



National Unit Specification: general information

UNIT Self and Work: Enterprise Activity (Access 2)

CODE F37M 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace.

This Unit will allow candidates to be involved in an enterprise activity. With teacher/lecturer support candidates will help plan an activity by identifying a variety of tasks. They will then participate in the enterprise activity by completing their own tasks before reviewing the skills they have used and their own contribution to the activity.

OUTCOMES

- 1 Contribute to the planning of an enterprise activity.
- 2 Participate in the enterprise activity.
- 3 Review own contribution to the enterprise activity.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HC

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National Unit Specification: general information (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit point at SCQF level 2*).

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

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Self and Work: Enterprise Activity (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 SQA.

OUTCOME 1

Contribute to the planning of an enterprise activity.

Performance Criteria

- (a) Identify some of the tasks necessary to complete a specific enterprise activity.
- (b) Agree own tasks for the activity.
- (c) Identify the resources needed to complete own tasks.

OUTCOME 2

Participate in the enterprise activity.

Performance Criteria

- (a) Complete own tasks according to specified instructions.
- (b) Use resources appropriately and safely while completing the tasks.

OUTCOME 3

Review own contribution to the enterprise activity.

Performance Criteria

- (a) Identify skills used while completing own tasks.
- (b) Identify a strength and a development need in relation to own skills.

National Unit Specification: statement of standards (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when generating evidence of planning and reviewing their contribution to the activity.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1 and 3. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Performance evidence will be required in relation to Outcome 2. This evidence can be recorded on, for example, an observation checklist, an audio or video recording or photographic evidence.

The enterprise activity may be either a group or individual activity. Teachers/lecturers must select the most appropriate type of activity depending on the context in which the Unit is being delivered; the resources available and the needs of the candidate(s) involved.

Evidence will be gathered at appropriate points throughout the Unit.

National Unit Specification: statement of standards (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

The specific evidence needed for each Outcome is detailed below.

Outcomes 1 and 3

In discussion with the group or teacher/lecturer, candidates must identify at least:

- ◆ **six** tasks necessary to complete a specific enterprise activity
- ◆ **three** basic tasks which the candidate will complete during the enterprise activity. These tasks must be agreed with other members of the group or the teacher/lecturer, whichever is most appropriate.
- ◆ **one** resource which will be needed to complete each of these tasks

Once candidates have completed the activity, they will review their own contribution by identifying:

- ◆ **three** skills they have used
- ◆ **one** strength
- ◆ **one** development need

Candidates will be given a suitable template which will allow them to generate the evidence required. Specific examples of this can be found in *Guidance on Approaches to Assessment*.

Outcome 2

Performance evidence, supported by an assessor observation checklist will confirm that candidates have:

- ◆ completed own tasks in line with instructions given by the teacher/lecturer
- ◆ used resources appropriately and safely

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Self and Work: Enterprise Activity (Access 2)

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 Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace. This Unit is one of the *Self and Work* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will allow candidates to be involved in an enterprise activity. With teacher/lecturer support candidates will plan their own contribution to the overall activity by identifying suitable tasks. The candidate will then participate in the enterprise activity by completing his/her allocated tasks before reviewing the skills used and his/her own contribution to the overall enterprise activity.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

National Unit Specification: support notes (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

Appropriate activities could include:

Community based activities

Coffee morning — (**tasks** — filling cups, taking cups to the table, collecting cups)

Disco — (**tasks** — collecting tickets, playing music, making posters)

Party for younger children — (**tasks** — making jelly, wrapping parcels, clearing up)

Tea dance — (**tasks** — selling tickets, serving tea, clearing up)

Charity activities

Charity fundraising day — (**tasks** — making leaflets, selling raffle tickets, selling items)

Sponsored events — (**tasks** — making posters, making up sponsor sheets, planning the route)

Awareness raising events — (**tasks** — making posters, making leaflets, telling people)

Business related activities

Ironing — (**tasks** — putting up the ironing board, switching on the iron, ironing an item)

Car washing for money — (**tasks** — filling bucket with warm water, washing a part of the car, clearing up)

Home baking — (**tasks** — choosing the recipe, taking the utensils to the worktop, taking the ingredients to the worktop)

Tuck shop — (**tasks**- selling items, taking money, giving change)

Further guidance relevant to each Outcome is given below:

It is anticipated that the teacher/lecturer will choose the enterprise activity. However, if appropriate, the teacher/lecturer may wish to help the candidate select an activity from a range of appropriate options. Whichever is the case, care should be taken to ensure that the activity selected or chosen will give candidates the opportunity to achieve all Outcomes and Performance Criteria. Brainstorming activities, individual or paired or group work and discussion could be used as appropriate to help candidates develop the ability to identify tasks and resources for specific enterprise activities.

The enterprise activity may be completed by the candidate working on his/her own or as part of a group. Teachers/lecturers should consider the specific needs of the individual candidate when deciding which approach is most appropriate.

National Unit Specification: support notes (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

Candidates should be given the opportunity to practise their allocated tasks before participating in the enterprise activity. This will help them to become familiar with exactly what their tasks involve before the activity takes place. They should also be introduced to the safe use of any resources they will need when completing their tasks.

In order to help candidates learn how to reflect on their own skills and contributions, question and answer sessions and/or group or paired discussion could be used. Candidates could be encouraged to think about what they are good at in general and what skills they would like to develop. This will prepare them for thinking about their own contribution to the specific enterprise activity in which they will be participating.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will plan, participate in and review an enterprise activity. This Unit should offer opportunities for candidates to develop aspects of the Core Skills in *Communication*, *Problem Solving* and *Working with Others* and where candidates are involved in collecting money and giving change, aspects of *Numeracy* may also be developed.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get back on track.

National Unit Specification: support notes (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

Candidates should be given a clear understanding of what will be assessed when they are contributing to the planning of the activity. When they are identifying the tasks for the activity and agreeing their own tasks the teacher/lecturer could discuss options either individually or with a group. Candidates could identify appropriate resources for their tasks by choosing from a list of alternatives. This could be a written, oral or pictorial list.

When agreeing their own tasks it is important that care is taken to ensure that the tasks are appropriate and will give each candidate the opportunity to achieve Outcome 2. Teachers/lecturers can help candidates to agree their specific tasks by asking them to select **three** tasks from several options.

Performance evidence to record the candidate's participation in the enterprise activity by completing his/her own tasks and using resources appropriately could be gathered using, for example, an observation checklist and/or photographs and/or on an audio/video recording.

Candidates are required to review their contribution to the enterprise activity. They should be encouraged to consider why a particular task was important to the overall activity.

During the review candidates could be shown a list of skills which are relevant to the workplace and be asked to select the skills which they used in completing their tasks. Similarly candidates could be asked to rate their competence against a given list of skills in order to identify a strength and a development need. Relevant skills could include, for example:

- ◆ following instructions
- ◆ concentrating on the job
- ◆ working with others
- ◆ customer service
- ◆ communication
- ◆ organising
- ◆ awareness of health and safety

National Unit Specification: support notes (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

Alternatively, evidence could be gathered for Outcome 3 by asking candidates to fill in the spaces to complete short sentences or phrases relating to the tasks they have carried out. The following is an example of how a candidate might review the task of serving tea and coffee at a coffee morning:

PC (a) When I served tea and coffee I asked people 'Would you like tea or coffee?'

PC(b) I was good at welcoming the customers and talking to them. A skill I am good at is listening and talking.

I was not so good at adding up the cost of lots of teas and coffees. A skill I could develop in future is adding up.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).