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Arrangements Document

**Scottish Progression Award (SPA)
Enterprise and Employability Intermediate 1**

**Scottish Progression Award (SPA)
Enterprise and Employability Intermediate 2**

October 2005

SCOTTISH PROGRESSION AWARD (SPA)
ENTERPRISE AND EMPLOYABILITY INTERMEDIATE 1

SCOTTISH PROGRESSION AWARD (SPA)
ENTERPRISE AND EMPLOYABILITY INTERMEDIATE 2

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SPA Enterprise and Employability Intermediate 1

SPA Enterprise and Employability Intermediate 2

1 Introduction

These qualifications are two of a number of new SPAs offered by SQA that are designed to meet the changing needs in vocational education and training. It is important to note that SPAs are vocational qualifications and provide practical opportunities for developing skills that are valid and relevant to the world of work. Progression awards provide a combination of Units in a coherent package within the framework of National Qualifications. They can be used within a flexible curriculum to enhance candidates' experience of vocational/enterprise training and thus enhance their opportunities for employment. SQA has undertaken wide consultation with the sector to identify the type of qualifications required. A gap in the market for a shorter, more manageable, formalised qualification was identified.

2 Rationale for the Awards

'Encouraging enterprising values — a 'can do, will do' attitude — is not just about producing the business people and entrepreneurs of tomorrow. It is the route to a more enterprising Scotland, where all our people understand the contribution they can make as citizens, both to society and to the economy. It is also the pathway to a society in which individuals have self-confidence and a belief in their ability to succeed in whatever they choose.

These attitudes and values are, therefore, a fundamental element in ensuring Scotland's future competitiveness. They are also central to the goal of a more inclusive Scotland, where we are narrowing the opportunity gap. A major reason for the new awards is to provide a formal framework within which these attitudes and values can be developed and where people can practise relevant skills. This framework also provides a benchmark against which progress towards an enterprising approach can be measured.

The Scottish Executive report, *Determined to Succeed: A Review of Enterprise in Education*, makes a powerful case for enterprise education in schools. However, there is an equally clear case for developing enterprising skills and behaviour through programmes for a wide range of learners who are no longer in mainstream school education. These include individuals who have moved into post-school employment programmes such as Skillseekers: individuals who have embarked upon courses in further education, perhaps as adult returners, and individuals following programmes such as those developed for young offenders.

It is also clear from *Determined to Succeed* that the worlds of employment and self-employment are no longer wholly distinct spheres of activity. The skills of enterprise and employability overlap to a considerable extent. This is also evident from CBI Scotland's Employability Template:

- ◆ attitudes compatible with enterprise and work opportunities;
- ◆ values such as honesty, personal integrity and a regard for others;
- ◆ the basic skills of literacy and numeracy;
- ◆ the defined core skills of communication, numeracy, IT, working with others and problem solving, aligned to the needs of employers;
- ◆ customer service skills;

- ◆ relevant specific skills and knowledge;
- ◆ the ability to manage one's own career.

This is reinforced by the findings of a Working Group of national experts of all EU Member States and Norway as part of the Multiannual programme for Enterprise and Entrepreneurship. It saw the need to:

- ◆ promote the development of personal qualities relevant to entrepreneurship, such as creativity, spirit of initiative, risk-taking and responsibility;
- ◆ offer early knowledge of and contact with the world of business, and some understanding of the role of entrepreneurs in the community;
- ◆ raise student awareness of self-employment as a career option;
- ◆ organise activities based on learning by doing;
- ◆ provide specific training on how to start a business.

The proposed new SPA awards in Enterprise and Employability aim to provide both a learning experience and a qualification in enterprise and employability skills, informed by the CBI template. They are deliberately designed to be appropriate for different groups of people. This allows the awards to build on different experiences. It also provides the coverage and inclusiveness needed to ensure that as many people as possible can participate in them and benefit from them. A suite of awards allows several groups to be targeted more precisely and can unlock far more potential than a single award. The resulting economic and social benefits to the future of Scotland are thereby enhanced.

Throughout the emphasis will be on experiential learning – on developing a feeling for the realities of business and self employment. This approach can be challenging and the new awards will offer an exciting and demanding learning experience for students at all ability levels.

The new awards also provide a meaningful context for citizenship education. The values of honesty, personal integrity and regard for others — highlighted in the CBI Employability template and at the core of the concept of citizenship — can be effectively explored in the context of learning about work and enterprise.

