BUSINESS
Access 2

Second edition – published August 1999

SCOTTISH
QUALIFICATIONS
AUTHORITY

NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
SECOND EDITION - PUBLISHED SUMMER 1999

CLUSTER TITLE: Business (Access 2)

CLUSTER NUMBER: C083 08

National Cluster Specification

Cluster Details   Core skills statements inserted

National Unit Specification:

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

Outcomes and PCs   Outcome 2 – PCs (c) and (d) combined, reducing number of PCs by one.
                    Slight elaboration of evidence requirements for practical activities

All Units   Support Notes: Minor textual changes
                    Special Needs and core skills statements inserted

National Cluster

BUSINESS (ACCESS 2)

CLUSTER NUMBER   C083 08

STRUCTURE

The cluster comprises:

D516 08	*Office Skills and Keyboarding: An Introduction (Acc 2)*	*1 credit (40 hours)*
D517 08	*Retail Skills: An Introduction (Acc 2)*	*1 credit (40 hours)*
D518 08	*Working in a Business Enterprise: An Introduction (Acc 2)*	*1 credit (40 hours)*

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster   Problem Solving   Acc 2

Additional core skills components for the cluster   None

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

Administrative Information

Publication date: August 1999

Source: Scottish Qualifications Authority

Version: 02

Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

National Cluster: details

CLUSTER   Business (Access 2)

RATIONALE

Business and enterprise are at the heart of national growth and development. The provision offers an introductory experience to individuals which develops crucial skills and knowledge. This will allow them to access, understand and contribute to the dynamic business and information world. Whatever the career pathway or progression route, Business Education can provide a valuable context which enhances individual effectiveness.

Study of this cluster will provide candidates with practical 'hands-on' experience of an office or business environment which incorporates a wide range of skills at an introductory level.

Candidates will have real and practical experience of keyboarding, administration, retailing and business, including routine functions such as photocopying, answering the telephone, taking a message. Candidates will also have an opportunity to develop skills in planning and self-evaluation.

The aims of this cluster are to build on this knowledge, understanding and skills in an integrative way. It is anticipated that the programme will be attractive to a wide range of candidates who wish to gain an introductory experience of basic business skills.

The aims of this cluster are to provide an introductory experience 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 keyboarding skills
- develop practical administrative/office skills
- develop business skills
- develop retail skills
- encourage target-setting and evaluation skills
- facilitate progression to the corresponding course at Access 3 in an environment which is familiar to the candidate with appropriate support from teacher or lecturer.

CONTENT

Undertaking the cluster as a coherent whole offers a number of benefits:

- together, the three component units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning will be promoted
- practical activity may be integrated
- skills and abilities developed through practical activity support learning as a whole
- skills will be developed in communication, problem-solving and working with others.

The units can also be taught successfully in the sequence, *Office Skills and Keyboarding: An Introduction, Retail Skills: An Introduction* and *Working in a Business Enterprise: An Introduction.*

National Cluster: details (cont)

CLUSTER   Business (Access 2)

Teachers and lecturers are encouraged to adopt a style which is most suitable to the prior knowledge and experience of the candidates. The increase in understanding which accrues from the integration possible in the cluster provides added benefit above that gained when candidates study a free-standing unit. The nature of the programme of study encourages the generation of sufficient evidence to allow a holistic approach to assessment, which will satisfy the requirements of most unit outcomes and performance criteria.

Each of the units is designed to give the candidate practical skills that would be suitable in an office, retail or business environment.

Office Skills and Keyboarding: An Introduction (Access 2)

The aim of this unit is to develop the candidate's appreciation of working in an office environment. All the administrative and keyboarding tasks could be generated from the unit *Working in a Business Enterprise: An Introduction.*

The candidates should have the opportunity to develop communication skills, personal and interpersonal skills and to form working relationships with other candidates.

Core skills of Communication, Problem Solving, and Using Information Technology could all be integrated with the delivery of this unit.

Retail Skills: An Introduction (Access 2)

The aim of this unit is to develop the candidate's appreciation of working in a retail environment.

