

## National 2 Business in Practice Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Business in Practice Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

# General guidance on the Course

## Aims

The aims of the Course are to enable learners to:

- ♦ take part in a business enterprise activity
- ♦ develop knowledge and understanding of basic business concepts
- ♦ develop customer care skills
- ♦ develop ICT skills which are relevant to a business enterprise

In addition, learners are likely to develop important skills for learning, skills for life and skills for work. For example, participating in practical business activities provides opportunities for learners to work with others and to develop enterprise skills.

### **Business Concepts could include:**

- ♦ the type of enterprise activity — service, private, public or voluntary
- ♦ the product or service
- ♦ the target market, ie the customers who will buy/use the product or service
- ♦ the location/venue for the product or service
- ♦ a basic understanding of finances relating to the business enterprise

## Progression into this Course

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

### **Experiences and Outcomes**

Experiences and outcomes from the early and first level of the Social Studies and Technologies curriculum areas may provide an appropriate basis for undertaking this Course.

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The following table shows where there are opportunities to develop these within the individual Units.

<b>Mandatory skills and knowledge</b>	<b>Taking part in a business enterprise</b>	<b>Customer care</b>	<b>Using ICT in business</b>
Take part in a business enterprise activity	✓	✓	✓
Identify and make use of business concepts	✓	✓	✓
Demonstrate customer care skills	✓	✓	
Use ICT skills which are appropriate to a business enterprise	✓		✓

- ✓ Main focus of Unit
- ✓ Opportunity to reinforce skills, knowledge and understanding

## Progression from this Course

This Course may provide progression to:

- ◆ Business at National 3
- ◆ Administration and IT at National 3
- ◆ further study, employment and/or training

Further details about these Courses can be found on SQA's website.

## Hierarchies

**Hierarchy** is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

### Relationships between National 3 and National 2 Units

Some National 3 Units can substitute for the National 2 Units and so contribute to the Course Award.

The table below shows the relationships between these National 3 and National 2 Units.

<b>National 2 Unit Title</b>	<b>Substitute Unit from National 3</b>
Using ICT in Business	Communication in Administration

Alternatively, a National 3 Unit may provide some evidence which can be used for a National 2 Unit but cannot be a substitute for it. Where this occurs, teachers/lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

# Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

The skills based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

## **Sequencing and integration of Units**

The three mandatory Units can be taught individually in any order or integrated to form a complete Course. Learning and teaching approaches, however, should provide opportunities to integrate the skills and knowledge wherever possible.

An appropriate strategy for achieving this approach of integrating skills and knowledge is to undertake the entire Course within at least one business activity and to integrate the Unit Outcomes within this business activity or within a few business activities. Examples of business activities are provided in the following table:



### Examples of Business Activity/Enterprise

The buying of basic items, the decorating of these items, and then selling these items on to others. For example, small piggy banks which could be bought by the centre, decorated by learners, then sold on to others.

Some other examples could include the organising and running of a:

- ◆ school tuck shop
- ◆ school café
- ◆ charity event to raise money, perhaps by selling unwanted goods online
- ◆ summer plant fair
- ◆ Christmas fair, selling craft items
- ◆ bring and buy sale
- ◆ home baking event
- ◆ staff car valeting service

### Possible approaches to learning and teaching

There are a variety of learning and teaching approaches which can be used to deliver this Course and its Units.

As far as possible, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. Learners will be motivated by, for example, making personal choices about the type of business activity in which they wish to become involved.

Teachers/lecturers should familiarise themselves with the Outcomes and share these and the Assessment Standards with learners.

When developing learning and teaching activities, teachers/lecturers should consider the range of resources and staff expertise available within the centre together with the range of possible contexts for learning.

Teachers/lecturers should also consider new contexts and environments for learning and teaching activities, and consider how extra-curricular activities and/or out-of-centre activities could be included and recognised. For example, a learner's role in assisting with a tuck shop within a school or centre could be included and recognised.

