

Social Enterprise Academy and SQA NPA Enterprise and Employability Award SCQF Level 4 – G976 44

Social Enterprise Academy is an organisation that encourages the set-up and delivery of sustainable social enterprise in Scotland. 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.

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

This document outlines possible ways in which a centre delivering the Social Enterprise Academy could generate evidence that meets the assessment standard for the SQA **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 the Social Enterprise Academy work, centres will have to check learners' work against the Assessment Standards for the SQA units. 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. This will vary from centre to centre, depending on the projects undertaken.

**Please note that this document is for NPA Enterprise and Employability at SCQF level 4 only. The NPA Enterprise and Employability is also available at SCQF level 5. The document is an example and is therefore not exhaustive. The Social Enterprise Academy has the potential to generate evidence from other SQA units, and those at SCQF level 5, but this would need to be produced by the centre to claim certification.*





In this document, it demonstrates how you can generate evidence through the delivery of Social Enterprise Academy activities for the the SQA units listed below to provide a route to achieving the required credit towards the NPA in Enterprise and Employability at SCQF level 4. The qualification structure (see <http://www.sqa.org.uk/sqa/33817.html>) consists of a mandatory unit (Personal Development: Self and Work H18P 44) and four groups of optional units. To achieve the NPA it is essential that centres select a combination of units that comply with the parameters of the qualification structure. The selection of units should also meet the needs of learners and the projects they plan to devise.

- Personal Development: Self Awareness H18X 44
- Enterprise Activity D36N 10
- Working with Others F3G 10
- Personal Development: Self and Work H18P 44

Centres are responsible for mapping the evidence their candidates generate to the assessment standards for the Units.

How Social Enterprise Generates Evidence

Personal Development: Self Awareness (H18X 44)

Outcome	Assessment Standard	SEA Project Work	Evidence Generated
1. Prepare for a project to develop self – awareness.	1.1 Identify own qualities and feelings. 1.2 Gather opinions from another person about their qualities. 1.3 Identify the aim for the project. 1.4 Identify their own straight forward tasks to enable progress towards the aim.	<ul style="list-style-type: none"> • Take part in a starting workshop with a mentor. • Complete SEA booklet on skills for Learning, Life and Work. • Complete lesson 1 ‘Our Community, Our Future’. • Examine case studies. • Complete lesson 2 ‘What do Social Enterprises do’. • Investigate Social Enterprise. 	Worksheets Photos Video clips Business plan Assessment Support Pack Case studies Entrepreneur profiles Skills for Learning, Life and Work booklet
2. Carry out the project.	2.1 Monitor progress and take appropriate action. 2.2 Complete own identified tasks.	<ul style="list-style-type: none"> • Complete lesson 3 ‘What makes a successful entrepreneur’? • Examine famous entrepreneurs. • List own skills, qualities and feelings towards social enterprise. 	Mind maps Social enterprise case studies Project brief Minutes of meetings Dialogue with mentor
3. Review knowledge of self.	3.1 Identify what has been learned about their own qualities and feelings from completing the project. 3.2 Describe personal goals for further development of self – awareness.	<ul style="list-style-type: none"> • Complete lesson 4 ‘Build the Big Idea’ • Work on ideas. • Formulate a project brief. • Create a business plan – listing tasks to be completed. • Do the enterprise project. • Complete mid and end review. • Complete all own tasks. • Review project success. • Identify learning after completing project. • Set new personal goals. 	Project related evidence e.g. Tickets, Posters, products, research, prototypes, correspondence, end user reviews etc. End of project evaluation. New goals.