Ideally, this unit should allow candidates to develop skills and abilities through holistic, practical activity. The goods which are retailed could be linked to the unit *Working in a Business Enterprise: An Introduction.*

Candidates will have the opportunity to set targets and evaluate their experience. Core skills of Communication, Problem Solving, Working with Others and Using Information Technology can be included.

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

The unit is designed to develop basic knowledge and skills in business enterprise. It is intended to be a practical 'hands-on' unit which may be integrated with the two previous units, as well as many others. Core skills of Communication, Numeracy, Problem Solving, and Working with Others and Using Information Technology can be included.

National Cluster: details (cont)

CLUSTER   Business (Access 2)

ASSESSMENT

Access differs from other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be 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. Details of the internal assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

A number of assessment instruments can be used across the component units and these offer opportunities for a more integrated and holistic approach. Whenever possible, evidence for assessment is gathered as part of the integrated coursework. The instruments of assessment which can be used in this way include:

- practical exercises during which candidates demonstrate practical skills relevant to the cluster
- 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.

APPROACHES TO LEARNING AND TEACHING

All three units can be taught as free-standing units, or completely integrated. All three units have been designed to integrate easily. It is recommended that the candidate assembles a personal information folder, which could contain photographs, sketches, information of office equipment, retail equipment, computer components, together with identification of the names of, and notes on, the use of the equipment. Photographs of people at work using appropriate equipment could also be included. In addition, a log could be compiled by the candidate in relation to tasks undertaken and equipment used.

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.

Health and safety regulations should be introduced, including correct care and storage requirements. The dangers of incorrect use of equipment should be highlighted, including circumstances where incorrect use can lead to accidents. Health and safety regulations and safe working practices should form an integral part of the programme of study. The importance of working with electrical and electronic equipment in a safe manner should be emphasised

The candidate should be aware of switching off/closing down procedures.

The candidate should be encouraged to gain practical experience in using a range of equipment in selected areas of work. Co-operation with other departments, for example the Computing Department and Home Economics Department would be beneficial.

CLUSTER   Business (Access 2)

Further links may be made with units in Mathematics, English and Communication, and Art and Design.

The teacher/lecturer should fully explain and demonstrate the use of each piece of equipment prior to use by the candidate. Terminology and procedures should also be introduced in the context of the practical exercises.

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

The programme of study allows 40 hours of additional flexible time. Appropriate activities which could be undertaken might include:

- diagnostic assessment
- consolidation of learning
- additional practice with equipment, towards greater independent use
- learning with additional support
- visits to work environments
- preparation for assessment
- target-setting and review, moving on to further target-setting.

SPECIAL NEEDS

This 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 for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification

UNIT	Office Skills and Keyboarding: An Introduction (Access 2)
NUMBER	D516 08
CLUSTER	Business (Access 2)

SUMMARY

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

OUTCOMES

1   Describe the use, including basic care, of common office equipment.
2   Demonstrate office skills under supervision.
3   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 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Acc 2
Additional core skills components for the unit	None	

Administrative Information

Superclass: AY

Publication date: August 1999

Source: Scottish Qualifications Authority

Version: 02

National Unit Specification: statement of standards

UNIT   Office Skills and Keyboarding: An Introduction (Access 2)

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

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

Oral and/or written evidence.
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.

OUTCOME 2

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, 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.

National Unit Specification: statement of standards (cont)

UNIT   Office Skills and Keyboarding: An Introduction (Access 2)

OUTCOME 3

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, 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.

National Unit Specification: support notes

UNIT Office Skills and Keyboarding: An Introduction (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed as a first example of experience in a real or simulated office environment. 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 outcomes 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.

In keyboarding, 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.

Outcome 1
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 and Keyboarding: An Introduction (Access 2)

Outcome 2

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, using e-mail.

Outcome 3

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.

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.

Candidates should be encouraged to keep a log or diary to record their activities.

Further details of learning and teaching approaches are to be found in the National Cluster details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

The candidate could answer ten short questions for PC (a), ten for PC (b) and ten for PC (c). Questioning may take the form of an interview, and may be supported by written questions and/or visual prompts.