The fundamental rationale for the new awards, however, is that they can contribute to developing a change in mindset, to the ways in which people, especially young people see themselves and the world in which they live. Firstly, they can raise the self-belief of many young people by showing them that they have, or can develop, the skills, knowledge and attitudes required for success in employment. Secondly, they can promote the belief that self-employment is a genuine option at some stage in one's life and that it can be pursued by people at all levels of ability.

Both awards stem from this chain of reasoning. Each is aimed at a distinct target group and has a specific role to play in the overall framework. However, each is structured in a way that is consistent with the CBI Employability template and each thus relates directly to the overall rationale.

The following explains the individual reasoning behind each award.

3 Overview of Awards

SPA Enterprise and Employability Intermediate 1

Mainstream educational provision does not meet the needs of all young people. There are many reasons why some young people become excluded from it. However, they often share a general feeling of alienation from the system and see it as irrelevant to them and their needs. Many, too, have a history of under-achievement which intensifies this lack of engagement.

The SPA Enterprise and Employability at Intermediate 1 is targeted at those young people. The core focus of an enterprising approach and the style of learning associated with it mean that the award is not the same as conventional educational courses. As such, it avoids the negative associations with mainstream schooling. It thus offers an opportunity for young people to build self-confidence and self-esteem which can lead on to self-employment or to enhance employability.

These young people may be in a variety of situations. They may still be of school age but no longer in mainstream school environments. They may be young adults who have left school with low achievement and have now, after a gap, returned to some form of educational environment perhaps through a special programme at a college. Some may be on rehabilitation programmes such as those for young offenders.

The award is flexible so that it can be undertaken in different settings. It is also designed to optimise the chances of success for those who take it. It consists of Units which have been successfully completed by people with a previous record of low achievement. It is also closely linked to the Careers Scotland¹ Get into ENTERPRISE pack which has a strong track record in developing enterprising and employability skills among young people in Scotland. The materials in the pack have been proven to work effectively with the target group.

SPA Enterprise and Employability Intermediate 2

Building a 'can-do will-do' attitude throughout the country means recognising that different people have different starting points. The SPA Enterprise and Employability Intermediate 2 takes account of this. In this respect, Careers Scotland has developed Get into BUSINESS to complement its successful Get into ENTERPRISE.

A considerable number of people each year, for example, resume their education at colleges in Scotland. Some may have been away from school for some time while others may have left only a year or two previously. In some cases, young people may move direct from school into an environment which, for them, seems more congenial.

The common thread among most of these individuals is a desire to find a new start and, perhaps, make up for what they see as lost time. Many have little recent experience in the labour market but may have had some success at school. They are, however, willing to enter a mainstream educational environment and often have a strong commitment to succeed.

¹ Careers Scotland is part of Scottish Enterprise and Highlands and Islands Enterprise.

There is a danger that this group can become disillusioned if their college experience seems unfocused and apparently unable to improve their situation. The SPA Enterprise and Employability Intermediate 2 provides a way of addressing this because, like the other programmes in this suite, it is focused on building relevant skills and opening up opportunities such as self-employment.

Its structure and flexibility mean that it can be taken in conjunction other programmes, for example, as a 'starter' award or as a way of rounding off a year in college. It can also be offered as a programme in its own right — in colleges or elsewhere. Schools can offer it to pupils as an alternative to conventional courses while it can also provide progression from the SPA Enterprise and Employability Intermediate 1 as it, too, is suitable for non-mainstream settings. Like its Intermediate 1 counterpart, the SPA Enterprise and Employability Intermediate 2 is closely linked with the Get into BUSINESS materials developed by Careers Scotland.

Extensive consultation was undertaken with schools, colleges and several national organisations including Scottish Enterprise, (including Careers Scotland) SQA, CBI Scotland, Young Enterprise Scotland, Highland and Islands Enterprise, Learning and Teaching Scotland as well as individual institutions providing enterprise education. The findings of the consultation and the parties involved can be found in Appendices 1 and 2.

4 Aims of the Award

Intermediate 1

- 1 Provide the candidate with enterprise skills.
- 2 Provide the candidate with employability skills.
- 3 Provide the candidate with fundamental core skills.
- 4 Raise awareness of self employment (the message being that you can become not only an employee, but also an entrepreneur.
- 5 Promote customer service skills.
- 6 Provide candidate with practical, experiential learning about how business operates.
- 7 Enable progression within the SCQF.

