

Young Enterprise 'Tenner Programme' and SQA Personal Development: Self and Work Units (H18P 44) and Enterprise Activity (D36N 10) — SCQF level 4

SQA and Young Enterprise Scotland have been working together to demonstrate how the [Tenner Challenge](#) could generate evidence that meets the assessment standards of some SQA units.

Young Enterprise Scotland's Tenner Challenge, in which participants make as much profit as possible from £10, provides an interactive way for learners to develop employability skills. The Tenner Challenge helps learners to develop skills including creativity, resilience and problem solving.

This document and case study outline how the Tenner Challenge could generate evidence that meets the assessment standards for the SQA units Personal Development: Self and Work (H18P 44) and Enterprise Activity (D36N 10).

Once evidence has been gathered via the Tenner Challenge, centres will have to check learners' work against the Assessment Standards for the SQA units. The examples provided here illustrate the type of activities and evidence that are **likely** to generate appropriate evidence.

The contribution that Young Enterprise's Tenner Challenge offers, in terms of evidence, will also depend on the range of activities that are being undertaken.

All evidence must be subject to rigorous assessment procedures and internal verification.



Case study: Forfar Academy

Forfar Academy is a co-educational comprehensive school in Angus authority. It has approximately 1,000 pupils. It has taken part in the Tenner Programme for three years. The school has a long-standing tradition of enterprising opportunities for pupils — the Enterprise Club was set up in 2005, and the enterprising activity is part of the Broad General Education (BGE) curriculum.

The enterprising activity that is encouraged in the school community is based on a culture of preparing young people for the world of work and exposing them to skills and techniques that will be required in the workplace and industry. The Enterprise Club also encourages young people to foster links with local businesses and strengthen bonds with the community in which the school sits.

The underlying skills that the enterprising activity develops is invaluable to the development of the young people who undertake the enterprise challenges.

There are two routes to accessing enterprise activities: during the Broad General Education (BGE), or via the after-school programme.

Pupils in the BGE opt for either a robotics project or the Tenner project. The pupils who choose the latter are split into groups of four who then set about designing jewellery and keyrings for sale. Staff guide pupils along the enterprise route. Each group comes up with their own company name and logo which is submitted to Young Enterprise Scotland. They then set about growing their £10 start-up money. During this process, pupils generate lots of valuable evidence in, eg products, designs, photos, logbooks, folios, and using social networking (eg Twitter) and online collaboration (Yammer) — all of these are rich sources of supporting evidence.

Older pupils can sign up to the after-school Purple Castle Projects enterprise club, which is set up to encourage the design and manufacture of products for sale. Sales from these products can be direct or via local craft fairs and farmers' markets. The young people create a business identity, including a company logo, and then set about designing and manufacturing products to sell. Products that have been developed include wooden quaichs, porridge spurtles, bowls, candlesticks, wooden pens, clocks, plaques, t-shirts, mugs, and wall signs.

The money generated from these products helps to sustain the club, but any surplus is donated to charities nominated by pupils, eg Guide Dogs for the Blind, Nut Allergy Charity, and Community Defibrillators. Goods are sold by accepting orders and via a stall which pupils are responsible for setting up.

Mapping of Tenner programme to Self and Work (H18P 44) and Enterprise Activity (D36N 10) — SCQF level 4

- ◆ This document outlines the minimum evidence requirements for both units.
- ◆ Centre MUST be aware that they are responsible for putting appropriate conditions in place for delivery and certification of these SQA units.
- ◆ SQA Certification is not guaranteed by completing the Tenner programme. Centres are required to collate and check learners' work against the Assessment Standards for the SQA units.

Self and Work (H18P 44) and Enterprise Activity (D36N 10)			
Outcome	Performance criteria	Evidence requirements	Tenner contribution
1. Prepare to develop task management skills within a vocational project.	1.1 describing strengths and limitations in their own task management skills 1.2 identifying personal targets for the development of these skills 1.3 producing a plan for the development of these skills 1.4 identifying their own straightforward tasks, which will enable progress towards achieving personal targets	Self-evaluation worksheets. Completed ASP. Self-assessment of qualities and skills. Completed worksheets. Completion of planning booklet for enterprise activity in NAB.	SQA ASP / NAB Sketches Designs Group lists and names Company names Plan of work / timetable Assignment of tasks Photos Flipchart Diagrams
1. Plan and arrange an enterprise activity with limited tutor/trainer support. 3. Work cooperatively with others in the analysis, planning	1a. Create an initial self-assessment clearly identifies the candidate's qualities and skills and realistic personal goals are set.		

