

**Business
Access 1**

First edition – published November 2002

BUSINESS (ACCESS 1)

The Business provision at Access 1 comprises seven units:

D92P 07	<i>Office Skills: Understanding Use of Common Office Equipment (Acc 1)</i>	<i>1 credit (40 hours)</i>
D92R 07	<i>Office Skills: Using Basic Office Skills (Acc 1)</i>	<i>1 credit (40 hours)</i>
D92T 07	<i>Office Skills: Using a Keyboard (Acc 1)</i>	<i>1 credit (40 hours)</i>
D92V 07	<i>Retail Skills: Identifying the Use of Common Retail Equipment (Acc 1)</i>	<i>1 credit (40 hours)</i>
D92W 07	<i>Retail Skills: Performing Allocated Tasks (Acc 1)</i>	<i>1 credit (40 hours)</i>
D92X 07	<i>Business Enterprises: Participating in Start-Up (Acc 1)</i>	<i>1 credit (40 hours)</i>
D92Y 07	<i>Business Enterprises: Contributing to a Business Enterprise (Acc 1)</i>	<i>1 credit (40 hours)</i>

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Publication date:	November 2002
Source:	Scottish Qualifications Authority
Version:	01

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Introductory Information: Business (Access 1)

RATIONALE

Business units at Access 1 offer candidates an introductory experience to business and enterprise in a very supported learning environment. The units provide practical 'hands-on' experience of keyboarding, retailing and business, including routine functions such as photocopying, answering the telephone, taking a message.

In the Access 2 Business cluster there are three units:

D516 08 Office Skills and Keyboarding: An Introduction (Access 2)

D517 08 Retail Skills: An Introduction (Access 2)

D518 08 Working in a Business Enterprise : An Introduction (Access 2)

Access 1 Business provision consists of seven units. Three units are derived from the unit *Office Skills and Keyboarding: An Introduction (Access 2)*. Two units are derived from the unit *Retail Skills: An Introduction (Access 2)* and two units are derived from the unit *Working in a Business Enterprise: An Introduction (Access 2)*.

AIMS

It is hoped that the units will provide an introductory experience to the world of business which will:

- promote elementary skills in information technology
- promote elementary communication skills
- promote personal and interpersonal skills by working as a member of a group, in pairs or as an individual
- develop elementary keyboard skills
- develop some elementary practical office skills
- develop an awareness of business skills
- develop an awareness of retail skills
- encourage target-setting and evaluation skills
- facilitate progression to Business units at Access 2 in a very supported learning environment which is familiar to the candidate

CONTENT

Teachers and lectures are encouraged to adopt a style which is most suitable to the prior knowledge and experience of the candidates. Each of the units is designed to give the candidates practical skills that would be suitable in an office, retail or business environment.

An introduction to office skills and keyboarding

The three units derived from *D516 08 Office Skills and Keyboarding: An Introduction (Access 2)* give candidates an opportunity to gain some understanding of the use and basic care of common office equipment and to use a keyboard and other equipment under supervision.

An introduction to retail skills

The two units derived from *D517 08 Retail Skills: An Introduction (Access 2)* are designed to give candidates some awareness of the use and basic care of equipment commonly associated with a retail environment and to provide realistic and practical experience in undertaking activities relating to retail in a very supported learning environment.

Introductory Information (cont): Business (Access 1)

An introduction to business enterprise

The two units derived from *D518 08 Working in a Business Enterprise: An Introduction (Access 2)* provide opportunities for candidates to participate in starting up and contributing to a simple business enterprise with support.

ASSESSMENT

There is no external assessment at Access level. Candidates should be made aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate.

The instruments of assessment which can be used in this way include:

- practical exercises during which candidates demonstrate practical skills relevant to the unit
- maintenance of a log
- personal interview during which candidates answer questions
- self-evaluation involving setting personal targets and reviewing the extent to which the targets are met

Further details of assessment requirements are provided in the unit specification.

APPROACHES TO LEARNING AND TEACHING

It is recommended that the candidate assembles a personal information folder, which contains photographs, sketches, information on office equipment, retail equipment, computer components, together with the names and use of equipment. Photographs of people at work using appropriate equipment could also be included. In addition, a log could be compiled in relation to tasks undertaken and equipment used by the candidate.

Health and safety regulations and safe working practices should form an integral part of the programme of study. While candidates should experience working with a range of equipment, it is envisaged that the age and the ability of the candidate group are taken into account. The teacher or lecturer should fully explain and demonstrate the use of each piece of equipment prior to use by the candidate. The dangers of incorrect use of equipment should be highlighted.