Intermediate 2

The general aims of Intermediate 2 are the same as those for Intermediate 1 but can be distinguished in terms of:

- 1 Developing the candidates' core skills profile.
- 2 Enabling progression within SCQF at a higher level.
- 3 Providing underpinning knowledge and understanding within the field of Marketing.
- 4 Enabling the candidate to develop knowledge and skills to produce a business plan which may be acceptable to financial institutions and Business Start-up programmes.

5 Recommended Access to the Award

Access to the Award will be determined by individual centres and will form part of their submission for approval to offer the award. The provision of the SPAs in Enterprise and Employability should encourage a range of entrants regardless of age, gender, background and race. It should provide a choice of options for a range of career paths and be flexible enough to allow the course to be delivered in various ways in line with the candidates' demand. They should foster a positive attitude towards further study and lifelong learning.

6 Structure of the Award

Intermediate 1

Unit	Code	Credit Value	SCQF level
Enterprise Activity	D36N 10	1	4
Life and Work	E94L 09	1	3
Establishing your Business	D6YC 10	0.25	4
Vocational Awareness and Development using Work Related Skills	D0EX 08	1	2
Your Business and E-Commerce	D89J 10	0.25	4
Customer Service Skills for the Entrepreneur	DK2R 10	0.5	4
Financial Skills for a Small Business: An Introduction	DK2W 10	1	4
Administrative Support	DR0F 10	1	4
TOTAL		6	

All of the above Units must be achieved to attain the Scottish Progression Award Enterprise and Employability Intermediate 1. Careers Scotland's Get into Enterprise materials can be used to support the accreditation of:

- ◆ Enterprise Activity
- ◆ Life and Work
- ◆ Establishing your Business
- ◆ Vocational Awareness and Development Using Work Related Skills

Intermediate 2

Unit	Code	Credit Value	SCQF level
Enterprise Activity	D36N 11	1	5
Marketing Mix	D0XV 12	1	6
Financial Skills for a Small Business	DK2V 11	1	5
Customer Service Skills for the Entrepreneur	DK2R 11	1	5
Starting in Business	DK2P 11	1	5
Administrative Support	DR0F 11	1	5
TOTAL		6	

All of the above Units must be achieved to attain the Scottish Progression Award Enterprise and Employability Intermediate 2. Careers Scotland's Get into BUSINESS materials can be used to support the accreditation of the unit Starting in Business.

The structure of both awards is flexible to allow different learners to take different approaches depending on their situation. The choices open to the learner could include:

- ◆ completing the whole award by taking all of the Units
- ◆ taking one or more Units on a stand alone basis
- ◆ undertaking some Units as part of another programme such as "Get into ENTERPRISE" or "Get into BUSINESS"
- ◆ working towards some Units but not necessarily aiming for certification
- ◆ completing some Units as a precursor to other awards such as SVQs

7 Teaching, Learning and Assessment Methods

Any number of teaching, learning and assessment methods may be used by centres and these are further developed within the individual Units. The following are suggestions of types of method that may be used by centres:

- ◆ lectures
- ◆ tutorials
- ◆ study packs (Get into ENTERPRISE for SPA Intermediate 1)
(Get into BUSINESS for SPA Intermediate 2)
- ◆ problem based scenarios
- ◆ case studies
- ◆ groupwork
- ◆ computer based teaching materials
- ◆ web based material
- ◆ written seen assessment
- ◆ written unseen assessment
- ◆ role play/simulation
- ◆ projects

These methods are indicative and are neither mandatory nor exhaustive.

8 Progression routes within SCQF

Progression is not the prime intention of these awards. They are stand alone awards for people who wish to explore enterprise or self employment and, if successful, their next step would be to practice their enterprising skills. Candidates will take the award best suited to their previous background and experience. Progression from award to award within the framework is therefore not the intention. However there may be candidates whose initial background is limited to begin with, but makes good progress at SPA Intermediate 1 level and may benefit by moving on to SPA Intermediate 2.

Progression on from the SPAs may lead to further qualifications which are likely to involve specialist or technical knowledge. If candidates achieve the award at SCQF level 4, this may give them the confidence and background to move on to SCQF level 5 Units/awards in an area which will enable them to develop and progress their business goals and ambitions. In this way there is progression within the SCQF framework.

Being enterprising suggests that candidates will move on and have several business ideas. At different stages in their lives/careers they wish to develop further business plans. A possible progression is for candidates who have achieved the award at Intermediate 1 to progress to Intermediate 2, and for those who have SPA at Intermediate 2 to progress to Professional Development Award (PDA) Enterprise and Employability at SCQF level 7. If enough experience has been gained between business ideas, progression from SPA Intermediate 1 to PDA may be possible.

