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Update your own knowledge as an enterprise and entrepreneurship educator through collaboration with others

External Links

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Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; collaboration; knowledge development; professional development; feedback

Contribute to the institutional development of enterprise and entrepreneurship education

Overview

This standard is about contributing to the development of enterprise and entrepreneurship education in the institution through collaboration with others. It requires you to review institutional aims and objectives related to enterprise and entrepreneurship education, engage with others to contribute to these aims and objectives and develop strategies to review your own contribution to the aims and objectives for enterprise and entrepreneurship education in the institution.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Contribute to institutional development of enterprise and entrepreneurship education

Performance criteria

You must be able to:

- P1 identify how the institution communicates its aims and objectives related to enterprise and entrepreneurship education to others
- P2 identify others involved in enterprise and entrepreneurship education in the institution
- P3 evaluate opportunities for collaboration with others in order to contribute to the institutional aims and objectives related to enterprise and entrepreneurship education
- P4 develop relationships with others in order to raise awareness of your own contribution related to enterprise and entrepreneurship education
- P5 propose ways of working with others to contribute to the institutional aims and objectives related to enterprise and entrepreneurship education
- P6 plan activities with others which assist will in contributing to the institutional aims and objectives related to enterprise and entrepreneurship education
- P7 review how internal processes and systems may impact on working with others in enterprise and entrepreneurship education
- P8 develop strategies to review what is working and what is working less well in collaborating with others in enterprise and entrepreneurship education
- P9 provide information related to collaborative activity with others in enterprise and entrepreneurship education when required by:
 - P9.1 others in the institution
 - P9.2 stakeholders external to the institution

Contribute to institutional development of enterprise and entrepreneurship education

Knowledge and understanding

Review institutional goals and objectives

You need to know and understand:

- K1 the aims and objectives of the institution
- K2 how enterprise and entrepreneurship education can contribute to the aims and objectives to the institution
- K3 the ways in which the institution communicates its aims and objectives related to enterprise and entrepreneurship education
- K4 the extent and nature of enterprise and entrepreneurship education activity undertaken by others in the institution

Identify opportunity to collaborate with others

You need to know and understand:

- K5 the drivers to the development and delivery of enterprise and entrepreneurship education in the institution
- K6 the opportunities to network with others involved in enterprise and entrepreneurship education activity in the institution
- K7 how and when collaboration with others adds values to the development and delivery of enterprise and entrepreneurship education
- K8 how developments in your external environment may provide opportunities to collaborate with others in the development and delivery of enterprise and entrepreneurship education
- K9 methods for assessing opportunities by which to collaborate with others in the development and delivery of enterprise and entrepreneurship education
- K10 the impact of institutional processes and practices on the opportunities to collaborate with others in the development and delivery of enterprise and entrepreneurship education
- K11 methods to use in raising awareness of collaboration with others in the development and delivery of enterprise and entrepreneurship education

Provide information on collaboration with others

Contribute to institutional development of enterprise and entrepreneurship education

You need to know and understand:

- K12 why it is important to provide information to others, internal and external to the institution, on collaborative activity in enterprise and entrepreneurship education
- K13 the type of information on collaborative activity with others required by:
 - K13.1 the institution
 - K13.2 stakeholders external to the institution
- K14 the ways in which information provided to others can be used to network and develop relationships with internal and external stakeholders

Develop strategies to review contribution to enterprise and entrepreneurship education

You need to know and understand:

- K15 the tools which can be used to review what is working and what is working less well in collaborating with others
- K16 how to make sense of the outcomes from reviewing what is working and what is working less well in collaborating with others
- K17 the actions required to enhance the effectiveness in collaborating with others in the development and delivery of enterprise and entrepreneurship education

CFASEE014

Contribute to institutional development of enterprise and entrepreneurship education

**External
Links**

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

<http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

The National (Organisational) Standard for Enterprise Education in Schools (NSEE)

<http://4colourlearning.co.uk/old-4cl-site/what-do-you-need/eis-network/nsee/>

The HETAC Enterprise and Entrepreneurial Education Guidelines

http://www.ceen.ie/DatabaseDocs/lib_4465293__hetac_draftguidelineseeee1.pdf

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Originating organisation SFEDI

Original URN CFASEE014

Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; collaboration; institutional goals; opportunity identification; networks; relationships

Inspire learners in enterprise and entrepreneurship through own enthusiasm and knowledge