Visits could be arranged to different trade, office or retail outlets.

GUIDANCE ON CERTIFICATION AND MODERATION

Each Access 1 unit will normally be certificated as an individual unit. However, Access 1 units derived from units at Access 2 allow the evidence of achievement of Access 1 units to be used to count towards achievement of the relevant Access 2 unit.

To achieve unit *D516 08 Office Skills and Keyboarding: An Introduction (Access 2)* candidates would require evidence of attainment of two out of the following three units:

D92P 07 Office Skills: Understanding Use of Common Office Equipment (Access 1)

D92R 07 Office Skills: Using Basic Office Skills (Access 1)

D92T 07 Office Skills: Using a Keyboard (Access 1)

Introductory Information (cont): Business (Access 1)

Following achievement of two of these units, candidates should be entered for *D516 07 Office Skills and Keyboarding: An Introduction (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome for the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

To achieve unit *D517 08 Retail Skills: An Introduction (Access 2)* candidates would require evidence of attainment of one out of the following two units:

D92V 07 Retailing Skills: Identifying the Use of Common Retail Equipment (Access 1)
D92W 07 Retail Skills: Performing Allocated Tasks (Access 1)

Following achievement of one of these units, candidates should be entered for *D517 08 Retail Skills: An Introduction (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that the candidates' skills are still current.

To achieve unit *D518 08 Working in a Business Enterprise: An Introduction (Access 2)* candidates would require evidence of attainment of one of the following two units:

D92X 07 Business Enterprise: Participating in Start-Up (Access 1)
D92Y 07 Business Enterprise: Contributing to a Business Enterprise (Access 1)

Following achievement of one of these units, candidates should be entered for *D518 08 Working in a Business Enterprise: An Introduction (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that the candidates' skills are still current.

Evidence of achievement for all units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 units, or actual evidence from doing the units if this is still within the timescale for centres to retain evidence (*See External Assessment in National Qualifications and Higher National Qualifications: a guide for Centres* December 2001)

SPECIAL NEEDS

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 Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT Office Skills: Understanding Use of Common Office Equipment (Access 1)

NUMBER D92P 07

SUMMARY

The aim of this unit is to give candidates some understanding of the use and care of common office equipment.

OUTCOME

Describe the use, including basic care, of common office equipment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points*) at SCQF level 1.

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass: AY

Publication date: November 2002

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: statement of standards

UNIT Office Skills: Understanding Use of Common Office Equipment (Access 1)

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

Describe the use, including basic care, of common office equipment.

Performance criteria

- a) Commonly used office equipment is identified correctly.
- b) The use of the identified equipment is described correctly.
- c) The basic care required to maintain identified equipment in a usable condition is explained correctly.

Note on range for the outcome

Office equipment: office appliances; office stationery; office sundries.

Basic care of equipment: cleaning; storage.

Evidence requirements

The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

PC (a) Four office appliances, two items of office stationery and four office sundries are identified correctly.

PC (b) The use of identified equipment is described correctly.

PC (c) The basic care requirements for identified equipment are explained correctly, evidence should include cleaning equipment, storage of equipment.

National Unit Specification: support notes

UNIT Office Skills: Understanding Use of Common Office Equipment (Access 1)

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

This is one of three units derived from the Business Unit D516 08 Office Skills and Keyboarding: An Introduction (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D92R 07 Office Skills: Using Basic Office Skills and D92T 07 Office Skills: Using a Keyboard.

This unit is designed as a first example of experience in a real or simulated office environment. Some parts of the core skills of Communication, Using Information Technology, Problem Solving and Working with Others can be suitably associated with the delivery of this unit.

This unit would ideally be set in a realistic office environment. However, if this is not possible, all activities should take place in a situation which attempts to reproduce the conditions and demands of the workplace. This could be the centre office, assisting the secretary, or could be linked to a work experience, or work shadow placement.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The working environment should be realistic. The outcome should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups as part of a team. Candidates should understand the need to develop good working relationships with others.

Throughout delivery of the unit there is likely to be a high degree of teacher or lecturer support, encouraging candidates to develop a basic understanding of the use and care of common office equipment.

The candidate should be made aware of the range of equipment and sundries used in an office. This may be achieved by use of video, visits to local industry, the use of visual aids and the use of catalogues and pamphlets.

Office appliances selected may include: photocopier, computer, telephone, switchboard, fax, answering machine, franking machine, collator.