9 Modes of delivery

This award is flexible enough to be delivered in a number of modes to suit different candidates and different centres. The following are some possible suggestions:

- ◆ full time — 12 week course;
- ◆ day release/part time course — one day a week for the academic session;
- ◆ evening class — two nights a week for one year or one night for two years;
- ◆ in schools the Units could be timetabled as stand alone optional Units which could be used with existing Units held by pupils to make up the SPA. In these circumstances the award could be achieved in one academic year;
- ◆ alternatively in schools the SPA could be timetabled over a two year period.

Appendix 1

Responses to Consultation on SPA Enterprise — major stakeholders

	Schools	Colleges	External Training Providers	Others
Q1 Do you support the rationale for this award?				
Yes	75	18	29	30
No	1	0	1	0
In part	11	2	1	6
No response	1	0	0	0
Q2 Are the target groups for the award correctly identified?				
Yes	65	15	25	30
No	3	0	0	0
In part	19	5	5	6
No response	1	0	1	0
Q3 Which target groups are you most likely to be involved with?				
Pre-vocational school students S3 to S6	83	12	9	23
16-18 year olds on Get Ready for work programmes	19	13	13	15
Skill Seekers	2	13	15	15
Job Centre Plus	3	8	16	9
Vocational students in colleges	5	17	7	7
Employees who have limited, devalued or redundant skills	2	13	12	8
Employees for whom redundancy is or could be a possibility	1	11	8	8
Learners who are not in mainstream education eg young offenders	7	10	8	5
No response	0	0	2	0
Q4 Do you agree with the purpose of the award?				
Yes	73	18	29	30
No	3	0	0	0
In part	9	2	1	5
No response	2	0	1	1
Q5 Do you agree with the proposed structure of the award				
Yes	56	12	24	21
No	5	1	1	2
In part	22	17	5	13
No response	4	0	1	0

	Schools	Colleges	External Training Providers	Others
Q6(i) Which of these levels are you likely to become involved with?				
2004				
Access 3	32	5	18	11
Intermediate 1	23	8	15	14
Intermediate 2	16	9	13	9
Higher	5	6	7	3
No response	46	9	7	20
2005				
Access 3	33	5	18	10
Intermediate 1	34	11	14	14
Intermediate 2	28	13	13	15
Higher	6	10	7	8
No response	31	5	9	17
Q6(ii) Approximately how many candidates would you expect to register at each level?				
2004				
Access 3	264	44	516	81
Intermediate 1	169	48	492	84
Intermediate 2	121	63	461	0
Higher	0	17	406	0
Unable to estimate	57	16	20	29
2005				
Access 3	349	42	620	185
Intermediate 1	322	74	543	233
Intermediate 2	206	100	518	221
Higher	30	16	442	16
Unable to estimate	57	14	20	27
Q7 Do you broadly agree with the indicative content for the award?				
Yes	66	16	28	22
No	4	1	0	1
In part	14	3	0	11
No response	3	0	3	2
Total number of respondents	87	20	31	36

