National Unit Specification: general information

UNIT   Enterprise Activity (SCQF level 4)

CODE   D36N 10

SUMMARY

Developing planning, organisational, investigative, interpersonal skills and self awareness through enterprise activity with limited tutor/trainer support.

OUTCOMES

1   Plan and arrange enterprise activity with limited tutor/trainer support.
2   Carry out tasks during enterprise activity under limited supervision.
3   Work co-operatively with others in the analysis, planning and undertaking enterprise activity.
4   Review the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.

RECOMMENDED ENTRY

Access to this Unit is at the discretion of the centre. However, it would be beneficial if the candidate had achieved Enterprise Activity (Access) or equivalent.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass: HB

Publication date: March 2009

Source: Scottish Qualifications Authority

Version: 01

National Unit Specification: general information (cont)

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CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

- Complete Core Skills   Problem Solving at SCQF level 4
                            Working with Others at SCQF level 4
- Core Skill components   None

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Plan and arrange enterprise activity with limited tutor/trainer support.

Performance Criteria

(a) An initial self-assessment clearly identifies the candidate's qualities and skills and realistic personal goals are set.
(b) A variety of sources of information is used effectively to aid planning of an enterprise activity.
(c) An enterprise activity is chosen which matches the candidate's qualities, skills and goals.
(d) A step-by-step planning process for the enterprise activity is devised and implemented taking account of own and others' strengths.
(e) Required preparations for the enterprise activity are accurate in terms of gathering essential information.
(f) Arrangements are confirmed clearly and accurately.
(g) The feasibility of the plan is reviewed and the plan is adjusted as required.

OUTCOME 2

Carry out tasks during enterprise activity under limited supervision.

Performance Criteria

(a) The allocation of tasks for enterprise activity is negotiated effectively and in accordance with results of initial self assessment.
(b) Allocated tasks are planned and carried out under limited supervision and to a standard agreed with the tutor/trainer.
(c) Agreed parameters are adhered to at all times.
(d) Health, safety and hygiene requirements are observed at all times.
(e) The ability to deal with unexpected situations is demonstrated effectively.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Work co-operatively with others in the analysis, planning and undertaking enterprise activity.

Performance Criteria

(a) Working relationships formed are cooperative in nature.
(b) Instructions are listened to attentively and accepted in a positive manner.
(c) Advice and assistance and opinions of others are sought when required.
(d) Ideas, information and judgements volunteered are relevant, accurate and sensible.
(e) Behaviour is modified appropriately to meet the needs of different situations.

OUTCOME 4

Review the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.

Performance Criteria

(a) The initial self-assessment is re-examined in terms of strengths and weaknesses and progress towards defined goals is reviewed effectively.
(b) The tutor's/trainer's report is reviewed and commented upon critically and is justified.
(c) Feelings and reactions to the enterprise activity are expressed clearly.
(d) Strengths and weaknesses within the original planning process are clearly identified and suggestions for improvement of the process made.
(e) The value of the learning gained is reviewed in relation to future personal, social and vocational goals.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The candidate will receive support throughout the Unit whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the teacher/lecturer should issue advice to candidates to enable progress.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

Outcome 1

◆   an initial self assessment
◆   written and/or oral evidence which meets all of the Performance Criteria for one enterprise activity

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National Unit Specification: statement of standards (cont)

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Outcome 2

♦ performance evidence for one enterprise activity
♦ written and/or oral evidence which supports the enterprise activity

Outcome 3

Performance evidence for all the Performance Criteria for one enterprise activity.

Outcome 4

♦ an updated self assessment
♦ written and/or oral evidence for one enterprise activity

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates should be encouraged to appreciate that the Unit is not primarily concerned with factual knowledge or specific skills, but rather with the development of more general skills and qualities. This involves candidates reflecting on their attitude to:

Outcome 1

In this Unit candidates take much of the responsibility for planning and organising the enterprise activity although tutor/trainer support is still important. Tutors/trainers should ensure that candidates are not unduly influenced, for example, by prejudices about enterprise activities eg. The nature of voluntary work or the role of 'big business'. Tutors/trainers should encourage candidates to identify their interests, qualities and skills in relation to enterprise. Using information gathered from various sources, candidates should choose enterprise projects which match their qualities and skills and will prepare for the enterprise activity by gathering relevant information, securing necessary agreements and making appropriate plans and arrangements. The project undertaken may be based on an idea for a small business, a community venture or a cooperative activity. Although tutor/trainer support is limited, tutors/trainers must ensure that adequate provision is made for the candidate's health, safety and welfare.

Outcome 2

The contexts for enterprise activity are wide ranging. The tutor/trainer should be clear about the nature of the experience which the activity will offer the candidate.

Candidate should take responsibility for initiating requests for help and advice and for information which ensures that they understand clearly the tasks which are to be performed; the timescale involved and appropriate health, safety and hygiene requirements related to the activity. Enterprise activity should take place over a minimum period of 24 hours. The remainder of the Unit should be used to allow candidates to carry out essential planning and review, recognising the process skills or organising task management etc involved in the Outcome.

National Unit Specification: support notes (cont)

UNIT Enterprise Activity (SCQF level 4)

Outcome 3

Candidates are required to actively form co-operative relationships and not just to respond to the initiatives of others; to seek help and advice when necessary but not to rely on the tutor/trainer extensively in matters which are routine and already known to the candidate. The candidate should listen and observe attentively, asking relevant questions for clarification when required. Tutors/trainers should provide opportunities for candidates to volunteer ideas, information and judgements.