Office stationery may include: paper used for letters or memos, photocopy paper, envelopes.

Office sundries may include: stapler, staples, paperclips, paper punch, sticky tape, pens, pencils.

National Unit Specification: support notes (cont)

UNIT Office Skills: Understanding Use of Common Office Equipment (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate could complete ten short statements for PC (a), ten for PC (b) and ten for PC (c). The statements may be presented as questions and may be supported by visual prompts.

A record of the candidate's responses should be kept for moderation purposes. This record could be a candidate's written or spoken response. Alternatively, the teacher/lecturer may record the candidate's responses. In this situation, the teacher/lecturer should authenticate the record by attaching a signed and dated statement that this is an accurate record of the evidence produced by the named candidate.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT Office Skills: Using Basic Office Skills (Access 1)

NUMBER D92R 07

SUMMARY

The aim of this unit is to give candidates realistic and practical experience in undertaking supervised activity relating to office skills.

OUTCOME

Demonstrate office skills under supervision.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points*) at SCQF level 1.

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass: AY

Publication date: November 2002

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: statement of standards

UNIT Office Skills: Using Basic Office Skills (Access 1)

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

Demonstrate office skills under supervision.

Performance criteria

- a) Office skills appropriate to an allocated activity are demonstrated correctly.
- b) The allocated activity is carried out according to instruction, including correct sequencing, timing and organisation.
- c) The allocated activity is carried out in accordance with health and safety instructions specified for the learning environment and the activity.

Evidence requirements

Performance evidence to meet all performance criteria should be gathered from direct observation of the candidate in the learning environment.

The candidate should complete two different activities selected from the following: photocopying, filing, preparing outgoing mail, sorting incoming mail, delivering incoming mail, using the telephone, sending a fax, operating an answering machine, operating a switchboard, operating a scanner or using e-mail.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example with respect to following instructions, additional evidence could be gathered from the candidate's responses to short-answer questions. The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

National Unit Specification: support notes

UNIT Office Skills: Using Basic Office Skills (Access 1)

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

This is one of three units derived from the Business Unit D516 08 Office Skills and Keyboarding: An Introduction (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D92P 07 Office Skills: Understanding Use of Common Office Equipment and D92T 07 Office Skills: Using a Keyboard.

This unit is designed as a first example of experience in a real or simulated office environment. Some parts of the core skills of Communication, Using Information Technology, Problem Solving and Working with Others can be suitably associated with the delivery of this unit.

This unit would ideally be set in a realistic office environment. However, if this is not possible, all activities should take place in a situation which attempts to reproduce the conditions and demands of the workplace. This could be the centre office, assisting the secretary, or could be linked to a work experience, or work shadow placement.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The working environment should be realistic. The outcome should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups as part of a team. Candidates should understand the need to develop good working relationships with others.

Throughout delivery of the unit there is likely to be a high degree of teacher or lecturer support, encouraging candidates to practise and become confident in the use of office equipment.

The activities selected should be simple. The candidate should be guided by the teacher/lecturer on the selection of activities on the basis of any statutory restrictions and on the feasibility of the activities being undertaken within the timescale of the unit. The candidate should be aware of the correct sequencing, timing and organisation required to complete the activity. Activities should be selected from the following: photocopying, filing, preparing outgoing mail, sorting incoming mail, delivering incoming mail, using the telephone, sending a fax, operating an answering machine, operating a switchboard, operating a scanner or using e-mail.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should complete two different activities. The teacher or lecturer will observe these activities and ensure that all performance criteria are met. Performance evidence could be recorded by the teacher/lecturer using a checklist. In this situation the teacher/lecturer should authenticate the record by attaching a signed and dated statement that this is an accurate record of the evidence produced by the named candidate.

National Unit Specification: support notes (cont)

UNIT Office Skills: Using Basic Office Skills (Access 1)

For each activity there could be three questions for PC (b) on sequencing, timing and organisation and one question for PC (c) on health and safety. Questioning may take the form of an interview, and may be supported by written questions and/or visual prompts. Candidate's responses should be recorded for moderation purposes. The record could be a candidates' written or spoken response. Alternatively, the teacher/lecturer may record the candidate's response. In this situation, the teacher/lecturer should authenticate the record by attaching a signed and dated statement that this is an accurate record of the evidence produced by the named candidate.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT Office Skills: Using a Keyboard (Access 1)

NUMBER D92T 07

SUMMARY

The aim of this unit is to give candidates realistic and practical experience in undertaking supervised activity relating to a first example of keyboarding in an office environment.