Appendix 2

Form No	Organisation	Name	Job Title	E-mail Address	Responding on behalf of		Q1			Q2			Q3			Q4		Q5		Q6 (i)						Q6 (ii)						Q7									
					organisation	section/department	personal capacity	Yes	No	In part	Yes	No	In part	1	2	3	4	5	6	7	8	Yes	No	In part	Acc 3	nt 1	nt 2	nt 3	nt 1	nt 2	nt 3	nt 1	nt 2	nt 3	Yes	No					
98	Greenock High School	Alison I Morrison	Deputy Head Teacher	irene.morrison@hmv.gov.uk	organisation	Yes	In part	Yes	In part	1																															
99	Carnick Academy	James McCormiskey	DHT	james.mccormiskey@carnickacademy.scot.nhs.uk	organisation	Yes	In part	Yes	In part	1																															
100	Standard Life	Aleasdair Ferguson	Education Liaison Manager	aleasdair.ferguson@standardlife.com	organisation	Yes	In part	Yes	In part	1																															
101	Cogent Sector Skills Council	Tom McIntosh	Head of Products & Services	tom.mcintosh@cooent-ssc.com	organisation	Yes	In part	Yes	In part	1																															
102	Anderson High School	G Smith	PT Business Education Manager	gervysmith@shelld.biblio.net	organisation	Yes	In part	Yes	In part	1																															
103	Colthorn Ltd	Barbara MacDonald	Manager	enquiries@colthorn.net	organisation	Yes	In part	Yes	In part	1																															
104	Ainess Academy	W David Lipp	Depute Rector	dave.lipp@highland.gov.uk	organisation	Yes	In part	Yes	In part	1																															
105	Linwood High School	Keith Hasson	Headteacher	keith.hasson@reife.westire.org.uk	organisation	Yes	In part	Yes	In part	1																															
106	Energy & Utility Skills (SSC)	Ian Ferguson	Director, Scotland	ian.ferguson@euskills.co.uk	organisation	Yes	In part	Yes	In part	1																															
107	Duplicate of No 14																																								
108	Leith Academy	S McAuley	Headteacher	headteacher@leith.edin.sch.uk	organisation	Yes	In part	Yes	In part	1																															
109	Shetland Enterprise	Rachel Store	Development Manager	rachel.store@hient.co.uk	organisation	Yes	In part	Yes	In part	1																															
110	Aberdeenshire Council Education and Recreation	Douglas Marr	Curriculum and School Management Co-ordinator	gdouglas.marr@aberdeenshire.gov.uk	organisation	Yes	In part	Yes	In part	1																															
111	Coltness High School	Donald J Ferguson	Head Teacher	dl@coltnesshigh.tl-lanark.sch.uk	organisation	Yes	In part	Yes	In part	1																															
112	TAG Unit	Gillian Nestor	Training Co-ordinator	gact@kcali.co.uk	organisation	Yes	In part	Yes	In part	1																															
113	Automotive Skills	Jim Brown	Scotland & Northern Ireland Manager	jbrown@automotive-skills.org.uk	organisation	Yes	In part	Yes	In part	1																															
114	Drumchapel Opportunities	Alison Mason	Enterprise & Employers Manager	alison.mason@duftrm-oppa.org.uk	organisation	Yes	In part	Yes	In part	1																															
115	Angus Council	Christine Waitkin	Adviser 5-18	waitkina@angus.gov.uk	organisation	Yes	In part	Yes	In part	1																															
116	Scottish Hockey Union	Coleen Reid	Coach Education Development Officer	creid@scottish-hockey.org.uk	organisation	Yes	In part	Yes	In part	1																															
117	SAMB	Arthur Rayer	Head of Skills Training	arthur@ssmb.co.uk	organisation	Yes	In part	Yes	In part	1																															

Form No	Organisation	Name	Job Title	E-mail Address	Responding on behalf of			Q1			Q2			Q3			Q4			Q5			Q6 (i)			Q6 (ii)			Q7						
					organisation	section/ department	personal capacity	Yes	No	In part	1	2	3	4	5	6	7	8	Yes	No	In part	Yes	No	In part	Acc 3	nt 1	nt 2	nt 3	Yes	No	In part				
																																organisation	section/ department	personal capacity	
138	East Ayrshire Council Education Department	Wilma Bain	Quality Development Officer	wilma.bain@eastairfrewire.gov.uk	✓			✓	✓						✓						✓														
139	Edinburgh's Teiford College	Patricia O'Brien	Head of School - Business and IT	trish.obrien@ed-col.ac.uk	✓			✓	✓									✓																	
140	The Highland Council	Donald Jack	Enterprise in Education Development Manager	donald.jack@highland.gov.uk	✓			✓	✓																										
141	Falkirk Council: Education Services	John Bonington	Quality Improvement Officer		✓			✓	✓																										
142	Inverclyde Council, Education Services	Iain Mills	QDO/Adviser	ian.mills@inverclyde.gov.uk	✓			✓	✓																										
143	Dumfries City Council Education Department	Glen Taylor	Education Services Manager	glentaylor@dumfries.gov.uk	✓			✓	✓																										
144	Maripool School	David Davidson	Teacher	d.davidson@maripoolaberdeen.sch.uk	✓			✓	✓																	8									
145	Motherwell & Wishaw Citizens Advice Bureau	Audrey Cuthbertson	Manager	audrexc@motherwellcab.casonline.org.uk	✓			✓	✓																										
146	Scottish Court Service	Rick Rennie	Diversity Officer	rennie@scotcourts.gov.uk	✓			✓	✓																										
147	Dunedin School	Samantha Peck	SOA Coordinator/Geography Teacher	staff@dunedin.edin.sch.uk	✓			✓	✓																		5	3							
148	East Ayrshire Council	Dave Farrow	Quality Improvement Officer	dave.farrow@east-ayrshire.gov.uk	✓			✓	✓																										
149	Aberdeen College	Rae Angus	Principal and Chief Executive	m.cole@abcol.ac.uk	✓			✓	✓																										
150	Trinity Academy	Alexa Bain		alexabain@trinity.edin.sch.uk	✓			✓	✓																										
151	Glasgow City Council Education Services	George Mackie	Adviser	george.mackie@education.glasgow.gov.uk	✓			✓	✓																										
152	Barrhead High School	Lindsay Potter	Principal Teacher for Enterprise and Creativity	potterl@barrhead.edin.sch.uk	✓			✓	✓																										
153	Loudoun Academy	Brian R Johnston	Head Teacher	brian.johnston@leasleyschire.gov.uk	✓			✓	✓																										
154	Moray College	Jackie Andrews	Curriculum Leader	jackie.andrews@mcray.ac.uk	✓			✓	✓																										
155	Plockton High School	Susan Galloway	Depute Rector	susan.galloway@hnplockton.gov	✓			✓	✓																										