Examples of learning and teaching approaches are provided in the following table:

Outcome	Examples of learning and teaching approaches
Take part in a business enterprise activity	<p>Learners select a type of business enterprise using ideas that they have generated. Learners then choose what they would like to do within the business enterprise: eg their role, the product/service to sell/manage. For example, they could make craft items such as cards or decorations for a Christmas Fair.</p> <p>For a tuck shop or café, learners could choose what items to stock and then to sell in order to make a profit or simply to break even.</p>
Identify and make use of basic business concepts	<p>Learners are made aware of basic business concepts. For example, selecting the right product or service, targeting the correct market, profit/loss, importance of location. Visits could be made to a range of local businesses, eg cafes, local craft shops, retail shops to let learners see for themselves basic business concepts in action. After these or similar activities learners could list the shops visited, and list the products or services these shops offer. Photographs and slideshows could be used to illustrate the places visited in order to make it more meaningful to learners. Guest speakers could also be invited to talk about their business and products.</p> <p>Learners would then be asked to apply what they have learned to their own business enterprise.</p>
Demonstrate appropriate behaviour when dealing with a customer:	<p>Role play could be used to teach pupils customer care. Real-life situations, eg school tuck shops and cafés, in which learners regularly participate could also provide opportunities for learners to develop customer care skills. Learners could be shown how to greet customers appropriately. Visits to shops/cafes in the local community would also enable learners to experience real-life settings and provide them with opportunities to observe others dealing with customers.</p>
Assist with a customer's complaint or refund	<p>Role play, paired working and other similar activities could be used to support learners when assisting with a complaint or refund. Learners could also be taught to follow set routines to ensure that they are dealing with a complaint or refund appropriately.</p>

Use software to support a business enterprise	Learners should be given opportunities to access and use a variety of software packages, eg a simple desktop publishing, spreadsheet or word-processing program. Learners could use these programs to make and design posters to advertise their business enterprise, to record purchases or sales items. Label maker software could also be used to enable learners to price and provide their product or service with an item description.
Use ICT (information and communications technology) to research and communicate information to support a business enterprise	During the planning for the business enterprise learners could be involved in Internet research to investigate similar business enterprises. E-mail, intranet or a centre web page could be used to promote the business enterprise.

Approaches adopted to deliver the Course and the Units should provide a supportive learning environment to enable the learner to achieve their potential. This supportive environment could, for example, include learning and teaching approaches which are appropriately paced and which actively involve learners in their own learning. Wherever possible, learning should be contextualised and connected in order to optimise successful learning outcomes. Assessment should support learning.

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which help to enhance the learning experience. These might include, for example:

- ◆ e-resources and ICT to support learning (eg World Wide Web, computer games, blogs, video conferencing and internet voice calls)
- ◆ the use of DVDs and television
- ◆ the use of visual recordings and digital cameras to record learning
- ◆ guest speakers to introduce learners to basic business concepts
- ◆ external visits
- ◆ interactive smart-boards
- ◆ peer example, review and support
- ◆ using people as a resource (eg parents/carers/other young people/local businesses and groups/other staff within the centre/members of the community)
- ◆ drama/role playing
- ◆ out-of-centre learning
- ◆ smart phone use

# Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

For this Course, it is expected that the following Skills for Learning, Skills for Life and Skills for Work will be developed.

<b>Skills for Learning, Skills for Life and Skills for Work</b>	
<b>1 Literacy</b>	
<b>1.3 Listening and talking</b> Listening means the ability to understand and interpret ideas, opinions and information presented orally. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Learners should be provided with opportunities to listen to the views of others and to express their views orally in an appropriate manner and within appropriate contexts. Learners should also be given opportunities to ask and answer questions.
<b>2 Numeracy</b>	
<b>2.3 Information handling</b> By 'information handling' we mean the ability to interpret data in tables, charts and other graphical formats to draw sensible conclusions.	Learners should be provided with opportunities to handle and interpret information by looking at simple graphs and/or tables relating to their business enterprise. These could include: basic sales figures on a graph, stock levels or tables.
<b>3 Health and wellbeing</b>	
<b>3.5 Relationships</b> 'Relationships' includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others.	Learners should be provided with opportunities to understand the roles and opinions of other learners within the business enterprise.