OUTCOME

Use a keyboard to carry out activities under supervision.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points*) at SCQF level 1.

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass: AY

Publication date: November 2002

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: statement of standards

UNIT Office Skills: Using a Keyboard (Access 1)

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

Use a keyboard to carry out activities under supervision.

Performance criteria

- a) The allocated activity is carried out according to instruction.
- b) The allocated activity is completed to the standard given in the instructions.
- c) The allocated activity is carried out in accordance with health and safety instructions specified for the learning environment and the activity.

Evidence requirements

Performance evidence to meet all performance criteria should be gathered from direct observation of the candidate in the learning environment.

The candidate should complete two different practical exercises. The candidate should use text, figures, upper and lower-case letters, and the specific functions shift, space, return and delete.

Hard copy of no more than a paragraph on a familiar topic should be prepared during each practical exercise. Errors may be identified for the candidate; they should be corrected by the candidate.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example, with respect to following instructions, additional evidence may be gathered from the candidate's responses to short-answer questions. The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

National Unit Specification: support notes

UNIT Office Skills: Using a Keyboard (Access 1)

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

This is one of three units derived from the Business Unit D516 08 Office Skills and Keyboarding: An Introduction (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D92P 07 Office Skills: Understanding Use of Common Office Equipment and D92R 07 Office Skills: Using Basic Office Skills.

This unit is designed as a first example of experience in a real or simulated office environment. Some parts of the core skills of Communication, Using Information Technology, Problem Solving and Working with Others can be suitably associated with the delivery of this unit.

This unit would ideally be set in a realistic office environment. However, if this is not possible, all activities should take place in a situation which attempts to reproduce the conditions and demands of the workplace. This could be the centre office, assisting the secretary, or could be linked to a work experience, or work shadow placement.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The working environment should be realistic. The outcome should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups as part of a team. Candidates should understand the need to develop good working relationships with others.

Throughout delivery of the unit there is likely to be a high degree of teacher or lecturer support, encouraging candidates to practise and become confident in the use of office equipment.

As this is a first example of keyboarding in an office environment, teachers or lecturers should encourage use of appropriate position of hands in relation to the keyboard, with correct fingering, if this is within the capability of the candidate. The teacher/lecturer should suggest amendments which the candidates should undertake.

Where necessary, candidates should be allowed to use an alternative method of inputting data to that of the standard keyboard. The positioning of equipment should be appropriate to the candidate to enable him or her to operate it effectively.

In undertaking activities, candidates should follow correct procedures and make effective use of stationery and sundries. Candidates should develop a working knowledge of health and safety regulations and safe working practices in a work environment. They should be able to identify hazards and understanding why reporting hazards is important.

National Unit Specification: support notes (cont)

UNIT Office Skills: Using a Keyboard (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should complete two practical exercises. During the two exercises the candidate should produce hard-copy, with evidence that amendments have been made. Whilst errors may be identified for the candidate, they should be corrected by the candidate. This evidence should be retained for moderation purposes. The teacher or lecturer will observe the candidate's performance and ensure that all performance criteria are met. This could be recorded using a checklist. The teacher/lecturer should authenticate the record by attaching a signed and dated statement that this is an accurate record of the evidence produced by the named candidate. Any responses to short answer questions should also be recorded for moderation purposes. This record could be a candidate's written or spoken response. Alternatively, the teacher/lecturer may record the candidate's responses.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT Retail Skills: Identifying the Use of Common Retail Equipment (Access 1)

NUMBER D92V 07

SUMMARY

This unit is designed to give candidates some awareness of the use and basic care of equipment commonly associated with a retail environment.

OUTCOME

Identify the use of equipment commonly associated with a retail environment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points*) at SCQF level 1.

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass: BC

Publication date: November 2002

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: statement of standards

UNIT Retail Skills: Identifying the Use of Common Retail Equipment (Access 1)

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

Identify the use of equipment commonly associated with a retail environment.

Performance criteria

- a) Commonly used retail equipment is identified correctly.
- b) The use of the identified equipment is stated correctly.
- c) The basic care required to maintain identified equipment in a usable condition is explained correctly.

Note on range for the outcome

Retail equipment: stock storage equipment; stock handling equipment; stock replenishing equipment; stock display/shelving equipment; stock wrapping material; product location equipment.

Care of equipment: cleaning; storage.

