National Unit Specification: general information

UNIT   Enterprise Activity (SCQF level 5)

CODE   D36N 11

SUMMARY

Developing planning, organisational, investigative, interpersonal skills and self awareness through organising and undertaking enterprise activity.

OUTCOMES

1   Devise and arrange enterprise activity in relation to personal development goals.
2   Take a leading role in the implementation of enterprise activity.
3   Initiate and sustain working relationships in the analysis, planning and implementation of an enterprise activity.
4   Evaluate the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.

RECOMMENDED ENTRY

Access to this Unit is at the discretion of the centre. However, it would be beneficial if the candidate had achieved Enterprise Activity (Intermediate 1) or equivalent.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

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CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

- ♦ Complete Core Skills   Problem Solving at SCQF level 5
                               Working with Others at SCQF level 5
- ♦ Core Skill components   None

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Devise and arrange enterprise activity in relation to personal development goals.

Performance Criteria

(a)   An initial self-assessment clearly identifies qualities and skills and realistic personal goals are set.
(b)   Information from a range of sources is used effectively to aid the arranging of an enterprise activity.
(c)   An enterprise activity is selected which is relevant to personal qualities, skills and goals and which takes into consideration problems and consequences associated with different choices.
(d)   A detailed step-by-step plan for organising the enterprise activity is devised and includes a detailed business plan.
(e)   The planning tasks which the candidate is most suited to carry out are negotiated effectively, taking account of own and others' strengths.
(f)   Required preparations for implementing the enterprise activity are accurate and complete in terms of gathering essential information.
(g)   Arrangements are confirmed clearly and accurately.
(h)   The feasibility of the plan is analysed and evaluated and the plan is adjusted accordingly.

OUTCOME 2

Take a leading role in the implementation of enterprise activity.

Performance Criteria

(a)   Opportunities to practise skills independently are negotiated effectively and in accordance with results of initial self assessment.
(b)   A programme of agreed tasks is planned and completed, with the candidate organising his or her work independently and effectively.
(c)   A variety of tasks or roles to meet enterprise aims is coordinated effectively.
(d)   The record kept of the implementation of the enterprise activity is detailed and accurate and evaluates progress towards agreed goals.
(e)   Health, safety and hygiene requirements are observed at all times.
(f)   Flexibility of approach and problem solving skills are demonstrated consistently.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Initiate and sustain working relationships in the analysis, planning and implementation of an enterprise activity.

Performance Criteria

(a) Anticipated needs of peers and others are responded to relevantly.
(b) Advice and assistance are sought when required and evaluated effectively.
(c) Ideas, information and judgements volunteered to others are relevant, accurate and sensible.
(d) Co-operative working relationships in unfamiliar situations are initiated independently.
(e) Opinions of others are evaluated critically.
(f) Behaviour is modified appropriately to meet the needs of different situations.

OUTCOME 4

Evaluate the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.

Performance Criteria

(a) The initial self assessment is re-examined in terms of strengths and weaknesses and progress towards defined goals is evaluated effectively.
(b) Evaluation of the tutor's/trainer's report is expressed by constructive and critical comment.
(c) A detailed explanation of the planning and implementation of the enterprise activity is clear and comprehensive.
(d) Feelings and reactions to the enterprise activity are expressed clearly.
(e) The original planning process is evaluated critically and suggestions for improvement are justified.
(f) Performance in task management and interpersonal skills is evaluated and related to future personal, social and vocational goals.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

The candidate will receive support throughout the Unit whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the teacher/lecturer should issue advice to candidates to enable progress.

Outcome 1

◆ an initial self assessment
◆ written and/or oral evidence for one enterprise activity

Outcome 2

◆ performance evidence for all of the Performance Criteria for one enterprise activity
◆ written and/or oral evidence which supports the performance evidence

Outcome 3

◆ performance evidence for one enterprise activity

Outcome 4

◆ an updated self assessment
◆ written and/or oral evidence for one enterprise activity

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is intended for candidates who wish to acquire or develop leadership qualities in the context of enterprise activity. This activity may take the form of a small business venture, a cooperative activity or a community venture. Enterprise activity is essentially a group activity but it is also necessary to record the contribution and learning experienced by individuals.

Outcome 1

In this Unit candidates are asked to construct an initial in-depth self evaluation, identifying personal goals which could be attained as a result of an enterprise activity. Candidates are expected to define what is required in order to plan, organise and implement the enterprise activity and to devise a detailed plan to this end and an outline business plan. Candidates will locate relevant information to aid the planning of the enterprise activity eg. Undertake market research, identify sources of supply, locate expertise in sales promotions, campaigns, advertising. Group sessions should then be held to negotiate an agreed plan, taking into account the consequences or problems associated with different choices. Each candidate should show evidence of major responsibility for planning and organising at least one aspect of the enterprise activity.

The role of the tutor/trainer in this Unit is that of consultant as the experience is largely candidate led. The tutor/trainer should be prepared to make candidates aware of the constraints placed upon them by such factors as finance or timescale but ideally candidates should identify these constraints themselves. The tutor/trainer should ensure that adequate provision is made for the candidates' health, safety and welfare.

Outcome 2

Individuals or groups should carry out tasks allocated to them in group planning. Since leadership is a key feature of the Unit, candidates should show evidence of both task management and management of personnel. The standard of performance and the timescale should be set through negotiation with group members. Skills should be pooled and opportunities taken for expertise to be shared with others through instruction, demonstration etc. The tutor/trainer input to this process should be minimal. Tutors/trainers should be aware of the need to look for evidence of flexibility of approach and problem solving. Appropriate guidelines on safety, insurance etc must be observed.