<b>4 Employability, enterprise and citizenship</b>	
<b>4.1 Employability</b> 'Employability' is the ability to gain employment by developing the personal qualities, skills, knowledge, understanding and attitudes required in rapidly changing economic environments.	Learners should be provided with opportunities to experience for themselves working within a business enterprise in order to develop employability skills.
<b>4.2 Information and communications technology (ICT)</b> This involves having the ability to use ICT systems and emerging technologies to handle information. It also means having the ability to use the internet safely and to make informed decisions based on information produced through technology.	Learners should be provided with opportunities to use email, the internet, and business related software programs to plan and run a successful business enterprise. The development of these skills should enable them to make informed decisions about the best way to use ICT within the enterprise activity.
<b>4.3 Working with others</b> This means knowing and practising what is involved in working co-operatively with others etc.	Learners should be provided with opportunities to work as part of a team during the planning for delivery and when carrying out the business enterprise. Working with others and the development of customer care skills will help learners to develop a range of interpersonal skills.
<b>4.4 Enterprise</b> This involves having the ability to be creative, flexible and resourceful with a positive attitude to change etc.	Learners should be provided with opportunities to suggest business ideas, develop a specific business idea and to adapt to change while taking part in a business enterprise. These experiences should provide learners with opportunities to be creative and to adapt positively to change.
<b>5 Thinking skills</b>	
<b>5.3 Applying</b> Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed within the context of the small business enterprise.

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There may also be further opportunities for the development of additional skills for learning, skills for life and skills for work in the delivery of this Course. Understandably, the development of additional skills may vary across centres depending on approaches being used to deliver the Course. Decisions regarding development opportunities will be made by teachers and centres.

# Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

## Assessment strategies and methods

The purpose of this section is to give Course-specific advice on approaches to assessment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements outlined and described in the *Unit Specifications*. To achieve the National 2 Business in Practice Course, learners must pass all of the required Units.

At SCQF level 2, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, on-going basis, rather than from more formal assessment methods. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation. Consequently, it is anticipated that assessments will be integrated with the approaches to learning and teaching adopted for the complete Course.

In order to provide practical contexts for learning and to gather naturally occurring evidence for assessment purposes it would be beneficial to integrate the delivery of all of the Units into one or a few practical business activities. Consequently, centres are encouraged to consider at the outset the approaches to be adopted for the gathering of evidence for each outcome. When Outcomes are combined across Units, the use of a tracking sheet to record learners' achievements may be helpful.

Naturally occurring evidence can be gathered in a variety of ways. Examples might include:

- ◆ observation during practical activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ peer/self-assessment evidence during and after preparing for an activity
- ◆ oral questioning during and on completion of an activity (for example, using a recording or transcript as evidence)
- ◆ learning and teaching activities which provide naturally occurring opportunities for assessment (for example, demonstration of skills, knowledge and understanding during the learning process)
- ◆ visual recording or photographing the learner's activities/work produced
- ◆ identifying opportunities to record evidence within extra-curricular activities (both within the centre and within the wider community). Examples could include: Christmas fairs; coffee mornings; shows and concerts; fund raising and tuck shops
- ◆ computer/interactive whiteboard printouts
- ◆ presentations
- ◆ completed learning journal/video diary

Examples of evidence and how evidence for each Assessment Standard might be gathered are provided in the following table.

<b>Outcome</b> The learner will take part in a business enterprise activity by:	
<b>Assessment Standards</b>	<b>Examples of evidence</b>
Identifying an appropriate small business activity	Visual recording of learner identifying a business activity. Note of learner's discussion/s.
Planning an appropriate small business activity in a basic way	Copy of a learner's plan of the business activity that they have chosen to organise and run. Plan could contain information on: product/service; location or prospective target market.
Contributing to the small business activity	Checklist of jobs to be carried out from the start to the finish of the enterprise activity. For example, the learner may choose to participate in marketing and packaging before helping to serve on the day of the fair. Photographs/visual recording of the learner actively participating in the business activity. Photographs of evidence relating to products.
Reflecting on their contribution to the small business activity	Copy of learner's self-assessment sheet. Visual recording of learners being interviewed about their contribution. This could be differentiated according to the support needs of the learner. Group discussion transcript outlining progress.
<b>Outcome</b> The learner will identify and make use of basic business concepts by:	
<b>Assessment Standards</b>	<b>Examples of evidence</b>
Identifying the basic business concepts of the small business activity	Photographic, visual recording or worksheet evidence demonstrating a learner's understanding and knowledge about what is required to organise and run a small business enterprise. Observation of learner correctly identifying basic business concepts.
Making use of these basic concepts in the context of the chosen business activity	Copy of a simple balance sheet used by the learner during the enterprise activity. Photograph of the chosen products that learners have produced.
<b>Outcome</b> The learner will demonstrate appropriate behaviour when dealing with a customer by:	
<b>Assessment Standards</b>	<b>Examples of evidence</b>
Greeting a customer appropriately	Observation during practical activity to show the learner greeting a customer appropriately by saying/signing or using appropriate communication aids indicating 'Hello, how can I help you?' Recorded on checklist or its equivalent.
Demonstrating helpful behaviour to a customer	Recorded observation during practical activity or a photograph of learner putting items into a carrier bag for customer or asking customer if they would like any other help (again using appropriate communication aids, if required.)