Overview

This standard is about ways of inspiring learners to engage in enterprise and entrepreneurship through your own enthusiasm and knowledge as an enterprise and entrepreneurship educator. It requires to you invest in your own development as an enterprise educator, identify the ways in which enthusiasm and knowledge inspire learners to engage in enterprise and entrepreneurship and channel your enthusiasm and knowledge for positive outcomes for the experiences of the learner.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Inspire learners in enterprise and entrepreneurship through own enthusiasm and knowledge

Performance criteria

You must be able to:

- P1 assess the motivations and drivers of learners engaging with enterprise and entrepreneurship education
- P2 identify the ways in which enterprise and entrepreneurship inspire learners to learn
- P3 identify the ways in which enterprise and entrepreneurship will add value to the learning experience of the learner
- P4 review your own enthusiasm for enterprise and entrepreneurship using an appropriate framework
- P5 evaluate current thinking and practices in using enthusiasm and knowledge as a way of inspiring the learner
- P6 plan how to effectively use enthusiasm as a tool for inspiring learners to learn about enterprise and entrepreneurship
- P7 identify when enthusiasm is required inspire learners during a learning session to learn about enterprise and entrepreneurship
- P8 use knowledge to develop learning sessions which inspire learners to learn about enterprise and entrepreneurship
- P9 develop relationship with others, internal and external to the institution, who will assist you in identifying how to use enthusiasm in inspiring the learner to learn about enterprise and entrepreneurship
- P10 obtain feedback from the learner to identify areas for development in your own knowledge of enterprise and entrepreneurship education

Inspire learners in enterprise and entrepreneurship through own enthusiasm and knowledge

Knowledge and understanding

You need to know and understand:

Inspire the learner to learn

- K1 why learners engage with enterprise and entrepreneurship education
- K2 the topics within enterprise and entrepreneurship which engage and inspire learners to learn
- K3 how learners use understanding of enterprise and entrepreneurship
- K4 the ways in which enterprising and entrepreneurial skills development will add value to the learning experience of the learner

Review enthusiasm and knowledge

You need to know and understand:

- K5 what is meant by enthusiasm
- K6 the latest thinking and practices on using enthusiasm and knowledge as a way of inspiring the learner to learn about enterprise and entrepreneurship
- K7 the role of enthusiasm in inspiring the learner to learn about enterprise and entrepreneurship
- K8 the limits of enthusiasm as a tool in inspiring the learner to enterprise and entrepreneurship
- K9 how you can use your own enthusiasm for enterprise and entrepreneurship to inspire the learner to learn
- K10 the knowledge required to develop and deliver enterprise and entrepreneurship education curricula
- K11 how to assess strengths and gaps in your own knowledge of enterprise and entrepreneurship education curricula
- K12 the ways to enhance your knowledge of enterprise and entrepreneurship education curricula
- K13 the importance of using feedback from the learner in reviewing the use of your own enthusiasm and knowledge

Use of enthusiasm and knowledge

Inspire learners in enterprise and entrepreneurship through own enthusiasm and knowledge

You need to know and understand:

- K14 ways of using enthusiasm in learning sessions to inspire the learner to learn about enterprise and entrepreneurship
- K15 when enthusiasm is working and not working as a tool to inspire the learner to learn about enterprise and entrepreneurship
- K16 how to structure and use knowledge of enterprise and entrepreneurship as a way to inspire the learner to learn about enterprise and entrepreneurship
- K17 the opportunities to engage with others, internal and external to the institution, in reflecting on ways of using your own enthusiasm and knowledge to inspire the learner to learn about enterprise and entrepreneurship

CFASEE015

Inspire learners in enterprise and entrepreneurship through own enthusiasm and knowledge

**External
Links**

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Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; enthusiasm; knowledge; inspire; reflection

Encourage positive learner behaviours in enterprise and entrepreneurship education

Overview

This standard is about the ways in which positive learner behaviours can be encouraged in enterprise and entrepreneurship education. It requires you to identify the behaviours associated with engaged learning, review the learning needs and styles of the learner and adopt practices which encourage a positive learning environment for the learner.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Encourage positive learner behaviours in enterprise and entrepreneurship education

Performance criteria

You must be able to:

- P1 assess the learning styles and needs of the learner
- P2 identify approaches and practices which will encourage positive learner behaviours in enterprise and entrepreneurship education
- P3 identify the influences on encouraging positive learner behaviours in enterprise and entrepreneurship education
- P4 use case studies to assist in illustrating positive learner behaviours in enterprise and entrepreneurship education
- P5 assess the impact of the learning environment in encouraging positive learner behaviours in enterprise and entrepreneurship education
- P6 develop strategies which ensure the learning environment encourages positive learner behaviours in enterprise and entrepreneurship education
- P7 obtain feedback from the learner in order to develop practices which will can be used to encourage positive learner behaviours in enterprise and entrepreneurship education
- P8 use feedback from others in the institution in order to develop practices which will can be used to encourage positive learner behaviours in enterprise and entrepreneurship education

Encourage positive learner behaviours in enterprise and entrepreneurship education

Knowledge and understanding

Identify positive learner behaviours

You need to know and understand:

- K1 the key characteristics of positive learner behaviours in enterprise and entrepreneurship education
- K2 the impact of positive learner behaviours on the learning journey of the learner in enterprise and entrepreneurship education
- K3 the tools and strategies which can be used to encourage positive learner behaviours in enterprise and entrepreneurship education
- K4 the advantages and disadvantages of the different tools and strategies which can be used to encourage positive learner behaviours in enterprise and entrepreneurship education
- K5 ways of embedding tools and strategies which encourage positive learning behaviours in the development and delivery of enterprise and entrepreneurship education
- K6 ways in which case studies can be used to illustrate examples of positive learner behaviour in enterprise and entrepreneurship education
- K7 the different types of learning style of learners in enterprise and entrepreneurship education
- K8 the tools which can be used to identify the learning needs and styles of the learner in enterprise and entrepreneurship education
- K9 how insights related to the learning needs and styles of the learner can be used to encourage positive learner behaviours

Develop a positive learning environment for the learner

You need to know and understand:

- K10 the key characteristics of positive learning environments in enterprise and entrepreneurship education
- K11 the factors which can impact on the effectiveness of the learning environment in enterprise and entrepreneurship education
- K12 the extent to which the learning environment to be used for a learning session supports positive learner behaviours
- K13 ways of changing the learning environment for a learning session to

support positive learner behaviours

- K14 the stakeholders to engage in order to formalise changes to the learning environment for a learning session
- K15 ways of using virtual learning environments to complement the physical learning environment in enterprise and entrepreneurship education
- K16 sources of advice and guidance, within and external to the institution, which can be accessed by the learner to make effective use of virtual learning environments

CFASEE016

Encourage positive learner behaviours in enterprise and entrepreneurship education

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Relevant occupations Teachers; Further education professionals; Higher education professionals; Vocational and industrial trainers and instructors

Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; learning; learning environment; learning behaviours; learning needs; learning styles

Enable learners to share responsibility for their own learning in enterprise and entrepreneurship education

Overview

This standard is about enabling learners to share responsibility for their own learning related to enterprise and entrepreneurship education. It requires you to co-create the curricula with the learner, use approaches and practices which assist the learner in sharing responsibility for their own learning, provide a positive learning environment for the learner and address any challenges in enabling the learner to share responsibility for their own learning.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider. Co-creation refers to the process of working with others, external to the institution, in the design, development and delivery of enterprise and entrepreneurship education curricula.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Enable learners to share responsibility for their own learning in enterprise and entrepreneurship

Performance criteria

You must be able to:

- P1 identify ways of promoting student-led learning in enterprise and entrepreneurship education
- P2 review the scope for promoting student-led learning in enterprise and entrepreneurship education in the institution
- P3 evaluate opportunities for the co-creation of curricula with the learner in the development and delivery of enterprise and entrepreneurship education
- P4 develop relationships with the learner to support the co-creation of curricula in the development and delivery of enterprise and entrepreneurship education
- P5 communicate to others in the institution the need for the co-creation of curricula with the learner in enterprise and entrepreneurship education
- P6 use approaches and practices which assist the learner in sharing responsibility for their own learning in the development and delivery of enterprise and entrepreneurship education curricula
- P7 assess the opportunities for the learner to reflect on their own learning needs and learning styles
- P8 identify opportunities for the learner to learn from other learners in the development and delivery of enterprise and entrepreneurship education curricula
- P9 plan how to evaluate the effectiveness of student-led learning in enterprise and entrepreneurship education

Enable learners to share responsibility for their own learning in enterprise and entrepreneurship

Knowledge and understanding

Co-create curricula with others

You need to know and understand:

