



Business in Practice: Taking Part in a Business Enterprise (Alternative Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code: HK04 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

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 be wide-ranging and could include activities such as: marketing of a product or service, working within a community café, or working for a charity or other non-profit organisation. The Unit will also enable learners to develop interpersonal skills and skills for work by working with others.

Learners who complete this Unit will be able to:

- 1 Take part in a business enterprise activity
- 2 Identify and make use of basic business concepts

This Unit is a mandatory Unit of the National 2 Business in Practice Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Take part in a business enterprise activity by:

- 1.1 Identifying an appropriate small business activity
- 1.2 Planning an appropriate small business activity in a basic way
- 1.3 Contributing to the small business activity
- 1.4 Reflecting on their contribution to the small business activity

Outcome 2

The learner will:

2 Identify and make use of basic business concepts by:

- 2.1 Identifying the basic business concepts of the small business activity
- 2.2 Making use of these basic concepts in the context of the chosen business activity

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

It is expected that learners will receive support to achieve the outcomes of this Unit.

In this Unit, Evidence Requirements are as follows.

Evidence is required of a learner's contribution to a business activity, identifying the basic business concepts of the business activity, and using these concepts in the chosen business activity. Evidence can be presented in a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole though integrating assessment holistically for both Outcomes. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

2 Numeracy

2.3 Information handling

3 Health and wellbeing

3.5 Relationships

4 Employability, enterprise and citizenship

4.1 Employability

4.4 Enterprise

5 Thinking skills

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

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Superclass: AE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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