Evidence requirements

The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

- PC (a) Identification of a minimum of two items of stock storage equipment, one item of stock handling equipment, one item of stock replenishing equipment, one item of stock display/shelving equipment, two items of stock wrapping material, one item of product location equipment.
- PC (b) The use of the identified equipment is stated correctly. Evidence may be generated from responses to short answer questions, supported by visual aids if necessary.
- PC (c) Basic care requirements for identified equipment should include cleaning equipment, storage of equipment.

National Unit Specification: support notes

UNIT Retail Skills: Identifying the Use of Common Retail Equipment (Access 1)

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

This is one of two units derived from the Business Unit D517 08 Retail Skills: An Introduction (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Unit D92W 07 Retail Skills: Performing Allocated Tasks.

This unit is designed to provide opportunities to experience the use of introductory level skills within a retail context.

Some parts of the core skills of Communication, Using Information Technology, Problem Solving and Working with Others can be suitably associated with the delivery of this unit. This unit would ideally be set in a retail environment situated within the workplace, for example, linked to a work experience or work shadow placement. However, if this is not possible, all tasks should take place in a retail environment which attempts to reproduce the conditions and demands of the workplace. This could be as part of a tuck shop or enterprise in the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Ideally, the working environment should be realistic. The outcome should not be delivered in isolation, but should be integrated within the candidate's learning programme.

It would be beneficial to the candidate if opportunities are made available, depending on the activity, for the candidates to work individually, in pairs or in small groups as part of a team. Candidates should understand the need to develop good working relationships with others.

Throughout delivery of this unit there is likely to be a high degree of teacher or lecturer input, encouraging candidates to practise and become confident in the use of retail equipment.

The positioning of equipment should be appropriate to the candidate to enable him or her to operate it effectively.

The candidate should be made aware of the range of equipment used for the storage and movement of stock in a retail outlet, together with any equipment used for the display of goods for sale. The candidate should be made aware of the range of materials used for wrapping customers' purchases, together with materials for securing wrappings. The candidate should be made aware of the range of product location information such as product location signing, customer information signing and point of sale signing.

National Unit Specification: support notes (cont)

UNIT Retail Skills: Identifying the Use of Common Retail Equipment (Access 1)

This may be achieved by the use of videos, visits to retail outlets and the use of books and pamphlets. Candidates should have an opportunity to identify the use of the following range of retail equipment:

- At least two items of stock storage equipment which may be selected from the following: storage racks, shelving, cupboards.
- At least one item of stock handling equipment which may be selected from the following: stock trolleys, stock barrows.
- At least one item of stock replenishing equipment which may be selected from the following: step stools, step ladders.
- At least one item of stock display/shelving equipment which may be selected from the following: product location display signs, shelf edge labels, shelf dividers, point of sale display material, shelving units and racks, dump bins or product display material.
- At least two items of stock wrapping paper material which may be selected from the following: carrier bags, plastic/paper bags, wrapping paper sheets, sticky tape or string.
- At least one item of product location equipment which may be selected from the following: product location signing, customer information signing, point of sale signing.

Candidates should develop a working knowledge of health and safety regulations and safe working practices in a work environment. They should be able to identify hazards and know why reporting hazards is important. The regulations will merely codify the rules that a sensible and caring person would wish to follow in the working environment in order to avoid harmful consequences. The candidate should understand the need for a high standard of personal safety and the need to wear appropriate clothing and practical footwear.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In this outcome the candidate could answer eight short answer questions for PC (a), eight for PC (b) and eight for PC (c). Questioning may take the form of an interview, and may be supported by visual prompts.

A record of the candidate's responses should be kept for moderation purposes. This record could be a candidate's written or spoken response. Alternatively, the teacher/lecturer may record the candidate's responses. In this situation, the teacher/lecturer should authenticate the record by attaching a signed and dated statement that this is an accurate record of the evidence produced by the named candidate.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT Retail Skills: Performing Allocated Tasks (Access 1)

NUMBER D92W 07

SUMMARY

This unit is designed to give candidates realistic and practical experience in undertaking supervised activities relating to retail skills.

OUTCOME

Perform allocated tasks in a retail environment while supervised.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points*) at SCQF level 1.

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass: BC

Publication date: November 2002

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: statement of standards

UNIT Retail Skills: Performing Allocated Tasks (Access 1)

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

Perform allocated tasks in a retail environment while supervised.

Performance criteria

- a) Skills which are appropriate to the allocated tasks are demonstrated correctly.
- b) The allocated tasks are carried out according to instructions, including correct sequencing, timing and organisation.
- c) The point of completion for the allocated tasks is identified from instructions.
- d) The allocated tasks are completed to the standard given in the instructions.
- e) The allocated tasks are carried out in accordance with health and safety instructions specified for the learning environment and the activity.