Using appropriate body language	Observation during practical activity of learner making eye contact, smiling and positioning their body appropriately towards customer. Recorded on checklist or its equivalent. Photograph or visual recording evidence could also be provided.
<b>Outcome</b> The learner will assist with a customer's complaint or refund by:	
<b>Assessment Standards</b>	<b>Examples of evidence</b>
Listening carefully to a customer	Recorded observation during practical activity of the learner responding to a customer's complaint or request for a refund.
Assisting with a customer's complaint or refund	Observation during practical activity of learner following the correct procedure in order to assist with a with a customer's complaint or refund. Copy of complaints book to demonstrate learners' knowledge about how to deal with complaint could be provided as evidence. A customer comment could also be used as evidence.
<b>Outcome</b> The learner will use software to support a business enterprise by:	
<b>Assessment Standards</b>	<b>Examples of Evidence</b>
Selecting appropriate software to support a business enterprise	Photograph/visual recording of the learner selecting appropriate software. List of software packages that the learner plans to access and use.
Inputting, editing, saving and printing data, using the software selected	Hard copy of information produced eg poster, balance sheet, price list, leaflets or photograph of the learner using the chosen piece of ICT.
<b>Outcome</b> The learner will use ICT (information and communications technology) to research and communicate information to support a business enterprise by:	
<b>Assessment Standards</b>	<b>Examples of evidence</b>
Using ICT to research information	Photograph or visual recording of the learner using communications technology to research information. Print outs of work.
Using ICT to communicate simple information	Photograph or visual recording of the learner using communications technology to transmit information to another party. Print outs of work.

Centres are encouraged to develop criteria for success which focus on small, well defined steps in learning. In this way, the learner is more likely to achieve success in the Course and in any subsequent learning.

### Authentication

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher / lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

# Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Course Specifications\*](#)
- ◆ [\*Design Principles for National Courses\*](#)
- ◆ [\*Guide to Assessment\* \(June 2008\)](#)
- ◆ [\*Overview of Qualification Reports\*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [\*SCQF Handbook: User Guide\*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)

## Appendix 2: Suggested Resources

<b>Suggested organisation</b> (All available via the internet)	<b>Possible resources or support materials</b>
Young Enterprise Scotland	For practical advice from local business partners and business preparation packs.
Education Scotland	Virtual work experience
Employability Support	Matters relating to employment/work experience
Local Business Gateway advisors	Business start-up support
British Safety Council	Health and safety tips
Simple City	Computer game
Lemonade Game	Setup your own virtual lemonade stand and see how much lemonade you can sell each day.

# Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** to be advised

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

## **Unit Support Notes — Business in Practice: Taking Part in a Business Enterprise (National 2)**



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Business in Practice: Taking Part in a Business Enterprise (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials



# General guidance on the Unit

## Aims

The general aim of this Unit is to enable learners to develop the skills, knowledge and understanding required to take part in a small enterprise activity. Examples of activities may include: marketing of a product or services; selling items as part of a centre activity, playing a role within a community café or other non-profit organisation. The Unit also provides learners with opportunities to develop skills for learning, skills for life and skills for work by working with others in a small enterprise activity.

In addition the following skills for learning, skills for life and skills for work will be developed in this Unit: Literacy, Numeracy, Health and wellbeing, Thinking skills and Employability, enterprise and citizenship.

## Progression into this Unit

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

This Unit may also be appropriate for learners who have successfully completed the following Units at SCQF level 1:

- ◆ Personal Development: Completing a Work Related Activity
- ◆ Personal Development: Enterprise Activity
- ◆ Sampling Work: An Introduction.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Business in Practice *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Any context which is used in the teaching of this Unit is at the discretion of the centre. The context/s chosen should, however, provide evidence of all Outcomes and Assessment Standards contained within the Unit.

## Progression from this Unit

This Unit may provide progression to:

- ◆ Business in Action Unit at National 3
- ◆ Personal Achievement Award Units at National 2

- ◆ Personal Development Award Units at National 2
- ◆ further study, employment and/or training

Further information about these Units can be found on SQA's website.

