

## 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.

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## Administrative Information

**Superclass:** AE

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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).