Throughout the Unit candidates should record, report on and evaluate the progress of the enterprise activity. An interim progress report will be produced. Tutors/trainers should arrange regular review sessions so that group members can share experiences and ideas. There is a need for tutors/trainers to establish group cohesion at an early stage so that candidates benefit from the support of the group.

National Unit Specification: support notes (cont)

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Outcome 3

A high degree of interpersonal skills is required in this Unit. Candidates are required to initiate cooperative working relationships and to anticipate and respond to the needs of others. The enterprise activity will provide the opportunity to use interpersonal skills in a wide range of contexts; to seek and evaluate advice and to show evidence of volunteering ideas, information and judgements. It will also enable candidates to present themselves in a manner which they perceive to be appropriate in a variety of situations. Candidates should organise review sessions which allow plans to be reconsidered, events reviewed and feelings expressed.

Outcome 4

Following the completion of the enterprise activity each candidate should review the experience in order to reassess personal strengths and weaknesses with a significant degree of insight. The initial self assessment should be reconstructed to accommodate the learning gained and the candidate should identify progress towards developmental goals. The interview provides an opportunity for the candidate to evaluate and comment upon the report of the tutor/trainer and to conduct a detailed evaluation of the success of the enterprise activity. Candidates should review the value of the learning experience to their own personal, social and vocational development.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The tutor's/trainer's role will be largely consultative and he or she will be a resource for planning, time management advice, the business plan, information on health and safety, constraints within which the candidates must work etc. The tutor/trainer should also act as a general mentor and should ensure that the group is kept motivated.

It is expected that in the course of the Unit each candidate will compile a folder of assessment evidence containing self assessment sheets, a planning sheet for the enterprise activity, log sheets which record the activities undertaken by the candidates during the enterprise activity and a final review sheet with reflections on the enterprise activity and its relevance to personal and social development.

Outcome 1

Induction to the Unit including explanation of its key features and establishing working relationships.

Involving candidates in decision making is valuable for personal development as well as being a powerful motivating factor. In this Unit the areas for negotiation are wide ranging and cover most of the stages of planning and implementation of the enterprise activity.

Individual and group exercises to enable candidates to assess their own capabilities, skills and interests in relation to an enterprise activity should be carried out. Personal development goals which can be met through an enterprise activity should be defined by individuals and plans should be made which allow progress towards these goals.

National Unit Specification: support notes (cont)

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These outline plans form the basis for group negotiation of a mutually agreed plan. The tutor/trainer may opt to act as arbitrator and may even insist on the right of veto in some situations.

Brainstorming may generate list of elements which have to be taken into account when planning and organising an enterprise activity. Candidates should match their personal qualities and skills against what needs to be done and negotiate the allocation of tasks. The tutor/trainer should provide only very limited support, advising on financial record keeping, correct business terminology and processes, time management etc.

Communication skills can be integrated into this phase of the Unit through letter writing, telephoning, interviewing and contacting and dealing with formal agencies. Equally as important are informal networks — making and using contacts, having the courage to ask, tapping possible sources of information such as friends and family. Informal group discussion may exploit these aspects.

In addition to planning and completing tasks allocated by the group each candidate should assume a leadership role for some aspect of the enterprise activity.

Role play, observation, case studies and examples from previous enterprise activities may be used to prepare candidates for the type of activities in which they may be involved and to help them decide on appropriate use of skills and behaviours in a variety of situations. When candidates have negotiated a role which requires them to lead and instruct a group, they may require some training.

Outcome 2

Candidates should record experiences as they occur in log sheets/log books and should be encouraged to monitor their own progress. Tutors/trainers should encourage discussion and recording of experiences when they occur. Tutors/trainers should be careful to highlight the requirements of Outcome 3 and to emphasise the need for candidates to record their experiences in these areas.

Outcome 3

All learning activities should be designed to develop personal, social and vocational development skills. However candidates must have the opportunity to do things for themselves, to make choices and decisions, to ask for assistance from the tutor/trainer and others when this is felt to be necessary,to interact with others and to try out new activities and new roles in a climate which feels safe.

The enterprise activity will be a new environment for some candidates and preparations should recognise this so that candidates are thoroughly prepared in advance.

Outcome 4

In an interview with each individual the tutor/trainer will discuss the activities undertaken throughout the Unit and the feelings of the candidates towards these. The interviews should be of a sufficient length to allow a thorough investigation of the candidate's learning. Tutors/trainers should not prompt performance but should create an atmosphere and framework within which candidates are encouraged to speak openly about their progress towards the defined goals, their feelings and reactions in relation to the tasks undertaken and the contribution which the learning activities have made towards their own personal and social development.

National Unit Specification: support notes (cont)

UNIT   Enterprise Activity (SCQF level 5)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Achievement of this Unit gives automatic certification of the following:

♦   Complete Core Skills   Problem Solving at SCQF level 5
                              Working with Others at SCQF level 5
♦   Core Skill components   None

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

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

During the Unit the candidate is required to plan and undertake an enterprise activity during which he or she should assemble a folder of assessment evidence in relation to the Outcomes. Personal interviews are central to the assessment and will be used to explore the candidate's experiences during the enterprise activity in relation to the stated Performance Criteria.

The tutor/trainer may conduct personal interviews with individual candidates or with groups, as appropriate. The interviews will take place on an ongoing basis throughout the Unit and should draw on relevant evidence from the candidate's assessment folder.

Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of instruments of assessment which could be used are as follows.

♦   personal interview drawing on evidence from planning and self assessment sheets
♦   personal interview drawing on evidence from planning sheet, interim report, log sheets and report from the tutor/trainer
♦   personal interview drawing on evidence from log sheets and report from the tutor/trainer
♦   personal interview using self assessment and review sheets

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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