**Further study, employment and/or training**

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Taking Part in a Business Enterprise Unit consists of two Outcomes. The two Outcomes are integrated with the business activity chosen by learners. These Outcomes therefore require to be delivered within the context of the chosen business activity.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit. For example, practical real-life opportunities — working in a centre café/tuck shop or planning and undertaking a charitable event — could be provided to enrich the learning experience.

Examples of learning and teaching approaches are provided in the following table:

<b>Outcome 1</b> The learner will take part in a business enterprise activity by:	
<b>Assessment Standards</b>	<b>Examples of learning and teaching approaches</b>
Identifying an appropriate small business activity	<p>Learners could agree on/vote for a chosen business activity to be undertaken. To help learners generate ideas and to encourage them to make choices, they could be provided with opportunities to find out about a range of small businesses which they use within their own local community, eg cafés or, gift shops. They could also make visits to other schools and centres in order to visit or take part in enterprise or fundraising events. Learners could also be provided with a variety of easily accessed information about small businesses. This information could, for example, be in the form of visual information, eg educational DVDs, photographs, written words or symbols.</p>
Planning an appropriate small business activity in a basic way	<p>Learners could work within groups in order to discuss their business plan. A simple business plan template could be used to support this process. Support from government and/or local authority agencies might also be available to support this task, eg in the form of guest speakers.</p> <p>To support the planning process, learners could choose and make up lists of items that need to be considered in order to produce their product or to run their business enterprise, eg ingredients for home baking or food items to sell at a school tuck shop or café. Learners could also be involved in producing a list of jobs that need to be carried out before, during and after the enterprise activity. Learners could also be involved in making decisions about the date, time and venue for their business enterprise.</p>

Contributing to the small business activity	Learners could be actively involved in selecting from a list of jobs and choose an individual role in which they would like to participate before and during the enterprise activity. Suggested jobs: marketing (advertising the business activity through a range of media) finance (keeping simple accounts of income and expenditure, setting a budget or asking for a budget), production (designing and/or producing a product).
Reflecting on their contribution to the small business activity	Learners should be provided with opportunities to reflect on their contribution during and after the business activity. This could be through individual or group discussion, an online blog and/or the completion of a very simple worksheet.
<b>Outcome 2</b> The learner will identify and make use of basic business concepts by:	
<b>Assessment Standard</b>	<b>Examples of learning and teaching approaches</b>
Identifying the basic business concepts of the small business activity  <b>Business Concepts could include:</b> <ul style="list-style-type: none"> <li>◆ type of enterprise activity — service, private, public or voluntary</li> <li>◆ product or service</li> <li>◆ target market, ie the customers who will buy/use the product or service</li> <li>◆ location/venue for the product or service</li> <li>◆ a basic understanding of finances relating to the business enterprise</li> </ul>	Learners could identify basic business concepts by making visits to local businesses, eg a café, florist or local shop, to find out about the products or items that these businesses sell and the way in which they market and price their products. Business owners could be invited to centres as guest speakers in order to talk about their products, their pricing, and their customers.  Learners could be asked to undertake a mini-project to learn about different business concepts. They could, for example, take photographs of the product or service and location of a small local business and use this information back in their own centres.
Making use of these basic concepts in the context of the chosen business activity	Within their chosen business activity learners could make use of business concepts by, for example, making decisions and choices about the product/service, marketing, packaging/pricing/labelling. Learners could record simple financial transactions and prepare a simple cash flow statement to show how much money has been received and spent during the enterprise activity.

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which would enhance the learning experience. These might include:

- ◆ the use of visual recordings and cameras to record learners' participation in a business enterprise activity
- ◆ guest speakers to talk to learners about business
- ◆ external visits
- ◆ interactive smart-boards

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements shown in the *Unit Specification*.

To achieve the National 2 Taking Part in a Business Enterprise Unit, learners must pass both Outcomes.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the learning Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation.

Examples of how naturally occurring evidence for each Assessment Standard might be gathered are provided in the following table.

<b>Outcome 1</b>	
The learner will take part in a business enterprise activity by:	
<b>Assessment Standards</b>	<b>Examples of evidence</b>
Identifying an appropriate small business activity	Photographic or visual recording evidence of the learner being involved in identifying an appropriate small business activity, eg tuck shop, café or craft fair.  Recorded written or oral responses.
Planning an appropriate small business activity in a basic way	Copy of a learner's plan which could include written, symbolic or pictorial information. Photographs of learners undertaking the planning could also be used to supplement the evidence produced.
Contributing to the small business activity	Photographic or visual recording evidence or checklist of a learner actively participating in their chosen job before and during the business activity.
Reflecting on their contribution to the small business activity	Visual recording evidence or recorded written or oral responses.

