Mapping Social Enterprise Schools with Enterprise and Employability National Progression Award 2023
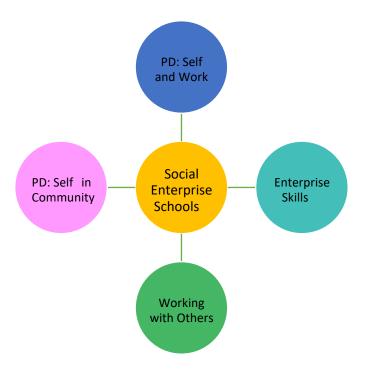
The Social Enterprise Academy is a government funded organisation which encourages the set up and delivery of sustainable social enterprise in Scotland. The organisation works across Scotland in schools, colleges and communities to develop greater understanding of enterprise and to create a lasting legacy as a result of the enterprise projects created.

Social Enterprise Schools aims to teach the concept of enterprise and the values that social enterprise expounds as well as focusing in on the skills and qualities needed to set up a social enterprise. They work closely with young people, teachers and communities to develop entrepreneurial skills, help them discover enterprising attributes and a sense of social justice.

This foreword attempts to demonstrate possible ways in which a centre, who is delivering a social enterprise with the support of the Social Enterprise Academy, could generate evidence that meets the assessment standard for the NPA in Enterprise and Employability.

Centres will need to audit the contribution of the Social Enterprise Academy to your candidates' work against the outcomes for the SQA unit/Award.

All evidence should be subject to rigorous assessment procedures and internal verification. This will vary on a centre by centre basis depending on the projects undertaken.

NPA Enterprise and Employability Award – Example

For the purposes of this example, the above SQA units have been chosen to give the required credits towards the award. It is essential that centres know that there are four menus of units from which choices can be made allowing centres to tailor certification to meet the needs of their candidates and the projects they devise.

Centres are responsible for mapping the evidence their candidates generate to the assessment standard of the award.

PD: Self in Community – H18N 44

Outcome	Performance criteria	Social Enterprise Project Work	Evidence to include for SQA
1. Prepare to develop interpersonal skills within a group project. 2. Carry out the project. 3. Review their own interpersonal skills.	1.1 identifying strengths and limitations in their own interpersonal skills. 1.2 identifying personal targets for the development of these skills. 1.3 contributing to the planning of a group project that will allow progress towards these personal targets. 1.4 identifying their own straightforward tasks, which will enable progress towards these targets. 2.1. Completing their own identified tasks. 2.2. Contributing to monitoring the progress of the project. 2.3 Working co-operatively with others. 3.1. Gathering feedback about the effectiveness of their own interpersonal skills. 3.2. Describing progress made towards achieving personal targets. 3.3 Describing areas for further development of interpersonal skills.	▪ Take part in a pupil workshop with an Education Facilitator. ▪ Complete SEA booklet. ▪ Research - complete in pupil booklet research into local community and social enterprise ▪ Examine famous entrepreneurs and complete in pupil booklet – group activity - 'What makes a successful entrepreneur'? ▪ Work on ideas. ▪ Formulate a project brief. ▪ Create a business plan – listing tasks to be completed. ▪ Do the enterprise project. ▪ Complete all own tasks. ▪ Review of Knowledge & Skills ▪ Review project success. ▪ Identify learning after completing project. ▪ Set new personal goals.	▪ **SQA Assessment Support Pack** ▪ Photos ▪ Video clips ▪ Social Enterprise Business booklet ▪ Entrepreneur profiles ▪ Pupil Booklet and separate templates/worksheets if used. ▪ Mind maps ▪ Social enterprise case studies ▪ Project brief ▪ Minutes of meetings ▪ Dialogue with mentor ▪ Project related evidence e.g. Tickets, Posters, products, research, prototypes, correspondence, end user reviews etc. ▪ End of project evaluation. ▪ New goals ▪ Confidence log ▪ Learning light bulbs ▪ Reflection questions ▪ Skills Self-Assessment