Enterprise Activity (D36N 10)

Outcome	Performance Criteria	SEA Project Work	Evidence Generated
<p>1. Plan and arrange an enterprise activity with limited support.</p>	<p>1a Create an initial self-assessment clearly stating candidate skills and qualities and realistic personal goals are set.</p> <p>1b A variety of sources of information is used effectively to aid planning enterprise activity.</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>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>	<ul style="list-style-type: none"> • Take part in a starting workshop with a mentor. • Complete SEA booklet on skills for Learning, Life and Work. • Complete lesson 1 'Our Community, Our Future'. • Examine case studies. • Complete lesson 2 'What do Social Enterprises do'? • Investigate Social Enterprise. • Complete lesson 3 'What makes a successful entrepreneur'? • Examine famous entrepreneurs. • List own skills, qualities and feelings towards social enterprise. • Complete lesson 4 'Build the Big Idea' • Work on ideas. • Formulate a project brief. • Create a business plan – listing tasks to be completed. • Do the enterprise project. • Complete mid and end review. • Complete all own tasks. • Review project success. • Identify learning after completing project. • Set new personal goals. • Health and Safety is examined. 	<ul style="list-style-type: none"> • Worksheets • Photos • Video clips • Business plan • Assessment Support Pack • Case studies • Entrepreneur profiles • Skills for Learning, Life and Work booklet • Mind maps • Social enterprise case studies • Project brief
<p>2. Carry out tasks during an enterprise activity with limited supervision.</p>	<p>2a The allocation of tasks for EA is negotiated effectively and in accordance with self-assessment.</p> <p>2b. Allocated tasks are planned and carried out under limited supervision and to a standard agreed with tutor.</p> <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>		

Enterprise Activity (D36N 10)

Outcome	Performance Criteria	SEA Project Work	Evidence Generated
<p>3. Work cooperatively with others in the analysis, planning and undertaking of enterprise activity.</p>	<p>3a Working relationships formed are cooperative in nature. 3b Instructions are listened to attentively and accepted in a positive manner. 3c Advice, assistance, and opinions of others are sought when required. 3d Ideas, information and judgements volunteered are relevant, accurate and sensible. 3e Behaviour is modified appropriately to meet the needs of different situations.</p>	<ul style="list-style-type: none"> • Group meetings are held. • Communication skills are explored. • Group draws on expertise of others. • Behaviours of the group are monitored. 	<ul style="list-style-type: none"> • Agenda and minutes of meetings • Dialogue with mentor • Project related evidence, eg tickets, posters, products, research, prototypes, correspondence, end user reviews etc. • End of project evaluation. • New goals. • Risk assessment • Expert testimony
<p>4. Review the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.</p>	<p>4a The initial self-assessment is re-examined in terms of strengths and weaknesses and progress towards defined goals is reviewed effectively. 4b Tutor's report is reviewed and commented on critically and is justified. 4c Feelings and reactions to enterprise activity are expressed clearly. 4d Strengths and weaknesses within original planning process are clearly identified and suggestions for improvement of the process are made. 4e The value of the learning gained is reviewed in relation to future personal, social and vocational goals.</p>	<ul style="list-style-type: none"> • Tutor writes a report. • Tutor report is reviewed and commented on. • Evaluation includes strengths and weaknesses of original plan. • New personal, social and vocational goals are identified. 	<ul style="list-style-type: none"> • Witness testimony • Tutor report • Tutor checklists

Working with Others (F3GE 10)