<b>Outcome 2</b> The learner will identify and make use of basic business concepts by:	
<b>Assessment Standard</b>	<b>Examples of evidence</b>
Identifying the basic business concepts of the small business activity	Photographs/visual recording or worksheet evidence could be gathered from the learner to demonstrate their knowledge and understanding of the basic business concepts required for their small business activity.
Making use of these basic concepts in the context of the chosen business activity	Photographs of learners' chosen products or service. Copies of information produced to advertise business and product or service. Photographs or visual recording evidence of learner actively participating in the business activity. A copy of any accounts and/or simple cash flow statement produced.

For guidance on authentication of evidence which is gathered outwith direct supervision of the teacher/lecturer responsible for the learners, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

# Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

- ◆ extra time
- ◆ use of ICT (assistive technologies) and use of adapted equipment
- ◆ practical help
- ◆ prompt
- ◆ specialised equipment

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.



# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
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# Administrative information

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**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

## Unit Support Notes — Business in Practice: Customer Care (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Business in Practice: Customer Care (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to provide learners with opportunities to develop skills required to look after customers. Examples of skills would include: demonstrating appropriate behaviour when dealing with a customer; assisting in dealing with a customer's complaint and/or organising a customer refund. By undertaking this Unit learners will also develop a range of communication and interpersonal skills.

In addition the following skills for learning, skills for life and skills for work will be developed in this Unit: Literacy, Numeracy, Health and wellbeing, Thinking skills and Employability, enterprise and citizenship.

## Progression into this Unit

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

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Business in Practice *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit may provide progression to:

- ◆ Business in Action Unit at National 3
- ◆ further study, employment and/or training

Further information about this Unit can be found on SQA's website.

### **Further study, employment and/or training**

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Customer Care Unit consists of two Outcomes. Both Outcomes focus on customer care. The Outcomes can be undertaken in any order.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit. For example, learners could be provided with opportunities to become involved in a centre café, tuck shop or fundraising event. They could also visit and observe others at work within a business context

Examples of learning and teaching approaches are provided in the following table:

<b>Outcome 1</b>	
The learner will demonstrate appropriate behaviour when dealing with a customer by:	
<b>Assessment Standards</b>	<b>Examples of learning and teaching approaches</b>
Greeting a customer appropriately	Within a practical setting, learners develop the skills required to greet customers appropriately. To support the development of these skills learners could make visits to local cafes and shops to observe workers using customer care skills. ICT could be used by learners to record what they have observed. Learners could use role play to demonstrate greeting a customer appropriately. Visual supports and teaching routines could be used to teach the learner to smile and say 'Hello, how can I help you?' in an appropriate manner to a customer.

Demonstrating helpful behaviour to a customer	Real-life situations could be used by learners to demonstrate helpful behaviour when dealing with a customer. For example, tuck shops, centre cafes, summer/ Christmas fairs, home-baking/ bring and buy stalls etc. Learners could be shown how to be helpful to a customer by putting items into shopping bags or by responding positively to a simple request.
Using appropriate body language	Learners are shown simple routines of how to make eye contact, smile and position themselves appropriately towards a customer through the use of role play. Learners could also be shown video clips via the internet to observe appropriate body language. They could also observe the behaviour of others by visiting local cafes, shops etc.
<b>Outcome 2</b> The learner will assist with a customer's complaint or refund by:	
<b>Assessment Standard</b>	<b>Examples of learning and teaching approaches</b>
Listening carefully to a customer	Learners could be provided with real life or simulated situations to experience listening to customers. Learners could be given simple requests as a way of ensuring that the learner has listened to and understood the customer. The telephone and/or ICT could be used by the learner to make contact with a customer.
Assisting with a customer's complaint or refund	Learners could be provided with real life or simulated situations to assist with a customer's complaint or refund. Alternatively, role play could be used. Examples of complaints should be kept simple and easy to understand. Examples could include a customer being served a cold drink rather than a hot one or a customer inadvertently being given dirty cutlery. A routine could be established to support the learner when assisting with a customer's complaint or refund.