Enterprise Skills – J614 44

Outcome	Performance criteria	Social Enterprise Project Work	Evidence to include for SQA
1. Plan and contribute to the arrangement of an enterprise activity. 2. Demonstrate routine enterprise skills when carrying out an enterprise activity. 3. Contribute to a review of own progress and learning gained from the enterprise activity.	1a Select an entrepreneurial role model and describe their skills, qualities and personal strengths. 1b Carry out a self-assessment to identify own skills and qualities. 1c Discuss and identify group skills and qualitied required for an enterprise activity. 1d Agree the choice of enterprise activity from a range of possible ideas. 1e Set a straightforward goal related to an enterprise activity. 1f Create a straightforward plan to include essential information about the enterprise activity. 2a Agree job role and tasks based on own individual strengths and needs. 2b Carry out the plan and the allocated tasks under supervision to an agreed timescale. 2c Observe health and safety and hygiene requirements at all times. 2d Work cooperatively with others whilst demonstrating enterprise skills. 2e Seek advice where appropriate. 3a Gather feedback on own progress made and the learning gained from the enterprise activity. 3b Identify own strengths and limitations of own input in the enterprise activity. 3c Draw conclusions about the shared enterprise goal. 3d Suggest improvements for any future enterprise activity. 3e Describe own feeling and reactions to the enterprise activity. 3f Identify the enterprise skills and qualities developed and/or improved upon as a	• Take part in a pupil workshop with an Education Facilitator. • Describe the skills, qualities and personal strengths of your entrepreneurial role model. • Complete SEA booklet. • Research - complete in pupil booklet research into local community and social enterprise. • Work on ideas. • Formulate a project brief. • Create a business plan. • Do the enterprise project. • Complete all own tasks. • Review of Knowledge & Skills • Review project success. • Identify learning after completing project. • Health and Safety is examined. • Meetings are held. • Communication skills are explored. • Group draws on expertise of others. • Behaviours of the group are monitored. • Evaluation includes strengths and weaknesses of original plan. • New personal, social and vocational goals are identified.	▪ **SQA Assessment Support Pack** ▪ Photos ▪ Video clips ▪ Business plan ▪ Assessment Support Pack ▪ Pupil Booklet (or separate templates/worksheets?) ▪ Mind maps ▪ Social enterprise case studies ▪ Project brief ▪ Agenda and Minutes of meetings ▪ Dialogue with mentor ▪ Project related evidence e.g. Tickets, Posters, products, research, prototypes, correspondence, end user reviews etc. ▪ End of project evaluation. ▪ New goals. ▪ Risk assessment ▪ Tutor checklists ▪ Butterfly tool ▪ Research tool ▪ SWOT analysis ▪ Confidence log ▪ Learning light bulbs ▪ Reflection questions ▪ Skills Self-Assessment OR Skills Peer and Self-Assessment

	result of participating in the enterprise activity.		

