

Micro-Tyco WildHearts Foundation and SQA NPA in Enterprise and Employability SCQF Level 4 (G976 44)

WildHearts Group is a portfolio of companies that, through their activities and profits, create global social change. To date, WildHearts has transformed over one million lives and invested over £20 million. All of its customers have one thing in common — the profits from their spend fund the work of the WildHearts Foundation (Registered Charity SC037072) to change lives locally and globally.

Micro-Tyco, WildHearts multi-award-winning global enterprise programme, inspires an entrepreneurial environment that fosters creative thinking, resourcefulness and team work. It helps learners to develop financial literacy, communication, leadership, project management and networking skills. It works across Scotland in schools, colleges and communities to develop greater understanding of enterprise and to create a lasting legacy from the enterprise projects created.

SQA and Micro-Tyco WildHearts have been working together to demonstrate how Micro-Tyco activities could generate evidence that meets the assessment standards of SQA Awards and Units.

This case study is based on the Micro-Tyco month-long challenge that enables participants to practise fundamental business behaviours in a safe, 'micro' environment. Teams from schools, universities and businesses have one month to grow their £1 'seed capital' into as much money as possible. The case study outlines ways in which a centre delivering the Micro-Tyco challenge could generate evidence that meets the assessment standards for the NPA in **Enterprise and Employability at SCQF level 4***. The examples provided are illustrative, and the examples of possible evidence gathered are not mandatory.

Once the evidence has been gathered via Micro-Tyco activities, centres will have to check learners' work against the Assessment Standards for the SQA units within the NPA in Enterprise and Employability at SCQF level 4. The examples provided here illustrate the types of activities and evidence that are **likely** to generate appropriate evidence.

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

*Please note that this case study is for the NPA in Enterprise and Employability at SCQF level 4 only. The case study is one example and is not exhaustive. Micro-Tyco activities may also have the potential to generate evidence for other SQA units.



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Case study: Our Lady's High School and Micro-Tyco

In Our Lady's High school, Motherwell, pupils attend tutor sessions for Micro-Tyco activities four days out of five. Each tutor group has approximately 20 pupils, and each session lasts 25 minutes, during which pupils undertake work for PSHE, health and wellbeing, and preparing for the world of work. Programmes of work are certificated via SQA wider achievement awards and courses. This process begins in S1.

The NPA in Enterprise and Employability at SCQF level 4 is delivered during S3 and S4 — two units are undertaken in S3 and two in S4. Pupils use Micro-Tyco activities to evidence two units in S3, and a week's work experience placement to evidence the two units completed in S4. S3 tutor sessions begin with teaching and learning about micro finance and examining the skills associated with being entrepreneurial. Pupils look at case studies and discuss the impact the project they have chosen will have on people's lives.

The rules of the Micro-Tyco challenge are then discussed, at which point pupils divide into groups of three or four. The groups begin by brainstorming ideas that they can use to grow their £1 into more money. The group members are responsible for devising a plan and carrying out the tasks needed to complete the plan. The preparation work is started in October and the month of November is dedicated to the challenge itself.

(Note: Micro-Tyco is also available for schools in February). Every pupil is included and involved in the challenge. Money that is generated is totalled and returned to WildHearts UK in December.

The Micro-Tyco challenge is hugely popular with pupils as it is an opportunity to learn in an active and co-operative manner.

Starting on the next page is the timeline and evidence requirements for pupils, as well as a breakdown of how the Micro-Tyco project assimilates into the S3 portion of the NPA plan.

NPA in Enterprise and Employability SCQF Level 4

S3 Activity

Personal Development: Self-Awareness (H18X 44)		Enterprise Activity 1 (D36N 10)		
Outcome	Performance criteria	Evidence requirements	Timescale	Lesson plan
1. Prepare for a project to develop self-awareness	1.1 identifying their own qualities and feelings.	Self-analysis tool in ASP Micro - Tyco skills map Completion of planning booklet for enterprise activity Micro – Tyco networking diagram	October / January	Micro – Tyco lesson 1
	1.2 gathering opinions from another person about their qualities.			Micro – Tyco lesson 2
1. Plan and arrange an enterprise activity with limited support	1.3 identifying an aim for the project.			Micro – Tyco lesson 3
	1.4 identifying their own straightforward tasks to enable progress towards the aim.			Micro – Tyco lesson 4
2. Carry out the project.	1a Create an initial self-assessment clearly stating candidate skills and qualities and realistic personal goals are set.	ASP's Enterprise activity diary and record tasks	November / February	Micro – Tyco lesson 6.
	1b. A variety of sources of information is used effectively to aid planning enterprise activity.			
2. Carry out tasks during an enterprise activity with limited supervision	2.1 monitoring progress and taking appropriate action.			
	2.2 Completing their own identified tasks.			
2. Carry out tasks during an enterprise activity with limited supervision	1d. A step – by – step planning process for the enterprise activity is devised and implemented taking account of own and others' strengths.	Monitor sheets	November / February	
	2a. The allocation of tasks for EA is negotiated effectively and in accordance with self-assessment.			
	2b. Allocated tasks are planned and carried out under limited supervision and to a standard agreed with tutor.			

Personal Development: Self-Awareness (H18X 44)		Enterprise Activity 1 (D36N 10)		
Outcome	Performance criteria	Evidence requirements	Timescale	Lesson plan
1. Plan and arrange an enterprise activity with limited support	<p>1e. Required preparations for the enterprise activity are accurate in terms of gathering essential information.</p> <p>1f. Arrangements are confirmed clearly and accurately.</p> <p>1g. The feasibility of the plan is reviewed and adjusted as required.</p>	Adjustments to plan	November / February	
2. Carry out tasks during an enterprise activity with limited supervision	<p>2c. Agreed parameters are adhered to at all times.</p> <p>2d. Health, safety and hygiene are adhered to at all times.</p> <p>2e. The ability to deal with unexpected situations is demonstrated effectively.</p>	<p>Project signed off by tutor; Folio of evidence from project</p> <p>Supporting evidence to be drawn from the project. Can include photos, tickets, posters, recordings, BLOGs etc</p>	November / February	
3. Review knowledge of self.	<p>3.1 – identifying what has been learned about their own qualities and feelings from completing the project.</p> <p>3.2 – describing personal goals for further development of self – awareness.</p>	<p>Self-awareness review sheet</p> <p>ASPs</p> <p>Tutor Report</p>	December / March	Micro – Tyco lesson 7.
3. Work co-operatively with others in the analysis, planning and undertaking of enterprise activity	<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>	Action planning sheets	October / January	Micro – Tyco lesson 5.

Personal Development: Self-Awareness (H18X 44)		Enterprise Activity 1 (D36N 10)		
Outcome	Performance criteria	Evidence requirements	Timescale	Lesson plan
1. Plan and arrange an enterprise activity with limited support	1c. An enterprise activity is chosen which matches candidate's qualities, skills and goals.	Enterprise plan	October / January	
4. Review the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development	<p>4a. The initial self-assessment is re-examined in terms of strengths and weaknesses and progress towards defined goals is reviewed effectively.</p> <p>4b. Tutor's report is reviewed and commented on 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 are made.</p> <p>4e. The value of the learning gained is reviewed in relation to future personal, social and vocational goals</p>	<p>Self-awareness review sheet</p> <p>ASPs</p> <p>Tutor Report</p>	December / March	Micro – Tyco lesson 7.