Evidence requirements

Performance evidence to meet all performance criteria should be gathered from direct observation of the candidate in a retail environment.

The candidate should complete three different tasks. These may be carried out separately or in an integrated manner. During each task the candidate should demonstrate using at least one item of retail equipment. Retail equipment is identified as stock storage equipment, stock handling equipment, stock replenishing equipment, stock display/shelving equipment, stock wrapping material, product location equipment.

Where the candidate's knowledge and understanding cannot be inferred from performance alone, for example with respect to following instructions, additional evidence could be gathered from responses to short answer questions. The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

National Unit Specification: support notes

UNIT Retail Skills: Performing Allocated Tasks (Access 1)

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

This is one of two units derived from the Business Unit D517 08 Retail Skills: An Introduction (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Unit D92V 07 Retail Skills: Identifying the Use of Common Retail Equipment.

This unit is designed to provide opportunities to experience the use of introductory level skills within a retail context.

Some parts of the core skills of Communication, Using Information Technology, Problem Solving and Working with Others can be suitably associated with the delivery of this unit. This unit would ideally be set in a retail environment situated within the workplace, for example, linked to a work experience or work shadow placement. However, if this is not possible, all tasks should take place in a retail environment which attempts to reproduce the conditions and demands of the workplace. This could be as part of a tuck shop or enterprise in the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Ideally, the working environment should be realistic. The outcome should not be delivered in isolation, but should be integrated within the candidate's learning programme.

It would be beneficial to the candidate if opportunities are made available, depending on the activity, for the candidates to work individually, in pairs or in small groups as part of a team. Candidates should understand the need to develop good working relationships with others.

Throughout delivery of this unit there is likely to be a high degree of teacher or lecturer input, encouraging candidates to practise and become confident in the use of retail equipment.

The positioning of equipment should be appropriate to the candidate to enable him or her to operate it effectively.

The tasks should be simple and practical. The candidate should experience using at least one item of retail equipment during each task. For the purpose of this unit, retail equipment is identified as stock storage equipment; stock handling equipment, stock replenishing equipment, stock display/shelving equipment, stock wrapping material, product location equipment. The candidate should be guided by the teacher/lecturer on the selection of the tasks on the basis of any statutory restrictions and on the feasibility of the tasks being undertaken within the time scale of the unit. The candidate should be made aware of the correct sequencing, timing and organisation required to complete the task.

The candidate should understand the need for a high standard of courtesy and politeness in all direct dealings with customers and that these standards directly affect the customers' buying decisions.

National Unit Specification: support notes (cont)

UNIT Retail Skills: Performing Allocated Tasks (Access 1)

The skills demonstrated in one task could include:

- selection of a stock item for replenishment
- location of the stock item in the storage area
- transportation of the stock item to the sales area
- replenishment of the stock item

Where candidates have access to a suitable, simple stock control program, this could be used during one of the tasks.

The skills demonstrated in another task could include:

- selection of the appropriate wrapping medium
- wrapping the customer's purchase securely
- handling the product in accordance to its characteristics

The skills demonstrated in a further task could include:

- ascertaining a customer's requirements
- checking the requirements
- directing the customer accordingly

Candidates should develop a working knowledge of health and safety regulations and safe working practices in a work environment. They should be able to identify hazards and know why reporting hazards is important. The regulations will merely codify the rules that a sensible and caring person would wish to follow in the working environment in order to avoid harmful consequences. The candidate should understand the need for a high standard of personal safety and the need to wear appropriate clothing and practical footwear.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should be allocated three different tasks to complete. Tasks may be carried out separately or in an integrated manner. During each task the candidate should use at least one item of retail equipment. The teacher or lecturer will observe these tasks and ensure that all performance criteria are met. Evidence could be recorded using a checklist.

For each task: three questions could be asked for PC (b) on sequencing, timing and organisation; one question for PC (e) on health and safety. Questioning may take the form of an interview and may be supported by visual prompts.

A record of the candidate's responses should be kept for moderation purposes. This record could be a candidate's written or spoken response. Alternatively, the teacher/lecturer may record the candidate's responses. In this situation, the teacher/lecturer should authenticate the record by attaching a signed and dated statement that this is an accurate record of the evidence produced by the named candidate.