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which would enhance the learning experience. These might include:

- ◆ the use of visual recordings and cameras to record learning
- ◆ e-resources and ICT to support learning
- ◆ peer example, review and support
- ◆ the use of DVDs and television
- ◆ guest speakers
- ◆ computer games
- ◆ using people as a resource (eg parents/carers/other young people/local businesses and groups/other staff within the centre/members of the community)
- ◆ out-of-centre learning

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements shown in the *Unit Specification*.

To achieve the National 2 Customer Care Unit, learners must pass all of the required Outcomes.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting completely or partially the learning Outcomes. Naturally occurring evidence is evidence which occurs within the learning and teaching situation.

Examples of how evidence for each Assessment Standard might be gathered are provided in the following table.

<b>Outcome 1</b>	
The learner will demonstrate appropriate behaviour when dealing with a customer by:	
<b>Assessment Standards</b>	<b>Examples of evidence</b>
Greeting a customer appropriately	<p>Observation during practical activity to demonstrate that learner greeted customer appropriately.</p> <p>Evidence for this Assessment Standard could be in the form of logs, checklists, photographic evidence, or visual recording evidence or their equivalent.</p>
Demonstrating helpful behaviour to a customer	<p>Observation during practical activity or a photograph of learner selecting and putting correct items into a carrier bag for a customer or if working in a café situation taking a customer to an available table and/or pulling out a chair for the customer.</p> <p>Evidence for this Assessment Standard could be in the form of logs, checklists, photographic evidence, or visual recording evidence or their equivalent.</p>



Using appropriate body language	Observation, a checklist or photographic/visual recording evidence to demonstrate that the learner has used appropriate body language. Appropriate body language could include: making eye contact; smiling; positioning body towards a customer appropriately.
<b>Outcome 2</b> The learner will assist with a customer's complaint or refund by:	
<b>Assessment Standard</b>	<b>Examples of evidence</b>
Listening carefully to a customer	Observation or visual recording evidence of the learner responding to a customer request by, for example, selecting and handing over correct item or collecting a correct order for the customer. A customer comment slip could also be used to record how the learner listened carefully to a customer.
Assisting with a customer's complaint or refund	Observation or visual recording evidence of a learner assisting with a simple customer complaint or refund. A copy of a checklist used by the learner showing that the correct procedure was followed could also be provided as evidence.

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

## Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

# Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

- ◆ practical help
- ◆ prompt
- ◆ visual supports
- ◆ communication aids or other specialised aids

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
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# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

## **Unit Support Notes — Business in Practice: Using ICT in Business (National 2)**



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Business in Practice: Using ICT in Business (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to enable learners to develop basic skills required to use software and ICT (information and communications technology) to support a business enterprise. Examples of software are likely to include the use of word processing, presentation and spreadsheet packages. ICT skills are likely to include the use of e-mail and internet searching.

In addition the following skills for learning, skills for life and skills for work will be developed in this Unit: Employability, enterprise and citizenship, ICT and Thinking skills.

## Progression into this Unit

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

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Business in Practice *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