- K1 why co-creation of the learning experience with the learner is important in the development and delivery of enterprise and entrepreneurship education
- K2 approaches to the co-creation of the learning experience with the learner in enterprise and entrepreneurship education
- K3 the challenges and opportunities to the co-creation of the learning experience with the learner in enterprise and entrepreneurship education
- K4 the influences within the institution which will shape the scope for the co-creation of the learning experience with the learner in enterprise and entrepreneurship education
- K5 how to engage with stakeholders within the institution to facilitate the co-creation of the learning experience with the learner in enterprise and entrepreneurship education
- K6 what documentation which needs to be completed within the institution in order to facilitate the co-creation of the learning experience with the learner in enterprise and entrepreneurship education

Provide a positive learning environment

You need to know and understand:

- K7 the different types of learning style which can be used by the learner in enterprise and entrepreneurship education
- K8 the tools which can be used to identify the learning needs and styles of the learner
- K9 how and when insights related to the learning needs and styles of the learner can be used to encourage positive learner behaviours
- K10 the key characteristics of positive learning environments
- K11 the factors which can impact on the effectiveness of the learning environment
- K12 the extent to which the learning environment to be used can support positive learner behaviours in enterprise and entrepreneurship education

Enable learners to share responsibility for their own learning in enterprise and entrepreneurship

Enable the learner to share responsibility for their learning

You need to know and understand:

- K13 why student-led learning is important in the development and delivery of enterprise and entrepreneurship education
- K14 the advantages and disadvantages of different strategies which can be used to encourage student-led learning in enterprise and entrepreneurship education
- K15 how to establish the boundaries for student-led learning in the development and delivery of enterprise and entrepreneurship education curricula
- K16 how to communicate the need for student-led learning to the learner
- K17 the key influences on the openness of the learner to engage with student-led learning in enterprise and entrepreneurship education
- K18 strategies for addressing the concerns of the learner in engaging with student-led learning in enterprise and entrepreneurship education
- K19 how and when to evaluate the learner experience in student-led learning in enterprise and entrepreneurship education
- K20 why it is important to demonstrate how feedback from the learner will be used in the development and delivery of enterprise and entrepreneurship curricula

CFASEE017

Enable learners to share responsibility for their own learning in enterprise and entrepreneurship

**External
Links**

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Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; co-creation; collaboration; group learning; learning environment; learning styles; learning needs

Promote diversity and inclusion in the development and delivery of enterprise and entrepreneurship education

Overview

This standard is about being able to promote diversity and inclusion in the development and delivery of enterprise and entrepreneurship education. It requires you to reflect on diversity in the development of enterprise and entrepreneurship education curricula, identify opportunities for use of diversity and inclusion in the delivery of the enterprise and entrepreneurship education curricula, promote the learner to learn from other learners and use feedback from the learner to further embed diversity and inclusion in the development and delivery of enterprise and entrepreneurship education.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Promote diversity and inclusion in the development and delivery of enterprise and entrepreneurship education

Performance criteria

You must be able to:

- P1 keep up to date with effective practices in the use of diversity and inclusion in the development and delivery of enterprise and entrepreneurship education
- P2 review how to embed effective practices in your own approach to the development and delivery of enterprise and entrepreneurship education
- P3 identify opportunities for using case studies which illustrate diversity in enterprise and entrepreneurship
- P4 assess the learning cultures, needs and styles of the learner in enterprise and entrepreneurship education
- P5 develop teaching and learning strategies which promote diversity and inclusion in enterprise and entrepreneurship education
- P6 use the physical and virtual learning environments to promote inclusion in the delivery of enterprise and entrepreneurship education curricula
- P7 identify opportunities for using learning technologies to promote diversity and inclusion in the development and delivery of enterprise and entrepreneurship education
- P8 evaluate the ways in which diversity and inclusion have been promoted through teaching and learning strategies and methods of assessment in enterprise and entrepreneurship education
- P9 obtain feedback from others on how diversity and inclusion have been promoted in the development and delivery of enterprise and entrepreneurship education

Promote diversity and inclusion in the development and delivery of enterprise and entrepreneurship education

Knowledge and understanding

Identify opportunities for embedding diversity and inclusion

You need to know and understand:

- K1 the extent and nature of diversity in enterprise and entrepreneurship
- K2 what is meant by diversity and inclusion in enterprise and entrepreneurship education
- K3 the importance of reflecting diversity in the development and delivery of enterprise and entrepreneurship education curricula
- K4 the value of embedding inclusion in the development and delivery of enterprise and entrepreneurship education curricula
- K5 latest thinking and practices on promoting diversity and inclusion in the development and delivery of enterprise and entrepreneurship education curricula
- K6 ways in which latest thinking and practices on promoting diversity and inclusion can be used to inform the development and delivery of enterprise and entrepreneurship education curricula
- K7 the opportunities for promoting the value of promoting diversity and inclusion in the development and delivery of enterprise and entrepreneurship education curricula in the institution
- K8 ways in which resources in the institution can be used to embed diversity and inclusion in the development and delivery of enterprise and entrepreneurship education curricula

Reflect diversity and inclusion in development and delivery of curricula

You need to know and understand:

- K9 how to embed diversity in the development and delivery of enterprise and entrepreneurship education curricula
- K10 the need to use different sources of materials in the development and delivery of enterprise and entrepreneurship curricula order in order to reflect the diversity of learning cultures, needs and styles of the learners
- K11 the importance of using case studies which reflect diversity of learning cultures, needs and styles of the learners
- K12 ways of using technology to address diversity of learning cultures, needs

Promote diversity and inclusion in the development and delivery of enterprise and entrepreneurship education

and styles of the learners

K13 how to facilitate the learner in reflecting on the extent and nature of diversity in enterprise and entrepreneurship

K14 approaches to promoting the importance of inclusion in being enterprising and being entrepreneurial

Review the promotion of diversity and inclusion

You need to know and understand:

K15 how and when to modify teaching and learning strategies to further promote diversity and inclusion in enterprise and entrepreneurship education curricula

K16 the indicators which can be used to review the promotion of diversity and inclusion in the development and delivery of enterprise education curricula

K17 the appropriateness of existing processes and practices in the institution in reviewing what works and what works less well in the promotion of diversity and inclusion

K18 why it is important to obtain feedback from the learner in order to identify what works and what works less well in the promotion of diversity and inclusion in the development and delivery of enterprise education curricula

K19 how to use feedback from others in reviewing your own professional development needs in promoting diversity and inclusion in the development and delivery of enterprise education curricula

CFASEE018

Promote diversity and inclusion in the development and delivery of enterprise and entrepreneurship education

**External
Links**

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Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; diversity; inclusion; curricula; learning environment

Understand the role and responsibilities of an enterprise and entrepreneurship educator

Overview

This standard is about understanding your role and responsibilities as an enterprise and entrepreneurship educator. It requires you to understand the value of enterprise and entrepreneurship education, in supporting the journey of the learner, reflect on the activities undertaken by enterprise and entrepreneurship educators and identify the fit of enterprise and entrepreneurship education with other activity in the institution.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

CFASEE019

Understand the role and responsibilities of an enterprise and entrepreneurship educator

Performance criteria

You must be able to:

- P1 identify the drivers to the development and delivery of enterprise and entrepreneurship education in different educational and institutional contexts
- P2 assess the value of enterprise and entrepreneurship education in supporting the journey of the learner
- P3 identify the role of the enterprise and entrepreneurship educator in supporting the journey of the learner
- P4 keep up to date with current thinking on enterprise and entrepreneurship education
- P5 keep up to date with current thinking on the role of the educator in supporting the journey of the learner
- P6 identify the behaviours, skills and attributes required by an enterprise and entrepreneurship educator
- P7 evaluate your own activities to those outlined in guidance on effective practice in enterprise and entrepreneurship education

Understand the role and responsibilities of an enterprise and entrepreneurship educator

Knowledge and understanding

You need to know and understand:

Review the need for enterprise and entrepreneurship education

- K1 what is enterprise and entrepreneurship education
- K2 the drivers to the development and delivery of enterprise and entrepreneurship education in different educational contexts:
 - K2.1 As a subject/discipline
 - K2.2 As an extra-curricular activity
 - K2.3 As a business and enterprise support service
- K3 what types of enterprise and entrepreneurship education offered by educational institutions
- K4 the sources of current thinking and practice on enterprise and entrepreneurship education

Review the role of the educator

You need to know and understand:

- K5 your own values and personal and career goals and how these relate to your own role as an enterprise and entrepreneurship educator
- K6 the relationship between the role of the enterprise and entrepreneurship educator and other enterprise and entrepreneurship activity undertaken in the institution
- K7 the knowledge and skills required by an enterprise and entrepreneurship educator for different types of enterprise and entrepreneurship education activity
- K8 the ways in which feedback from others can be used in identifying the knowledge and skills required as an enterprise and entrepreneurship educator
- K9 tools which can be used to assess strengths and areas for development as an enterprise and entrepreneurship educator
- K10 your own strengths and areas for development as an enterprise and entrepreneurship educator
- K11 the ways by which to enhance your knowledge and skills related to:
 - K10.1 enterprise and entrepreneurship education

CFASEE019

Understand the role and responsibilities of an enterprise and entrepreneurship educator

K10.2 education, teaching and learning practices

K12 sources of support within the institution which will assist in enhancing your knowledge and skills as an enterprise and entrepreneurship educator

K13 the key networks and professional bodies which will assist in enhancing your knowledge and skills as an enterprise and entrepreneurship educator

K14 how to manage expectations of the learner around the role of the enterprise and entrepreneurship educator

CFASEE019

Understand the role and responsibilities of an enterprise and entrepreneurship educator

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Key words enterprise; entrepreneurship; education; educator; roles and responsibilities; professional development

Evaluate your own practices and values as an enterprise and entrepreneurship educator

Overview

This standard is about evaluating your own practice and values as an enterprise and entrepreneurship educator. It requires you to understand the practices and values required by an enterprise and entrepreneurship educator, review your own practices and values and assess the impact of your practices and values on the journey of the learner.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Evaluate your own practices and values as an enterprise and entrepreneurship educator

Performance criteria

You must be able to:

- P1 evaluate the ways in which your own values, as an enterprise and entrepreneurship educator, are aligned to those of the institution
- P2 use appropriate frameworks to reflect on how your own values shape the ways in which you develop and deliver enterprise and entrepreneurship education
- P3 adopt a reflective approach to evaluating your own values and practice as an enterprise and entrepreneurship educator
- P4 identify how to develop space within your workload to reflect on your own practices and values as an enterprise and entrepreneurship educator
- P5 obtain feedback from others on your own values and the ways in which they are evident in your practices as an enterprise and entrepreneurship educator
- P6 obtain feedback from others on strengths and areas for development in your own practices as an enterprise and entrepreneurship educator
- P7 use feedback from the learner to identify ways of developing your own practices as an enterprise and entrepreneurship educator
- P8 plan your own learning and skills development to address any gaps in practices as an enterprise and entrepreneurship educator

Evaluate your own practices and values as an enterprise and entrepreneurship educator

Knowledge and understanding

Review values and practices as an enterprise and entrepreneurship educator

You need to know and understand:

- K1 the values of the institution in terms of:
 - K1.1 approaches to teaching and learning in enterprise and entrepreneurship education
 - K1.2 adding value to the learning experience of enterprise and entrepreneurship
 - K1.3 the provision of enterprise and entrepreneurship education
- K2 why it is important to review your own values and practices as an enterprise and entrepreneurship educator
- K3 the values and practices required by an enterprise and entrepreneurship educator
- K4 how personal values shape the development and delivery of enterprise and entrepreneurship education
- K5 what practices are involved in the development and delivery of enterprise and entrepreneurship education
- K6 the frameworks and tools which can be used to reflect on your own values and practices as an enterprise and entrepreneurship educator

Assess impact of values and practices on learning

You need to know and understand:

- K7 how your own values align to those of the institution in the development and delivery of enterprise and entrepreneurship education
- K8 methodologies which can be used to assess the impact of your own values and practices on the development and delivery of enterprise and entrepreneurship education
- K9 the indicators which can be used to assess the impact of your own values and practices as an enterprise and entrepreneurship educator
- K10 why it is important to obtain feedback from the learner on your values and practices as an enterprise and entrepreneurship educator
- K11 how to make sense of feedback from others on your own values and

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practices as an enterprise and entrepreneurship educator

K12 the implications for the development and delivery of enterprise and entrepreneurship education

K13 the ways to develop your own practices as an enterprise and entrepreneurship educator

K14 the advantages and disadvantages of different types of approaches to developing your own practices as an enterprise and entrepreneurship educator

K15 how development activities have contributed to your own practices as an enterprise and entrepreneurship educator

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Evaluate your own practices and values as an enterprise and entrepreneurship educator

**External
Links**

The Quality Assurance Agency (QAA) Guidance on Enterprise and Entrepreneurship Education

<http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

The National (Organisational) Standard for Enterprise Education in Schools (NSEE)