National Unit Specification: support notes (cont)

UNIT Retail Skills: Performing Allocated Tasks (Access 1)

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT Business Enterprise: Participating in a Start-Up (Access 1)

NUMBER D92X 07

SUMMARY

This unit is designed to develop the competence necessary to complete supervised activity relating to starting up a business enterprise in a simulated or real business environment.

OUTCOME

Participate in start-up of a named business enterprise.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points*) at SCQF level 1.

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass: AE

Publication date: November 2002

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: statement of standards

UNIT Business Enterprise: Participating in a Start-Up (Access 1)

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

Participate in start-up of a named business enterprise.

Performance criteria

- a) Assessment of personal qualities, skills and interests is accurate and related to the start-up of a named business enterprise.
- b) An activity is selected which is relevant to the identified personal qualities, skills and interests, in order to contribute to the business enterprise.
- c) An action plan is prepared for the selected activities taking account of key business factors.
- d) Resources necessary to carry out the action plan are selected from a given range of resources.
- e) The produce or service provided by the business enterprise is identified in the action plan.

Note on range for the outcome

Key business factors: business advice, people involved in a business enterprise.

Evidence requirements

The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

PC (a) Evidence should consist of a completed self assessment.

PCs (b) to (e) Evidence should consist of an action plan.

The evidence may be supplemented by a personal interview.

National Unit Specification: support notes

UNIT Business Enterprise: Participating in a Start-Up (Access 1)

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.

All materials should be appropriate to the needs of the individual.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of two units derived from the Business Unit D518 08 Working in a Business Enterprise: An Introduction (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Unit D92Y 07 Business Enterprise: Contributing to a Business Enterprise.

This unit is designed as first example of a real or simulated business enterprise. Overall, the unit aims to enable candidates, through their own experience, with teacher/lecturer support, to become aware of the nature and activities associated with the setting up of a business enterprise. This may be achieved by use of video, visits to local industry, use of visual aids and use of catalogues and pamphlets.

The candidate should be guided by the teacher/lecturer on the selection of an activity on the basis of any statutory restrictions and on the feasibility of the activity being undertaken within the timescale of the unit. The teacher/lecturer should assist the candidate in the selection of the activity in accordance with the candidate's personal qualities, skills and interests. The unit has a strong practical emphasis involving team work.

Some parts of the core skills of Communication, Using Information Technology, Problem Solving and Working with Others can be suitably included in this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Ideally, the working environment should be realistic. The outcome should not be delivered in isolation, but should be integrated within the candidate's learning programme.

It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups as part of a team. Candidates should understand the need to develop good working relationships with others.

Throughout delivery there is likely to be a high degree of teacher or lecturer input, encouraging candidates to practise and become more confident.

A 'mini company' would be a useful vehicle for the delivery of this unit, with each person having specific tasks or roles within the company.

Throughout this unit candidates should be encouraged to assess and reflect upon their own performance.

The candidate should undertake a self-assessment of personal skills, qualities and interests which should then be taken into consideration for the planning and start-up of the business enterprise.

National Unit Specification: support notes (cont)

UNIT Business Enterprise: Participating in a Start-Up (Access 1)

During planning the following may be considered:

- Stages of the planning process: identification of product or service, materials and equipment required, identification of potential customers, identification of sources of financial assistance, anticipated costs and revenue, location.
- Market research: questionnaires, surveys, telephone contact, face-to-face interviews.
- Sources of advice and assistance: banks, local enterprise councils, family and friends, business counsellor, local authorities.
- People involved in a business enterprise: suppliers, customers, employees, managers, owners, inspectors (for example, trading standards officers, environmental health).
- Rules and procedures: dress code, hours of work, break times, payment systems, grievance procedures, customer service.
- Enterprise goods/services: these can be varied and can easily link with other subjects and departments, for example, Home Economics – cake making, sandwich making, craft items; Art – craft items; Technical – craft items; Computing/Office – producing personalised stationery.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should undertake a self-assessment of personal qualities, skills and interests. This self-assessment should then be taken into consideration during the planning and start-up of the business enterprise. An action plan should be drawn up of stages in the planning and start-up of the enterprise. Finally an informal personal interview may be used to complete the evidence requirements for the outcome.

A record of the candidate's responses should be kept for moderation purposes. This record could be a candidate's written or spoken response. Alternatively, the teacher/lecturer may record the candidate's responses. In this situation, the teacher/lecturer should authenticate the record by attaching a signed and dated statement that this is an accurate record of the evidence produced by the named candidate.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT	Business Enterprise: Contributing to a Business Enterprise (Access 1)
NUMBER	D92Y 07

SUMMARY

This unit is designed to develop the competence necessary to complete supervised activity related to working in a business enterprise in a simulated or real business environment.

