Award Unit Specification

✕SQA

Personal Achievement: Enterprise (Alternative Context) Unit

SCQF: level 2 (3 SCQF credit points)

Unit code: HJ6E 42

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words "Alternative Context". There should be at least one year between the delivery of the original Unit and the delivery of the "Alternative Context" version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

This Unit is part of the Personal Achievement Award suite of Units.

The general aim of this Unit is to provide opportunities for the learner to develop enterprise skills. Activities could include: selling tickets, helping at stalls, or preparing items for sale at events.

Learners who complete this Unit will be able to:

1   Prepare for an activity involving enterprise
2   Participate in an activity involving enterprise
3   Reflect on the activity involving enterprise by communicating their feelings about it

This Unit is an optional Unit of the Personal Achievement Award (SCQF level 2) and is also available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the combined *Award and Unit Support Notes*, which provides advice and guidance on delivery, assessment approaches, and development of skills for learning, skills for life, and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support.*

Recommended entry

Entry to this Unit is at the discretion of the centre.

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence. For further information please refer to the combined *Course and Unit Support Notes.*

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1   Prepare for an activity involving enterprise by:

1.1   Choosing an appropriate activity
1.2   Communicating how the activity will be carried out

Outcome 2

The learner will:

2   Participate in an activity involving enterprise by:

2.1   Working in a planned and structured way
2.2   Completing the activity

Outcome 3

The learner will:

3   Reflect on the activity involving enterprise by communicating their feelings about it by:

3.1   Identifying two things about the activity which were liked/disliked
3.2   Communicating the reasons for these views

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

It is expected that learners will receive support to achieve the outcomes of this Unit.

In this Unit, evidence requirements are as follows:

Evidence for Outcomes 1, 2, and 3
Evidence for this Unit could include observation of skills recorded**,** logs, checklists, short written responses, recorded oral responses, a simple plan, photographic evidence, video evidence, or their equivalent.

The simple plan could be in the form of a short written or word-processed plan, a transcript, or recorded oral responses.

For Assessment Standard 3.1 this could either be two things that were liked or two things that were disliked or one thing that was liked and one thing that was disliked.

Exemplification of assessment is provided in *Unit Assessment Support.* Advice and guidance on possible approaches to assessment is provided in the combined *Course and Unit Support Notes.*

Development of skills for learning, skills for life, and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1   Literacy

1.3   Listening and talking

3   Health and wellbeing

3.1   Personal learning
3.2   Emotional wellbeing
3.5   Relationships

5   Thinking skills

5.3   Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life, and skills for work is given in the combined *Course and Unit Support Notes.*

Administrative information

Published: May 2017 (version 1.0)

Superclass: AE

History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.