Appendix 3

Small Firms Enterprise Development Initiative (SFEDI) Standards level 2 and SPA Enterprise and Employability

The level 2 SFEDI standards are called Exploring Enterprise and on the face of it should be matched with the SPA at Intermediate 1 which incorporates Get into Enterprise. However Exploring Enterprise is a misnomer since it expects a great deal more from the candidate than exploring the possibility of self employment. SQA consultation indicated that Marketing was too sophisticated a subject at Intermediate 1 and that Accounting should reflect the day to day record keeping required by a small business. The level 2 standards do, however, match very well to the SPA at Intermediate 2.

There are six Units in SPA Enterprise Intermediate 2:

- ◆ Enterprise Activities
- ◆ Marketing Mix
- ◆ Financial Skills for Small Business
- ◆ Customer Service Skills for the Entrepreneur
- ◆ Administrative Support
- ◆ Business Start-up

SQA consultation indicated that those wishing to start in business would require administrative skills, particularly conducting meetings and recording and storing information. Exploring Enterprise does not touch on this area. While the SPA covers the basic books and ledgers a business needs to keep to pass to an accountant, Exploring Enterprise is more ambitious in the accounting skills it requires from candidates. So apart from Financial Skills and Administrative Support the qualifications mirror one another very well.

The SFEDI standards have been laid out and matched to the SPA Unit and Outcomes within the Unit that will evidence the achievement of the standard.

How the Exploring Enterprise standards relate to SPA Enterprise and Employability (Intermediate 2)

EXPLORING ENTERPRISE standards	SPA Unit	Outcome
<i>Explore how enterprise could suit you</i>		
1.1 Explore your strengths and weaknesses	Enterprise Activity	1
	Business Start-up	3
1.2 Decide what you could give to a business	Business Start-up	1, 3
1.3 Work out what you could get from starting a business	Enterprise Activity	1
<i>Explore the regulations and law for business</i>		
2.1 Look at different types of trading status for a business	Business Start-up	2
2.2 Find out about the legal requirements for a business	Administrative Support Business Start-up	2 2
2.3 Research the forms and records needed to start up and run a business	Financial Skills	1, 2, 3, 4
<i>Explore how to promote and sell products and services</i>		
3.1 Collect information about a market	Marketing Mix Customer Service	1, 3 1
3.2 Find out about customers	Customer Service Marketing Mix	1, 2, 3 1
3.3 Cost and price a product or service	Marketing Mix	2, 3
3.4 Find out how to promote a product or service	Marketing Mix	3
3.5 Find out how to sell a product or Service	Marketing Mix	3, 4
<i>Explore the financial needs of business</i>		
4.1 Research the finances to start and run a business	Business Start-up	1
4.2 Forecast cash flow	Business Start-up	4
4.3 Find out how to keep financial records	Financial Skills	1, 2, 3, 4
4.4 Find out how to measure financial success		

<i>Explore how to start and run a business</i>		
5.1	Work out the details of a product or service	Enterprise Activity
		3
		Business Start-up
		4
5.2	Find out what you would need to do to start a business	Business Start-up
		1
5.3	Find out what you would need to do to run a business	Enterprise Activity
		2, 3
5.4	Find out about the support you can get to start and run a business	Business Start-up
		1

Appendix 4

Mapping of “Determined to Succeed” to SPAs Enterprise and Employability

Enterprise in Education is defined in the document “Determined to Succeed” as:

- ◆ developing enterprising attitudes and skills through learning and teaching across the curriculum
- ◆ experiencing and developing understanding of the world of work in all its diversity including entrepreneurial activities and self employment
- ◆ participating fully in enterprise activities, including those which are explicitly entrepreneurial in nature, and in which the success is as a result of “hands on” participation
- ◆ enjoying appropriately focused career education

The document then goes on to define the specific entrepreneurial activities and the key benefits the candidate will accrue from Enterprise in Education. The following shows where the SPAs Enterprise and Employability meet the specific entrepreneurial activities and fosters the key benefits to the candidates. Where the elements are not explicit in the units of the SPAs, guidance, when it does not already exist, will be signposted in the “Guidance on Context and Content” section of the Unit Specification. This will indicate that the element, although not assessable, should be covered in the learning and teaching approaches.

It must also be noted that the Careers Scotland programme Get into ENTERPRISE supports the SPA at Intermediate 1 level, whilst Get into BUSINESS supports the SPA at Intermediate 2 and fosters the key elements that the document defines, particularly under the headings of “Attitudes” and “Skills”.

SPA Enterprise and Employability Intermediate 1

Specific Entrepreneurial Activities	SPA Unit	Outcome covering element	Suggested Curriculum Area
Setting up and running a small business for profit	Intro to Financial Skills	1, 2, 3 and 4	Business Education
Producing a business plan	Establishing your Business	1	Business Education
Raising Money	Intro to Financial Skills	1	Business Education
Financial Management	Intro to Financial Skills	2, 3 and 4	Business Education
Risk taking and profit sharing	Enterprise Activity	2	The nature of the activity will indicate the department, eg it could be Art, Home Economics, Craft and Design

SPA Enterprise and Employability Intermediate 1

Key Benefits	SQA Unit	Outcome fostering element	Suggested Curriculum Area
Attitudes			
Confidence	Life and Work	Please refer to the content and context section covering Outcome 4	PSE
Self esteem	Life and Work	As above	PSE
Self motivation	Life and Work	As above	PSE
Self reliance	Life and Work Enterprise Activity	As above Refer to content and context covering Outcome 2	PSE Depends on Activity
Respect	Customer Service Skills 1. The core skill “working with others” is embedded in vocational awareness and Enterprise Activity	2 and 3. Good customer service skills should be transferable into the wider community.	Business education or Home Economics
Risk assessment	Enterprise Activity	2	Depends on activity
Determination to succeed	Life and Work	Refer to content and context covering Outcome 2	PSE
Sense of responsibility	Enterprise Activity	Refer to content and context for Outcome 1	Depends on activity
Citizenship and values	Life and Work	Refer to content and context for Outcome 3	PSE
Recognising value of lifelong learning	Life and Work Enterprise Activity	Refer to content and context for Outcome 4 Refer to content and context for Outcome 4	PSE Depends on Activity
Viewing setbacks as learning experiences	Life and Work Enterprise Activity	Content and context for Outcome 4 As above	PSE Depends on Activity

SPA Enterprise and Employability Intermediate 1

Knowledge and Understanding	SQA Unit	Outcome covering element	Suggested Curriculum Area
Self through SWOT analysis	Enterprise Activity	1	Depends on nature of activity
Learning about work	Life and Work Vocational Awareness	1 and 4 1	PSE PSE
Career	Vocational Awareness	1	PSE
Business wealth creation	Intro to Financial Skills	3	Business education
Health and Safety	Vocational Awareness Admin Support	3 2	PSE Business Education
Pay and Tax			
Customer service	Customer Service Skills Your Business and e-commerce	1, 2, 3 and 4	Business Education and Home Economics IT
Roles rights and responsibilities	Enterprise Activity Vocational Awareness	Refer to teaching and learning covering Outcomes 1 and 2 Refer to content and context for Outcome 2	
Nature of work and enterprise	Enterprise Activity	Refer to context and content for Outcome 1	

SPA Enterprise and Employability Intermediate 1

Skills	Embedded in SQA Unit	Level
Core Skills*		
Communications	Admin Support	Intermediate 1 only the element Oral Communications is embedded
Working with Others	Vocational Awareness Enterprise Activity	Access 2 Int 1
Problem Solving	Vocational Awareness Admin Support Enterprise Activity	Access 2 Int 1 Int 1
Numeracy		
Information Technology		

* It may be possible to identify embedded core skills in new units by means of a core skill audit.