OUTCOME

Carry out an identified activity in order to contribute to the business enterprise.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT Points*) at SCQF level 1.

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass:	AE
Publication date:	November 2002
Source:	Scottish Qualifications Authority
Version:	01

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National Unit Specification: statement of standards

UNIT Business Enterprise: Contributing to a Business Enterprise (Access 1)

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

Carry out an identified activity in order to contribute to the business enterprise.

Performance criteria

- a) The identified activity is carried out according to an action plan, which has already been prepared.
- b) The identification of potential problems takes account of advice given.
- c) The effectiveness of the action plan is monitored and amendments made as required in order to complete the identified activity successfully.
- d) Contribution made to the start-up of the business enterprise is reviewed and evaluated realistically.
- e) Identification of ways of promoting the produce is accurate.

Evidence requirements

Performance evidence to meet all performance criteria may be recorded using a log recording the carrying out of the identified activity according to the action plan.

- PC (a) The candidate should have already contributed to the preparation of the action plan.
PC (d) The candidate should also have participated in the start-up of the business enterprise. This participation should include an accurate assessment of personal qualities, skills and interests related to the start-up of the business enterprise.

Evidence should consist of review and evaluation of the contribution made, referring to a completed self-assessment. Where appropriate the evidence may be supplemented by a personal interview.

The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

National Unit Specification: support notes

UNIT Business Enterprise: Contributing to a Business Enterprise (Access 1)

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.

All materials should be appropriate to the needs of the individual.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of two units derived from the Business unit D518 08 Working in a Business Enterprise: An Introduction (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Unit D92X 07 Business Enterprise: Participating in a Start-Up.

This unit is designed as a first example of a real or simulated business enterprise. Overall, the unit aims to enable candidates, through their own experience, with teacher/lecturer support, to become aware of the nature and activities associated with the setting up of a business enterprise to some extent but mainly with the operation of a business enterprise. This may be achieved by use of video, visits to local industry, the use of visual aids and the use of catalogues and pamphlets.

The candidate should be guided by the teacher/lecturer on the selection of an activity on the basis of any statutory restrictions and on the feasibility of the activity being undertaken within the timescale of the unit. The teacher/lecturer should assist the candidate in the selection of the activity in accordance with the candidate's personal qualities, skills and interests. The unit has a strong practical emphasis involving team work.

Some parts of the core skills of Communication, Using Information Technology, Problem Solving and Working with Others can be suitably included in this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Ideally, the working environment should be realistic. The outcome should not be delivered in isolation, but should be integrated within the candidate's learning programme.

It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups as part of a team. Candidates should understand the need to develop good working relationships with others.

Throughout delivery there is likely to be a high degree of teacher or lecturer input, encouraging candidates to practise and become more confident.

A 'mini company' would be a useful vehicle for the delivery of this unit, with each person having specific tasks or roles within the company.

Throughout this unit candidates should be encouraged to assess and reflect upon their own performance.

National Unit Specification: support notes (cont)

UNIT Business Enterprise: Contributing to a Business Enterprise (Access 1)

Ideally, the candidate should already have undertaken a self assessment of personal skills, qualities and interests which should then have been taken into consideration for the planning and start-up of the business enterprise, prior to undertaking this unit.

The activity undertaken by the candidate during this unit might include one or more of the following aspects:

- Promotions: advertising (press, TV, radio), posters, notices, leaflets or word of mouth.
- Tasks involved in the successful operation of a business enterprise: obtaining materials and equipment, getting premises, securing orders, arranging sales outlets, deciding on target output, identifying cash flow, human resource requirements or quality control.
- Other tasks: opening and maintaining a bank account, invoices, spreadsheets, data bases or designing a logo.

Candidates should develop a working knowledge of health and safety regulations and safe working practices associated with a work environment. They should be able to identify hazards and know why reporting hazards is important.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The activities should be simple and practical. The candidate may produce a log of undertaking the activity (which may involve several smaller, component tasks), and complete a review and evaluation of the contribution he or she made to the start-up of the business enterprise. A personal interview may be used, drawing on evidence from the candidate's log and review. It is not necessary for the candidate to personally record the log. This may be done by the teacher/lecturer who should authenticate the record by attaching a signed and dated statement that this is an accurate record of the evidence produced by the named candidate. This record of the candidate's responses should be kept for moderation purposes.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).