

SQA Advanced Unit specification

General information

Unit title: Developing Entrepreneurial Skills (SCQF level 7)

Unit code: HR1A 47

Superclass: AB

Publication date: August 2017

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to introduce learners to the skills and attributes required to be a successful entrepreneur. Becoming an entrepreneur and launching a new business can be a daunting step, balancing the risks of starting-up and self-employment with the unique rewards that enterprise can bring. Learners will explore entrepreneurship, carry out an audit of their own entrepreneurial skills and devise an action plan to develop their skills. Learners will have the opportunity to implement their plan and apply their skills by promoting themselves and their idea and ultimately deciding if entrepreneurship is right for them.

On successful completion of this Unit, learners could progress to:

- ◆ HR3E 47: *Preparing to start a Business* (SCQF level 7)
- ◆ HR19 47: *Preparing a Formal Business Plan* (SCQF level 7)
- ◆ HP6W 48: *Behavioural Skills for Business* (SCQF level 8)
- ◆ HR0K 48: *Developing Skills for Personal Effectiveness* (SCQF level 8)

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Develop self against skills and attributes required for entrepreneurship.
- 2 Prepare for enterprise by promoting self and idea.

Credit points and level

1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

While entry is at the discretion of the centre, learners will benefit from having good personal and interpersonal skills. These may be demonstrated by the achievement of the Core Skills, *Working with Others* at level 5/6 and *Communication* at level 5/6. Adults returning to higher education may also demonstrate prior knowledge and skills.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

SQA Advanced 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

Develop self against skills and attributes required for entrepreneurship.

Knowledge and/or Skills

- ◆ Characteristics of a successful entrepreneur
- ◆ Risks and rewards of becoming an entrepreneur
- ◆ Self-Assessment
- ◆ Developing an Action Plan
- ◆ Implementing an Action Plan
- ◆ Evaluating an Action Plan

Outcome 2

Prepare for enterprise by promoting self and idea

Knowledge and/or Skills

- ◆ Idea generation
- ◆ Support and resources available to entrepreneurs
- ◆ Present a business idea
- ◆ Business etiquette
- ◆ Communication
- ◆ Evaluating performance

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1

- ◆ Describe the characteristics of a successful entrepreneur.
- ◆ Identify reasons for becoming an entrepreneur and explain the implications.
- ◆ Complete self-assessment activities and determine suitability to become an entrepreneur.
- ◆ Identify personal strengths and development needs.
- ◆ Create an action plan to meet entrepreneurial development needs.
- ◆ Implement entrepreneurial action plan.
- ◆ Reflect and evaluate entrepreneurial action plan.

Outcome 2

- ◆ Develop and apply entrepreneurial skills to idea generation.
- ◆ Identify and describe key support/resources available to entrepreneurs.

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- ◆ Present business idea to others in a positive manner.
- ◆ Conduct self and speak in a manner appropriate for the situation.
- ◆ Sell idea by emphasising unique selling point and unmet customer need.
- ◆ Clearly and succinctly summarise features, benefits and key information.
- ◆ Reflect and evaluate performance.

SQA Advanced Unit Support Notes

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Unit Support Notes are offered as guidance and 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

Outcome 1 — Develop self against skills and attributes required for entrepreneurship

This Outcome should encourage learners to explore entrepreneurship and consider the characteristics, skills and attributes possessed by successful entrepreneurs. Learners should research successful entrepreneurs to identify key skills and attributes.

They should consider different types of entrepreneurs, eg Visionary (Anita Roddick), Adventurer (Richard Branson), Opportunist (Lord Sugar), Specialist (Bill Gates), Spare Room/Free Time, Small Business Person, Systemiser, etc. Types of entrepreneurs — soloist, partners, professional inventor/researcher, high technology, speculator, lifestyle entrepreneur.

Characteristics of a successful entrepreneur include goal setting, self-determination, perseverance, achievement orientation, confidence, patience and resilience.

Personal attributes include confidence in self, self-motivation and drive, commitment and determination to stick it out, openness to change, innovative, initiative, energetic and visionary.

Personal skills include goal setting, time management, planning, decision making, problem solving, maintaining motivation and commitment, stress management, risk assessment, ability to use contacts/support/network.