Working with Others – F3GE 10

Outcome	Performance criteria	Social Enterprise Schools framework	Evidence to include for SQA
1. Work cooperatively with others	♦ Work with others to identify the main roles within the co-operative activity and/or activities, what role they will take, what tasks they will do, and how these relate to the roles and tasks of others. ♦ Carry out their own role in the co-operative activity and/or activities, adapting their role as necessary (eg accommodating any difficulties or changing circumstances). ♦ Respond sensitively to the needs of others, recognising their strengths, skills, and preferences, where possible. ♦ Seek and offer support from/to others (eg encouraging; sharing resources; demonstrating or explaining something). ♦ Identify criteria which they can use to evaluate their contribution and the contribution of others to the co-operative activity and/or activities. ♦ Receive and consider feedback and/or advice on their contribution to the co-operative activity and/or activities. ♦ Review their own contribution to the co-operative activity and/or activities against their chosen criteria, supporting this with evidence. ♦ Identify how they could improve their skills in working co-operatively with others and future co-operative working arrangements. ♦ Set objectives for how they could improve both their own skills and co-operative working in future.	• Take part in a pupil workshop with an Education Facilitator. • Complete SEA booklet. • Research - complete pupil booklet - research into local community and social enterprise • Research a Social Enterprise • Examine famous entrepreneurs. • Work on ideas. • Formulate a project brief. • Create a business plan. • Do the enterprise project. • Complete all own tasks. • Review project success. • Identify learning after completing project. • Health and Safety is examined. • Meetings are held. • Communication skills are explored. • Group draws on expertise of others. • Behaviours of the group are monitored. • Evaluation includes strengths and weaknesses of original plan. • New personal, social and vocational goals are identified.	▪ **SQA Assessment Support Pack** ▪ Worksheets ▪ Photos ▪ Video clips ▪ Business plan ▪ Assessment Support Pack ▪ Case studies ▪ Entrepreneur profiles ▪ Pupil Booklet ▪ Mind maps ▪ Social enterprise case studies ▪ Project brief ▪ Agenda and Minutes of meetings ▪ Dialogue with mentor ▪ Project related evidence e.g. Tickets, Posters, products, research, prototypes, correspondence, end user reviews etc. ▪ End of project evaluation. ▪ New goals. ▪ Risk assessment ▪ Tutor report ▪ Tutor checklists ▪ Confidence log ▪ Learning light bulbs ▪ Reflection questions ▪ Skills Self-Assessment OR Skills Peer and Self-Assessment

PD: Self and Work – H18P 44

Outcome	Performance criteria	Social Enterprise Schools framework	Evidence to include for SQA
1. Prepare to develop task management skills within a vocational project. 2. Carry out the project. 3. Review own task management skills.	1.1 Describe strengths and limitations in their own task management skills. 1.2 Identify personal targets for the development of these skills. 1.3 Produce a plan for the development of these skills. 1.4 Identify own straightforward tasks, which will enable progress towards achieving personal targets. 2.1 Monitor the progress of the plan and take appropriate action. 2.2 Complete own tasks. 3.1 Describe progress made towards achieving personal targets. 3.2 Reach conclusions about the effectiveness of the plan. 3.3 Describe areas for further development of own task management skills.	▪ Take part in a pupil workshop. ▪ Complete SEA booklet. ▪ Research into local community and social enterprise ▪ Examine famous entrepreneurs. ▪ Work on ideas. ▪ Formulate a project brief. ▪ Create a business plan. ▪ Do the enterprise project. ▪ Complete all own tasks. ▪ Review skills and knowledge. ▪ Review project success. ▪ Identify learning after completing project. ▪ Health and Safety is examined. ▪ Meetings are held. ▪ Communication skills are explored. ▪ Group draws on expertise of others. ▪ Behaviours of the group are monitored. ▪ Evaluation includes strengths and weaknesses of original plan. ▪ Personal, social, vocational goals identified	▪ **SQA Assessment Support Pack** ▪ Worksheets ▪ Photos ▪ Video clips ▪ Business plan ▪ Assessment Support Pack ▪ Case studies ▪ Entrepreneur profiles ▪ Pupil Booklet ▪ Mind maps ▪ Social enterprise case studies ▪ Project brief ▪ Agenda and Minutes of meetings ▪ Dialogue with mentor ▪ Project related evidence e.g. Tickets, Posters, products, research, prototypes, correspondence, end user reviews etc. ▪ End of project evaluation. ▪ New goals. ▪ Risk assessment ▪ SDS information ▪ Local job market information. ▪ My 'World of Work' toolkits. ▪ Butterfly tool ▪ Research tool ▪ SWOT analysis ▪ Confidence log ▪ Learning light bulbs ▪ Reflection questions Skills Self Assessment OR Skills Peer and Self Assessment

Centres will be responsible for sign posting evidence for each assessment standard within each unit.

ALL SQA Assessment Support Packs (or centre devised equivalents) MUST be completed.