SPA Enterprise and Employability Intermediate 1

Others Skills	SQA Unit	Outcome covering element	Suggested Curriculum Area
Self management	Admin Support Enterprise Activity	1 2	Business Education Depends on the nature of the activity
Individual and collaborative decision making	Enterprise Activity	2 and 3	As above
Recognising need and opportunity	Enterprise Activity	3	As above
Influencing and negotiating	Enterprise Activity	2 and 3	As above
Creativity using initiative	Establishing your Business Enterprise Activity	3 1	Art Department
Evaluating risk	Enterprise Activity	4. The focus is implicit.	Depends on activity
Change management	Life and Work	Please refer to the Assessment Procedures relating to Outcomes 1 and 3.	PSE

SPA Enterprise and Employability Intermediate 2

Specific Entrepreneurial Activities	SPA Unit	Outcome covering element	Suggested Curriculum Area
Setting up and running a small business for profit	Financial Skills	1, 2, 3, 4 and 5	Business Education
Producing a business plan	Starting in Business	3	Business Education
Raising money	Starting in Business	2	Business Education
Financial Management	Financial Skills	1, 2, 3, 4 and 5	Business Education
Risk taking and profit sharing	Enterprise Activity	2. The focus on this activity is implicit.	The nature of the activity will indicate the department, eg it could be Art, Home Economics, Craft and Design.

SPA Enterprise and Employability Intermediate 2

Key Benefits	SQA Unit	Outcome fostering element	Suggested Curriculum Area
Attitudes			
Confidence	Enterprise Activity	Please refer to the content and context section covering Outcome 3	Depends on nature of activity
Self esteem	Enterprise Activity	As above	As above
Self motivation	Enterprise Activity	As above	As above
Self reliance	Enterprise Activity	Refer to content and context for Outcome 1	As above
Respect	Customer Service Skills 2. The core skill “working with others” is embedded in Enterprise Activity	1, 2, and 3. Good customer service skills should be transferable into the wider community.	Business education or Home Economics
Risk assessment	Enterprise Activity	2. The focus on this activity is implicit.	Depends on activity
Determination to succeed	Enterprise Activity	Refer to context and content covering Outcome 2	Depends on activity
Sense of responsibility	Enterprise Activity	Refer to context and content for Outcome 1	Depends on activity
Citizenship and values	There is no specific unit dealing explicitly with these key elements.		
Recognising value of lifelong learning	Enterprise Activity	Refer to context and content for Outcomes 2 and 3	Depends on activity
Viewing setbacks as learning	Enterprise Activity	Content and context for Outcome 4	Depends on activity

SPA Enterprise and Employability Intermediate 2

Knowledge and Understanding	SQA Unit	Outcome covering element	Suggested Curriculum Area
Self through SWOT analysis	Enterprise Activity	1	Depends on nature of activity
Learning about work	Enterprise Activity	Refer to content and context for Outcome 4	As above
Career	Enterprise Activity	As above	As above
Business wealth creation	Financial Skills	2	Business Education
Health and Safety	Admin Support	2	Business Education
Pay and Tax			
Customer service	Customer Service Skills	1, 2 and 3	Business Education or Home Economics
Roles rights and responsibilities	Enterprise Activities	Refer to teaching and learning covering Outcomes 1 and 2	
Nature of work and enterprise		Please refer to the Get into BUSINESS programme which supports this SPA	

SPA Enterprise and Employability Intermediate 2

Skills	Embedded in SQA Unit	Level
Core Skills*		
Communications	Admin Support	Int 1 note only the element ORAL COMMUNICATIONS is embedded
Working with Others	Enterprise Activity	Int 2
Problem Solving	Admin Support Enterprise Activity	Int 2 Int 2
Numeracy		
Information Technology		

* It may be possible to identify embedded core skills in new units by means of a core skill audit.

SPA Enterprise and Employability Intermediate 2

Others Skills	SQA Unit	Outcome covering element	Suggested Curriculum Area
Self management	Admin Support Enterprise Activity	1 2	Business Education Depends on the nature of the activity
Individual and collaborative decision making	Enterprise Activity	2 and 3	As above
Recognising need and opportunity	Enterprise Activity	3	As above
Influencing and negotiating	Enterprise Activity	2 and 3	As above
Creativity using initiative		Please refer to the GET into BUSINESS programme which supports this award	
Evaluating risk	Enterprise Activity	4	Depends on activity
Change management	Enterprise Activity	Refer to the content and context for Outcomes 2, 3 and 4	As above