Outcome 4

During and after the enterprise activity each candidate should review the experience in order to reassess personal strengths and weaknesses and to express personal feelings and reactions towards both the enterprise activity itself and to the knowledge and skills gained during it. The interview provides an opportunity for the candidate to respond to the report of the tutor/trainer. Candidates should review the value of the learning experience to their own personal, social and vocational development, in particular to future plans for work, education or training.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is expected that in the course of the Unit each candidate will compile a folder of assessment evidence containing self assessment sheets, a planning sheet for the enterprise activity, log sheets which record the activities undertaken by the candidates during the enterprise activity and a final review sheet with reflections on the enterprise activity and its relevance to personal, social and vocational development.

Outcome 1

Involving candidates in decision making is valuable for personal development as well as being a powerful motivating factor. In this Unit candidates should be given a high degree of tutor/trainer support but this should not preclude negotiation on selection of enterprise activities and methods of making arrangements. The early formation of a group identity is particularly important in this Unit because, in addition to their successes, candidates may experience set backs and disappointments and there may be a need for group support. Exercises designed to promote problem solving and flexibility of approach would be useful, as would activities involving organisational skills.

Choice of enterprise activity should be made after consideration of candidates' skills, strengths and weaknesses in respect of enterprise activities and any local constraints which might limit enterprise activities. Full discussion should take place to explore the implications of making different choices. The idea of 'business' in its fullest sense should be explored and it should be emphasised that not all enterprise activity is profit making.

National Unit Specification: support notes (cont)

UNIT   Enterprise Activity (SCQF level 4)

Communication skills can be integrated into this phase of the Unit through letter writing, telephoning, interviewing etc. Thus the candidate may learn how to operate effectively in formal situations. Business terminology can be introduced to familiarise candidates with the language concepts and processes involved in starting up and running a business, particularly if the Unit is used as a forerunner to the more specific business units. Informal networks are also important — making and using contacts, having the courage to ask, learning the enterprise culture, tapping possible sources of information/resources such as friends and family. Tutors/trainers may exploit such aspects by allowing candidates to brief and debrief one another in small groups.

Role play, case studies and videos may be used to prepare candidates for the type of activities in which they may be involved and to help them decide on appropriate use of skills and behaviours in a variety of situations.

Outcome 2

Candidates should record experiences as they occur in log sheets/work diary and should be encouraged to monitor their own progress. The tutor/trainershould produce a short report to record the candidate's performance and progress in the enterprise activity. This report should cover not only vocational skills but also interpersonal skills and growth. Tutors/trainersshould be careful to highlight the requirements of Outcome 3 and to emphasise the need for candidates to record their experiences in these areas.

In order to participate effectively in an enterprise activity, candidates must be aware of the tasks they are to perform and the standards and timescales pertaining to these. These agreements have to be made either with customers/clients and/or others participating in the activity. It is likely that candidates will find themselves in unfamiliar situations during the activity but, if this is not the case, role play may be used to judge candidates' reactions to unfamiliar situations.

Outcome 3

All learning activities should be designed to develop personal, social and vocational development skills. Initially the role of the tutor/trainer is to offer support and active guidance to the candidates. However candidates must have the opportunity to do things for themselves, to make choices and decisions, to ask for assistance from the tutor/trainer and others when this is felt to be necessary, to interact with others and to try out new activities and new roles in a climate which feels safe.

The enterprise activity will be a new environment for many candidates and preparation for the activity should recognise this so that candidates are thoroughly prepared before commencing the enterprise activity tasks. However at level 2 candidates should not rely on the tutor/trainer in matters which are routine and already known to them.

Evidence should be collected that the candidate has consistently attempted to maintain good customer/client relationships. Where a candidate's role mainly involves 'back room' activities, opportunities should still be provided for them to meet customers/clients. This enables them to alter their behaviour as appropriate to meet the needs of different situations.

National Unit Specification: support notes (cont)

UNIT   Enterprise Activity (SCQF level 4)

Outcome 4

In a short interview with each individual the tutor/trainer will discuss the activities undertaken throughout the Unit and the feelings of the candidates towards these. Tutors/trainers should not prompt performance but should create an atmosphere and framework within which candidates are encouraged to speak openly about their progress towards the defined goals, their feelings and reactions in relation to the tasks undertaken and the contribution which the learning activities have made towards their own personal and social development.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Achievement of this Unit gives automatic certification of the following:

♦   Complete Core Skills   Problem Solving at SCQF level 4
                                             Working with Others at SCQF level 4
♦   Core Skill components   None

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005).*

During the Unit the candidate is required to contribute to the planning and to participate in an enterprise activity during which he or she should assemble a folder of assessment evidence in relation to the Outcomes. Personal interviews are central to the assessment and will be used to explore the candidate's experiences during the enterprise activity in relation to the stated Performance Criteria.

The tutor/trainer may conduct personal interviews with individual candidates or with groups, as appropriate. The interviews will take place on an on-going basis throughout the Unit and should drawn on relevant evidence from the candidate's assessment folder.

Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of Instruments of Assessment which could be used are as follows:

♦   personal interview drawing on evidence from planning and self assessment sheets
♦   personal interview drawing on evidence from planning sheet, log sheets and report from the tutor/trainer
♦   personal interview drawing on evidence from log sheets and report from the tutor/trainer
♦   personal interview using review sheet

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).