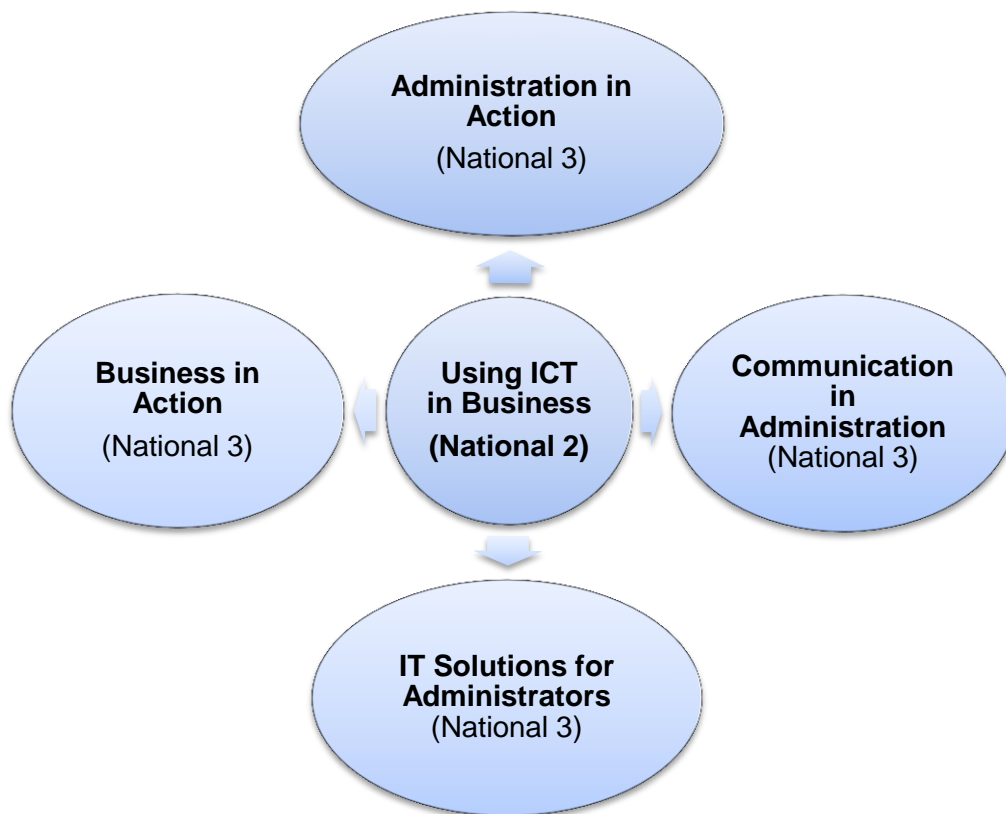
## Progression from this Unit

This Unit may provide progression to:

- ◆ Business and Admin and IT Units at National 3
- ◆ further study, employment and/or training

### **Business and Admin and IT Units at National 3**

The diagram below shows Units at National 3 which could provide opportunities for progression. Further details about these Units can be found on SQA's website:



### **Further study, employment and/or training**

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.



# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Using ICT in Business Unit consists of two Outcomes. Both Outcomes are ICT based. The Outcomes can be undertaken in any order.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit.

Examples of learning and teaching approaches are provided in the following table.:

<b>Outcome 1</b>	
The learner will use software to support a business enterprise by:	
<b>Assessment Standards</b>	<b>Examples of learning and teaching approaches</b>
Selecting appropriate software to support a business enterprise	Learners are introduced to a variety of software and asked to consider individually or through group discussion which software would be appropriate to support a business enterprise.
Inputting, editing, saving and printing data using the software selected	Learners are supported to use the software selected through demonstration, peer and teacher/lecturer support. Interactive smart-boards could be used to demonstrate the tasks of inputting, editing, saving and printing data required to be undertaken by learners.

<b>Outcome 2</b> The learner will use ICT (information and communications technology) to research and communicate information to support a business enterprise by	
Assessment Standard	Examples of learning and teaching approaches
Using ICT to research information	Learners are supported to use the technology selected through demonstration, peer and teacher/lecturer support. Interactive smart-boards could be used to demonstrate the research task required and to demonstrate how ICT can be used to communicate simple information. Learners could practise communicating simple information between themselves.
Using ICT to communicate simple information	

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which would enhance the learning experience. These might include:

- ◆ peer example, review and support
- ◆ interactive smart-boards
- ◆ digital projector
- ◆ video conferencing
- ◆ use of a range of software and ICT support available via internet

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements shown in the *Unit Specification*.

To achieve the National 2 Using ICT in Business Unit, learners must pass all of the required Outcomes.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting completely or partially the learning Outcomes. Naturally occurring evidence is evidence which occurs within the learning and teaching situation. Naturally occurring evidence can be recorded in a variety of ways:

- ◆ through observation by teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ by printing out and retaining samples of learners' work
- ◆ recording learners' choices and discussions

Examples of how evidence for each Assessment Standard might be gathered are provided in the table below.

<b>Outcome 1</b>	
The learner will use software to support a business enterprise by:	
<b>Assessment Standards</b>	<b>Examples of evidence</b>
Selecting appropriate software to support a business enterprise	Evidence can be in the form of a record of discussion/s, observation logs, checklists, printed evidence or their equivalent.
Inputting, editing, saving and printing data using the software selected	
<b>Outcome 2</b>	
The learner will use ICT (information and communications technology) to research and communicate information to support a business enterprise by:	
<b>Assessment Standard</b>	<b>Examples of evidence</b>
Using ICT to research information	Evidence can be in the form of a record of discussion/s, observation logs, checklists, printed evidence, screen captures or their equivalent.
Using ICT to communicate simple information	

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

## Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

- ◆ extra time
- ◆ screen readers
- ◆ practical help
- ◆ prompts
- ◆ specialised ICT equipment
- ◆ adaptations to ICT equipment, eg magnifying a computer screen

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date