Self and Work (H18P 44) and Enterprise Activity (D36N 10)			
Outcome	Performance criteria	Evidence requirements	Tenner contribution
and undertaking of enterprise activity.			
	<p>1b. A variety of sources of information is used effectively to aid planning enterprise activity.</p> <p>3a. Working relationships formed are cooperative in nature.</p> <p>3b. Instructions are listened to attentively and accepted in a positive manner.</p> <p>3c. Advice and assistance and opinions of others are sought when required.</p> <p>3d. Ideas, information and judgements volunteered are relevant, accurate and sensible.</p> <p>3e. Behaviour is modified appropriately to meet the needs of different situations.</p>	<p>Observational checklists</p> <p>Minutes of meetings</p> <p>Assessor comments</p> <p>Photographic evidence</p> <p>Video footage</p> <p>List of sources</p> <p>Market Research</p>	<p>Checklists</p> <p>Minutes</p> <p>Assessor comments</p> <p>Photos</p> <p>Video</p> <p>List of sources</p> <p>Market Research</p>
	<p>1c. An enterprise activity is chosen which matches candidate's qualities, skills and goals.</p> <p>1d. A step-by-step planning process for the enterprise activity is devised and implemented taking account of own and others' strengths.</p>	<p>Enterprise plan</p> <p>Complete a plan which includes: tasks, resources and timescales.</p>	<p>Plans</p>
2. Carry out the project.	<p>2.1 monitoring the progress of the plan and taking appropriate action</p> <p>2.2 completing their own tasks</p>	<p>Self and Work ASP and Enterprise Activity NAB associated planning booklet / worksheets.</p> <p>Enterprise Activity diary and record of tasks.</p> <p>Phone calls and or visits.</p> <p>Monitoring sheets.</p> <p>Budget Sheets.</p>	<p>ASP / NAB</p> <p>Diary</p> <p>Logbook</p> <p>Requisition of materials</p> <p>Monitoring sheets</p> <p>Orders</p> <p>Recordings of conversations</p> <p>Artefacts</p>

Self and Work (H18P 44) and Enterprise Activity (D36N 10)			
Outcome	Performance criteria	Evidence requirements	Tenner contribution
2. Carry out tasks during an enterprise activity under limited supervision.	2a. The allocation of tasks for enterprise activity is negotiated effectively and in accordance with results of initial self-assessment. 2b. Allocated tasks are planned and carried out under limited supervision and to a standard agreed with tutor/trainer. 1e. Required preparations for the enterprise activity are accurate in terms of gathering essential information. 1f. Arrangements are confirmed clearly and accurately. 1g. The feasibility of the plan is reviewed and adjusted as required.	Tutor report. An enterprise plan detailing tasks to be completed and any adjustments made to plan. Monitoring MUST be at mid-point and end. ASP to be filled in. Project signed off by assessor. Folio of evidence from project. Any supporting evidence e.g. photos, witness testimony, BLOG, tickets, posters, recordings etc.	Tenner weekly targets are met; Week 1 – pre questionnaire and upload logo. Week 2 – upload sales pitch. Week 3 – upload marketing strategy. Week 4 – post questionnaire and upload photo of pop up shop
	2c. Agreed parameters are adhered to at all times. 2d. Health, safety and hygiene are adhered to at all times. 2e. The ability to deal with unexpected situations is demonstrated effectively.	Assessor comment – checklist etc.	
3. Review own task management skills.	3.1 Describing progress made towards achieving personal targets. 3.2 Reaching conclusions about the effectiveness of the plan. 3.3 Describing areas for further development of own task management skills.	Post enterprise review to include; review of self-assessment, notes of feelings and reactions and future goals. New targets / goals made. Completion of ASP / NAB. Assessors interview and report.	ASP / NAB Finance sheet Balance sheet Profit / loss Targets Twitter Yammer
4. Review the contribution of the knowledge and skills gained through enterprise	4a. The initial self-assessment is re-examined in terms of strengths and weaknesses and progress towards defined goals is reviewed effectively.		

Self and Work (H18P 44) and Enterprise Activity (D36N 10)			
Outcome	Performance criteria	Evidence requirements	Tenner contribution
activity to own personal, social and vocational development.	<p>4b. The tutor's/trainer's report is reviewed and commented upon critically and is justified.</p> <p>4c. Feelings and reactions to enterprise activity are expressed clearly.</p> <p>4d. Strengths and weaknesses within original planning process are clearly identified and suggestions for improvement of the process made.</p> <p>4e. The value of the learning gained is reviewed in relation to future personal, social and vocational goals.</p>		