<http://4colourlearning.co.uk/old-4cl-site/what-do-you-need/eis-network/nsee/>

The HETAC Enterprise and Entrepreneurial Education Guidelines

http://www.ceen.ie/DatabaseDocs/lib_4465293__hetac_draftguidelineseeee1.pdf

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Suite Enterprise and Entrepreneurship Education (2015)

Key words enterprise; entrepreneurship; education; educator; practices; values; beliefs; professional development

Maintain your own knowledge of enterprise and entrepreneurship research and education

Overview

This standard is about the approaches and strategies which can be used for maintaining your own knowledge of both enterprise and entrepreneurship research and education. It requires you to keep up to date with current thinking and practices, network with others external to the institution and invest in your own professional development as an enterprise and entrepreneurship educator.

For the purposes of this standard, enterprise and entrepreneurship education refers to the process of equipping learners with an enhanced capacity, ideas and skills to make ideas happen, whether it is in the context of starting and running a business or working for someone else. Enterprise refers to a set of personal abilities, skills and behaviours which can be used in a variety of different contexts whilst entrepreneurship refers to an individual or group of individuals creating, developing and managing a new venture. Institution refers to the organisation you work in, whether this is a school, further education college, higher education institution or private training provider.

This standard is recommended for individuals involved in the design, development and delivery of enterprise and entrepreneurship education curricula in schools, colleges, higher education institutions and other education contexts.

Maintain your own knowledge of enterprise and entrepreneurship research and education

Performance criteria

You must be able to:

- P1 use appropriate frameworks to review academic, policy and practice literature on enterprise and entrepreneurship
- P2 review current thinking on:
 - P2.1 enterprise and entrepreneurship
 - P2.2 teaching and learning methods in enterprise and entrepreneurship education
 - P2.3 assessment methods in enterprise and entrepreneurship education
 - P2.4 the use of others in the co-creation of enterprise and entrepreneurship education
- P3 evaluate the knowledge requirements of your own role as an enterprise and entrepreneurship educator, where appropriate, taking account of the expectations and objectives of your institution
- P4 develop your knowledge in response to appropriate changes in enterprise and entrepreneurship education practices, both internal and external to the institution
- P5 obtain knowledge on enterprise and entrepreneurship to add value to the journey of the learner in:
 - P5.1 understanding enterprise and entrepreneurship
 - P5.2 developing enterprising and entrepreneurial skills
- P6 adopt a reflective approach to evaluating your own practice as an enterprise and entrepreneurship educator
- P7 plan your own development to address any gaps in knowledge enterprise and entrepreneurship research and education
- P8 develop a case to access resources in order to support your learning and skills development as an enterprise and entrepreneurship educator

Maintain your own knowledge of enterprise and entrepreneurship research and education

Knowledge and understanding

Plan your own development

You need to know and understand:

- K1 the principles that underpin learning and skills development as an enterprise and entrepreneurship educator
- K2 why it is important to invest in maintaining your own knowledge as an enterprise and entrepreneurship educator
- K3 why it is important to review the current requirements of your role and the ways in which these requirements may evolve in the future
- K4 how to evaluate your knowledge against the requirements of your role as an enterprise and entrepreneurship educator
- K5 your own strengths and areas for development as an enterprise and entrepreneurship educator
- K6 how to identify development needs related to gaps between your own current knowledge and those required in your role as an enterprise and entrepreneurship educator
- K7 the ways by which to enhance your own knowledge of the development and delivery of enterprise and entrepreneurship education
- K8 the style of learning that best suits you as an enterprise and entrepreneurship educator
- K9 your own values and personal and career goals and how these relate to your role as an enterprise and entrepreneurship educator

You need to know and understand:

Enhance your knowledge

- K10 the standards of performance set by you, your institution and/or a professional body related to enterprise and entrepreneurship education
- K11 the way your institution and/or a professional body works including resources, objectives, targets and training and development budget
- K12 how to use sources of feedback on your own knowledge to add value to your activities as an enterprise and entrepreneurship educator
- K13 the ways to develop your own knowledge as an enterprise and entrepreneurship educator

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Maintain your own knowledge of enterprise and entrepreneurship research and education

- K14 the advantages and disadvantages of different types of professional development activities you could use in developing your knowledge as an enterprise and entrepreneurship educator
- K15 how development activities have contributed to your knowledge as an enterprise and entrepreneurship educator

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External Links

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