Learning Outcome	Assessment Standard	SEA Project Work	Evidence Generated
<p>Work cooperatively with others</p>	<ul style="list-style-type: none"> • Work with others to identify the main roles within the cooperative activity and / or activities, what role you will take, what tasks you will do and how these relate to the roles and tasks of others. • carry out your own role in the cooperative activity and or activities, adapting your role as necessary (for example, 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 (for example, encouraging, sharing resources, demonstrating or explaining something) • identify criteria that you can use to evaluate your contribution and the contribution of others to the cooperative activity and or activities. • receive and consider feedback and or advice on your contribution to the cooperative activity and or activities. • review your own contribution to the cooperative activity and or activities against your chosen criteria, supporting this with evidence. - identify how you would improve your skills in working cooperatively with others and future cooperative working arrangements. 	<ul style="list-style-type: none"> • Take part in a starting workshop with a mentor. • Complete SEA booklet on skills for Learning, Life and Work. • Complete lesson 1 'Our Community, Our Future'. • Examine case studies. • Complete lesson 2 'What do Social Enterprises do'? • Investigate Social Enterprise. • Complete lesson 3 'What makes a successful entrepreneur'? • Examine famous entrepreneurs. • List own skills, qualities and feelings towards social enterprise. • Complete lesson 4 'Build the Big Idea' • Work on ideas. • Formulate a project brief. • Create a business plan • Do the enterprise project. • Complete mid and end review. • Complete all own tasks. • Review project success. • Identify learning after completion • Set new personal goals. • Health and Safety is examined • Group meetings are held. • Communication skills are explored. • Group draws on expertise of others. • Behaviours of the group are monitored. • Tutor writes a report. • Tutor report is reviewed and commented on. • Evaluation includes strengths and weaknesses of original plan. • New PSV goals are identified. 	<ul style="list-style-type: none"> • Worksheets • Photos • Video clips • Business plan • Assessment Support Pack • Case studies • Entrepreneur profiles • Skills for Learning, Life and Work booklet • Mind maps • Social enterprise case studies • Project brief • Agenda and Minutes of meetings • Dialogue with mentor • Project related evidence eg tickets, posters, products, research, prototypes, correspondence, end user reviews etc. • End of project evaluation. • New goals. • Risk assessment • Expert testimony • Witness testimony • Tutor report • Tutor checklists

Personal Development: Self and Work (H18P 44)

Learning Outcome	Assessment Standard	SEA Project Work	Evidence Generated
1. Prepare to develop task management skills within a vocational project.	<p>1.1 describe strengths and limitations in their own task management skills.</p> <p>1.2 identify personal targets for the development of these skills.</p> <p>1.3 produce a plan for the development of these skills.</p> <p>1.4 identify own straightforward tasks, which will enable progress towards achieving personal targets.</p>	<ul style="list-style-type: none"> • Completion of SEA Templates 1 – 6 • Set own task management skill targets. • Take part in a starting workshop with a mentor. • Complete SEA booklet on skills for Learning, Life and Work. • Complete lesson 1 'Our Community, Our Future'. • Examine case studies. • Complete lesson 2 'What do Social Enterprises do'? • Investigate Social Enterprise. • Complete lesson 3 'What makes a successful entrepreneur'? • Examine famous entrepreneurs. • List own skills, qualities and feelings towards social enterprise. 	<ul style="list-style-type: none"> • Worksheets • Photos • Video clips • Business plan • Assessment Support Pack • Case studies • Entrepreneur profiles • Skills for Learning, Life and Work booklet • Mind maps • Social enterprise case studies
2. Carry out the project.	<p>2.1 monitor the progress of the plan and take appropriate action.</p> <p>2.2 Complete own tasks.</p>	<ul style="list-style-type: none"> • Complete lesson 4 'Build the Big Idea' • Work on ideas. • Formulate a project brief. • Create a business plan – listing tasks to be completed. • Do the enterprise project. • Complete mid and end review. • Complete all own tasks. 	<ul style="list-style-type: none"> • 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.
3. Review own task management skills.	<p>3.1 describe progress made towards achieving personal targets.</p> <p>3.2 reach conclusions about the effectiveness of the plan.</p> <p>3.3 describe areas for further development of own task management skills.</p>	<ul style="list-style-type: none"> • Review project success. • Identify learning after completing project. • Set new personal goals. • Health and Safety is examined • Group meetings are held. • Communication skills are explored. • Group draws on expertise of others. • Behaviours of the group are monitored. • Tutor writes a report. • Tutor report is reviewed and commented on. • Evaluation includes strengths and weaknesses of original plan. • New personal, social and vocational goals are identified. 	<ul style="list-style-type: none"> • End of project evaluation. • New goals. • Risk assessment • Expert testimony • Witness testimony • Tutor report • Tutor checklists

NB SQA requirements

Centres are required to map the **evidence** generated by the learner against the Outcomes and the Unit Assessment Standards//Performance Criterial of the relevant unit specification.

Evidence of achievement must be recorded via an SQA Unit Assessment Support Pack (ASP) or centre-devised assessment material, and this must be retained for external verification by SQA.