Outcome 2

The candidate should complete two different activities which may be recorded in personal log or diary. 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.

For each activity there could be three questions for PC (b) on sequencing, timing and organisation; 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, questions and responses could be recorded in the candidate's personal log or diary.

National Unit Specification: support notes (cont)

UNIT   Office Skills and Keyboarding: An Introduction (Access 2)

Outcome 3

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. 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.

All activities could be recorded in a personal log or diary.

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 for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification

UNIT   Retail Skills: An Introduction (Access 2)

NUMBER   D517 08

CLUSTER   Business (Access 2)

SUMMARY

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

OUTCOMES

1   Identify the use of equipment commonly associated with a retail environment.
2   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 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit   None

Core skills components for the unit   Critical Thinking   Acc 2

National Unit Specification: statement of standards

UNIT   Retail Skills: An Introduction (Access 2)

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

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

Oral and/or written evidence.
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: statement of standards (cont)

UNIT   Retail Skills: An Introduction (Access 2)

OUTCOME 2

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.

National Unit Specification: support notes

UNIT   Retail Skills: An Introduction (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

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

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 outcomes 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.

Outcome 1
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.

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.

UNIT   Retail Skills: An Introduction (Access 2)

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, product display material.

At least two items of stock wrapping material which may be selected from the following: carrier bags, plastic/ paper/bags, wrapping paper sheets, sticky tape, 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.

Outcome 2

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.

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:

- the 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.

National Unit Specification: support notes (cont)

UNIT   Retail Skills: An Introduction (Access 2)

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.

Candidates should be encouraged to keep a log or diary of their activities.

Further details of learning and teaching approaches are to be found in the National Cluster details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

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.

Outcome 2

The candidate should complete three different tasks which may be recorded in a personal log or diary. Allocated 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, may be supported by visual prompts and could draw on the candidate's personal log or diary.

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 for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification

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

SUMMARY

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

OUTCOMES

1 Participate in start-up of a named business enterprise.
2 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 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Acc 2
Additional core skills components for the unit	None	

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: statement of standards

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

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

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 product 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

Oral and/or written evidence
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: statement of standards (cont)

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

OUTCOME 2

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

Performance criteria
(a)   The identified activity is carried out according to the action plan.
(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 product 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 (d) Written and/or oral evidence should consist of review and evaluation of the contribution made, referring to the self-assessment.

Where appropriate the evidence may be supplemented by a personal interview.

National Unit Specification: support notes

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

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the 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 CONTENT AND CONTEXT FOR THIS UNIT

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 and 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.

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

Outcome 1

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.

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 (eg 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, eg Home Economics - cake making, sandwich making, craft items; Art - craft items; Technical - craft items; Computing/Office - producing personalised stationery.

Outcome 2

The activity undertaken by the candidate might include one or more of the following aspects.
Promotions: advertising (press, TV, radio), posters, notices, leaflets, 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, quality control.
Other tasks: opening and maintaining a bank account, invoices, spreadsheets, data bases, 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.

Where the unit is taught as part of the cluster, this unit can be integrated with the following units:

* *Office Skills and Keyboarding: An Introduction,* (photocopying, telephoning, etc.)
* *Retail Skills: An Introduction,* (stores, packaging, selling, etc.).

Further details of learning and teaching approaches are to be found in the National Cluster details.

This unit may be linked to other programmes of study where there is an opportunity for enterprise activity for example:

* Computing cluster
    – *Using Technological Equipment*
    – *Using a Computer*
* Enterprise through Craft cluster
* Personal and Social Education cluster
    – *Vocational Awareness and Development: Contributing to an Enterprise Activity.*

National Unit Specification: support notes (cont)

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

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

A personal interview may be used, drawing on evidence from the candidate's completed self assessment and action plan.

Outcome 2

A personal interview may be used, drawing on evidence from the candidate's log and completed review and evaluation of the contribution he or she has made to the start-up of the business enterprise.

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 for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).