Self-assessment activities should be completed to determine suitability to become an entrepreneur, eg entrepreneurial profiles/questionnaires, SWOT analysis, Johari Window Self-analysis techniques such as entrepreneurial questionnaires:

- ◆ ‘Am I an Entrepreneur?’ — Self-Assessment Quiz
- ◆ National Entrepreneurship Test
- ◆ Entrepreneurial Self-Assessment
- ◆ The Entrepreneur Test

Learners should be encouraged to identify their main strengths and weaknesses in the key entrepreneurial areas and be guided to select key areas for self-development. It can be useful to encourage learners to revise their personal SWOT after discussion with others – the Johari Effect and check the accuracy of their self-perception. Learners may be loathe to identify their strengths and it can be beneficial to gain a fresh perspective.

A planned development programme should be produced based on SWOT analysis and personal goals. Learners should be guided to set SMART objectives for development that can be completed during the delivery of the Unit. Outcome 2 should contribute to skills development. Reflective learning should be encouraged and learners supported in giving and receiving positive feedback.

Outcome 2 — Prepare for enterprise by promoting self and idea

Creative approaches to idea generation should be introduced using lateral thinking, creative thinking techniques, critical skills programme, individual and group work. Exploration techniques such as problem identification, games, brainstorming, buzz groups, round robins. Display techniques should be encouraged such as simple lists, tree diagrams.

Use own experience, talk/listen to those around, find customer problems and develop solutions.

Evaluation of options to solve problems should involve criteria identification including aims and objectives. Techniques such as evaluation matrix, rational decision making process, structured listing (advantages/disadvantages), cause and effect diagrams, consultation, and opportunity evaluation should be used. Case study examples could be used for group analysis with groups reporting back to whole class.

Initial stage should cover:

- ◆ outline of product/service
- ◆ intended market
- ◆ unmet need
- ◆ possible methods of testing market need
- ◆ initial resource implications for feasibility stage
- ◆ consultation opportunities to progress to next stage
- ◆ recommendations for further development at feasibility stage

Target audience can include enterprise trusts, Princes Trust, enterprise hatcheries, and financial institutions. Support available to entrepreneurs should be researched, eg entrepreneurial toolkits, role of mentors, role of support agencies (Local/national government support, financial institutions, Enterprise Companies, Princes Trust, Entrepreneurial Sparks, Enterprise Hatcheries, etc.

The importance of preparation, assertiveness, persuasion, confidence, selling techniques — features, benefits should be emphasised. Learners should ensure they are prepared to present their idea and handle a Question and Answers session on their idea.

Learners should reflect and evaluate using personal review, panel/tutor feedback. Emphasis should be placed on perceived positive improvement on an individual basis. The extent of improvement does not need to be great for self-development to have taken place.

Guidance on approaches to delivery of this Unit

This Unit provides the opportunity for a variety of teaching and learning approaches and a participative learner centred approach. Outcomes follow a logical sequence and allow learners to build and use information gathered in Outcome 1. Suggested teaching and learning approaches as follows:

Outcome 1 — Develop self against skills and attributes required for entrepreneurship

- ◆ Tutor-led explanation of the personal development process.
- ◆ Tutor-led class discussions on benefits/implications of becoming an entrepreneur.
- ◆ Visiting speakers or visits to local entrepreneurs, enterprise company.
- ◆ Research tasks (groups) — students should be encouraged to use a range of research. Methods (internet, journals, interviewing local entrepreneurs, questioning visiting speakers, gathering information on support agencies).

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- ◆ Group Discussion/Research Tasks.
- ◆ Presentations on the findings of group research tasks or reports on visits could be delivered to whole class to widen knowledge base and provide an opportunity to increase learner confidence and develop presentation skills for Outcome 2.
- ◆ Individual self-assessment tasks — completion and analysis of entrepreneurial profile, rank self against skills/attributes identified.
- ◆ Tutor led explanation and examples of completed SWOT analysis, Johari Window, etc.
- ◆ Could offer an opportunity for feedback from others and update personal SWOT.
- ◆ Tutor support and guidance over completion of action plan.

Outcome 2 — Prepare for enterprise by promoting self and idea

- ◆ Tutor led Introduction to creative thinking techniques.
- ◆ Use of Games/tasks to encourage creativity.
- ◆ Group Research Activities.
- ◆ Tutor-led Discussions — on how to promoting self and your ideas.
- ◆ Group Task to identify Do's and Don'ts in giving an effective presentation of self and idea.
- ◆ Video Clips for discussion, eg Good and Bad examples from Dragon's Den.
- ◆ Group Work on Preparing Presentation to promote self and idea.
- ◆ Tutor Guidance and support.
- ◆ Evaluation and feedback.
- ◆ Reflective Learning.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

There is scope to assess this Unit Outcome by Outcome or holistically by the creation of a structured portfolio of evidence.

The primary sources of evidence for achievement of Outcome 1 of this Unit will arise from the learner's research activities, self-assessment activities and action plan and this could be structured into a portfolio of evidence.

