

National Unit Specification: General Information

UNIT Enterprise Activity (Access 3)

NUMBER D36N 09

COURSE

SUMMARY

Developing planning, organisational, investigative, interpersonal skills and self awareness through organising and undertaking enterprise activity with a high degree of tutor/trainer support.

OUTCOMES

- 1 Contribute to the planning and arrangement of enterprise activity with tutor/trainer support.
- 2 Carry out allocated tasks during enterprise activity under supervision.
- 3 Relate effectively to others in the analysis, planning and undertaking enterprise activity.
- 4 Identify the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.

RECOMMENDED ENTRY

No formal entry requirements.

CREDIT VALUE

1 Credit.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: HB

Publication date: April 2000

Source: Scottish Qualifications Authority 2000

Version: 01

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National unit specification: statement of standards

UNIT Enterprise Activity (Access 3)

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 the Scottish Qualifications Authority.

OUTCOME 1

Contribute to the planning and arrangement of enterprise activity with tutor/trainer support.

Performance Criteria

- a) An initial self-assessment clearly identifies some qualities and skills.
- b) Information provided by the tutor/trainer is used effectively to aid planning of an enterprise activity.
- c) An enterprise activity is chosen which matches own qualities and skills.
- d) A step by step planning process for the enterprise activity is devised taking account of own and others' preferences.
- e) Required preparations for the enterprise activity are accurate and comprehensive 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 accordingly.

Note on range for the outcome

Essential information: securing necessary funding/sponsorship; making specific arrangements; obtaining resources.

Evidence Requirements

PC (a) An initial self assessment.

PCs (b)-(g) Written and/or oral evidence which meets all the performance criteria for one enterprise activity.

OUTCOME 2

Carry out allocated tasks during enterprise activity under supervision.

Performance Criteria

- a) The allocation of tasks for enterprise activity is agreed with tutor/trainer, in accordance with results of initial self assessment.
- b) Allocated tasks are carried out under supervision to a standard agreed with tutor/trainer and within a given timescale.
- c) Agreed parameters are adhered to at all times.
- d) Health, safety and hygiene requirements are observed at all times.

National unit specification: statement of standards (cont)

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Evidence Requirements

PCs (a)-(d) Performance evidence for all the performance criteria for one enterprise activity.

PC (d) Written and/or oral evidence which supports the performance evidence.

OUTCOME 3

Relate effectively to others in the analysis, planning and undertaking enterprise activity.

Performance Criteria

- a) Work with others is undertaken in a cooperative way.
- b) Instructions are listened to attentively and accepted in a positive manner.
- c) Advice and assistance are sought when required.
- d) Advice and assistance are offered to others when required.
- e) Behaviour is modified appropriately to meet the needs of different situations.

Evidence Requirements

PCs (a)-(e) Performance evidence for one enterprise activity.

OUTCOME 4

Identify 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 personal strengths and weaknesses and updated as appropriate.
- b) Response to comments made in the tutor's/trainer's report is positive and constructive.
- c) Feelings and reactions to the enterprise activity are expressed clearly.
- d) The planning process for the enterprise activity is reviewed and strengths and weaknesses within it clearly identified.
- e) Learning gained is identified clearly and related to future personal, social and vocational goals.

Evidence Requirements

PC (a) An updated self assessment.

PCs (b)-(e) 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. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

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:

- identifying their interests and capabilities
- finding out about the nature of small enterprise activities
- exploring working with others
- planning and organising

Corresponding to outcomes 1-4:

- 1 In this unit the planning and organisation of the enterprise activity will be highly supported by the tutor/trainer. Candidates, with support from the tutor/trainer, should identify their interests, qualities and skills in relation to enterprise. Using information provided by the tutor/trainer, candidates will 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. At level 1 the tutor/trainer should give extensive support to candidates to enable them to choose and arrange a suitable project. The project undertaken may be based on an idea for a small business, a community venture or a cooperative activity. The enterprise activity should be planned by individuals or groups.
- 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 candidates. Candidates must receive adequate support to enable them to be clear about 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 20 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)

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- 3 Interpersonal skills are a vital ingredient of enterprise activity. Candidates should practise and develop skills in working cooperatively with others both within and outwith their own centre, ie by accepting instructions positively, seeking advice and help when required, making arrangements, making contacts with sources identified by tutor/trainer, meeting and talking to people in the course of the enterprise activity, presenting oneself in a manner consistent with the impression he or she wishes to create. The tutor/trainer may need to give specific instructions on some interpersonal skills involved in enterprise activities, such as market research, marketing a product, service or community venture and dealing with customers/clients as these may be unfamiliar to candidates.
- 4 Following the enterprise activity each candidate should review the experience in order to reassess personal strengths and weaknesses, to express personal feelings and reactions towards both the enterprise activity, the knowledge and skills gained during it and to review the initial organisational process. The interview provides an opportunity for the candidates 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 TEACHING AND LEARNING APPROACHES

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.

Corresponding to outcomes 1-4:

- 1 Induction to the unit including explanation of its key features and establishing working relationships.

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 also be useful, as would activities involving organisational skills.

National unit specification: support notes (cont)

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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 allow candidates 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.

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. The tutor/trainer may wish to begin to introduce business terminology such as 'business plan', 'market research', 'operating costs', 'product/service', 'customer/client', 'cash flow' etc. 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.

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

During the enterprise activities, tutors/trainers should arrange interim review sessions so that candidates can exchange ideas and experiences. The tutor's/trainer's role is to enable candidates to recognise enterprise skills being used and their applicability across a range of contexts. Setbacks may have occurred and reasons for the problems should be identified and rectified if possible. Involving candidates in this process is a valuable learning opportunity.

National unit specification: support notes (cont)

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- 3 All learning activities should be designed to develop personal and social development skills. Initially the role of the tutor/trainer is to offer support and 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. Even with a high degree of support and supervision, there will usually be an element of risk taking in any enterprise activity. Tutors/trainers should be aware of this and give candidates the opportunity to discuss feelings and reactions to such situations.

The enterprise activity will be a new environment for many candidates and preparation for activity should recognise this so that candidates are thoroughly prepared before commencing the enterprise activity tasks.

- 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, social and vocational development.

GUIDANCE ON APPROACHES TO ASSESSMENT

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 outcomes. Personal interviews are central to the assessment and will be used to explore the candidate's experiences in 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 ongoing basis throughout the unit and should draw on relevant evidence from the candidate's assessment folder.

National unit specification: support notes (cont)

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

Corresponding to outcomes 1-4:

- 1 Personal interview drawing on evidence from planning and self assessment sheets.
- 2 Personal interview drawing on evidence from planning sheet, log sheets and report from the tutor/trainer.
- 3 Personal interview drawing on evidence from log sheets and report from the tutor/trainer.
- 4 Personal interview using review sheet.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).