Sources of evidence for Outcome 2 would result from selected presentation method. This assessment is suitable for group work but it is important individuals' contributions are evidenced. Evidence could include video recording, photographic evidence, completed checklists, written/oral evidence. The written/oral evidence presented must demonstrate that the learners can use the underpinning knowledge and skills listed in Outcomes.

In undertaking the Unit tasks and activities, learners will have numerous opportunities to generate and gather evidence for Unit Outcomes. The evidence presented must demonstrate the learner has carried out self-analysis and undertaken tasks relevant to his/her entrepreneurial development. An action plan should be devised, implemented and evaluated over a period of time. Learners should be encouraged to reflect and if appropriate amend their plan and development activities in the light of feedback and changing circumstances.

Outcome 1 — Entrepreneurial Development Plan

A structured portfolio of evidence would be an appropriate method to collate evidence of self-analysis and developmental activities. Evidence of exploration of entrepreneurship could be collated from group/individual research tasks thus reducing the assessment burden.

Learners should be briefed on the personal development process and then encouraged to complete a range of self-awareness activities that include an Entrepreneurial profile. The findings from the activities exploring what makes a successful entrepreneur could be used as a template self-assessment tool and a simple ranking/rating system used to determine strengths and weaknesses. Questionnaires/entrepreneurial profiles should be completed and learners encouraged to reflect and comment on findings.

A SWOT analysis should then be completed and learners can be encouraged to test self-perception and discuss completed SWOT with others (fellow students, tutor, family/friends), then an updated SWOT may be produced, taking onboard comments/feedback. Both should be retained as evidence.

Plans to improve areas identified as weaknesses should be included in an Action Plan — identified improvement areas — what they need to improve, how they plan to do it, when they will carry it out by, etc Development activities should be set in the context of available time and resources.

Outcome 2 — Presentation

The key focus of this Outcome is on developing the entrepreneurial skills and attributes for success and learners are not required to come up with an outstanding business idea complete with business plan. A workable initial idea is all that is required in this Unit.

Learners are required to demonstrate the relevant skills, techniques and knowledge to promote their idea. There are a wide range of contexts that would be appropriate to present an idea — from one-to-one with bank manager/enterprise company/entrepreneurial sparks or to a group of potential investors. Tutors could create a ‘Dragon’s Den’ style of panel to assess and feedback on Presentations. Recent developments include ‘crowd financing’ with appeals for funding through social media sites.

The presentation would not necessarily involve any PowerPoint software. It would be envisaged some sort of visual aid/demonstration/handout would be included and personal presentation and communication must be appropriate to a business setting. Learners should present themselves in the right way for the people/market/sector they are targeting and communicate effectively. They should use appropriate language, be enthusiastic, confident, convincing and persuasive.

Video recording of presentations would be useful evidence to authenticate learner input and also for reflective learning purposes. Checklists should be used to ensure range fully covered.

Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met,

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regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

The use of Group work and reflective learning should help learners develop their skills in *Working with Others*. *Communication Skills* should also be developed through written work and the presentation used in Outcome 2 to promote themselves and their idea.

In addition, this Unit offers broader skills development in the areas of enterprise and employability.

History of changes to Unit

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

General information for learners

Unit title: Developing Entrepreneurial Skills

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to introduce you to the skills and attributes required to be a successful entrepreneur. Becoming an entrepreneur and launching a new business can be a daunting step, balancing the risks of starting-up and self-employment with the unique rewards that enterprise can bring. Entrepreneurs identify opportunities, allocate resources and create value through the identification of unmet customer needs. In this Unit you will explore entrepreneurship and the resources/support available. It is important you are aware of the role of support agencies and you will be introduced to a variety of entrepreneurial tools, creative thinking techniques to help you with idea generation.

You will carry out research activities, eg looking at different types of successful entrepreneurs.

If you're thinking about starting an enterprise, you will need to be able to promote both yourself and your ideas to others. You need to consider the importance of personal presentation and communication in selling your idea to others. To help you achieve this you will carry out an audit of your entrepreneurial skills and devise an action plan to develop your skills. You will have the opportunity to implement your plan, apply your skills by promoting yourself and your idea and ultimately deciding if entrepreneurship is right for you.

There are two Outcomes in this Unit. The first involves an audit of your entrepreneurial skills and an action plan to develop your skills. The second Outcome will provide an opportunity to implement your plan as you promote yourself and your idea to others. This can be presented in a variety of ways but it should be appropriate for the people/market/sector you are targeting and can be suitable for group work.