



## National Unit Specification: general information

**UNIT** Personal Development: Enterprise Activity (Access 1)

**CODE** F56E 07

### SUMMARY

This Unit is part of a suite of Access 1 Units described as 'Independent level'.

This Unit is designed principally for candidates developing basic skills in a supported learning environment. It provides an opportunity for candidates to prepare for a task in an enterprise activity, to carry out that task and to tidy up after the task has been completed. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

### OUTCOMES

1 Participate in an Enterprise Activity.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre, and as this is an introductory Unit, no prior knowledge or experience is required.

### CREDIT VALUE

1 credit at Access 1 level (6 SCQF credit points at SCQF level 1\*).

*\*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.*

### CORE SKILLS

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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#### Administrative Information

**Superclass:** HC

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## **National Unit Specification: statement of standards**

### **UNIT      Personal Development: Enterprise Activity (Access 1)**

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**

Participate in an Enterprise Activity.

#### **Performance Criteria**

- (a) Prepare to carry out the agreed task.
- (b) Carry out one agreed task.
- (c) Clear up when the task has been completed.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Performance evidence will be required in relation to this Outcome. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence. The performance evidence should be recorded to show that the candidate:

- ◆ takes part in preparing to carry out the agreed task
- ◆ carries out the agreed task
- ◆ clears up when the task is completed

The candidate should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal and may include one or more of the following:

- ◆ Speech
- ◆ Writing
- ◆ Word Processing
- ◆ Signing
- ◆ Lip-reading
- ◆ Braille
- ◆ Computer assisted communication

## National Unit Specification: support notes

### UNIT Personal Development: Enterprise Activity (Access 1)

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 is a free-standing Access 1 Independent level Unit. It is designed for candidates studying in a supported learning environment. This Unit provides an opportunity for candidates to prepare for a task in an enterprise activity, to carry out that task and to tidy up after the task has been completed.

The context for this Unit and the task to be carried out should be decided by the teacher/lecturer.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should be taken into account when deciding on the context for this Unit. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Appropriate enterprise activities could include:

- ◆ making a product for sale (home baking, Christmas decorations, cards)
- ◆ holding a coffee morning/Christmas fayre/summer fayre
- ◆ holding a charity fundraising day
- ◆ sponsored events

It is anticipated that the teacher/lecturer will choose the enterprise activity. However, if possible, the teacher/lecturer should enable the candidate to select a task from two or more appropriate options. It is important that the candidate is encouraged to make choices and decisions wherever possible to help build candidates' confidence and independence.

The type of tasks candidates might complete will be simple in nature and will depend on the candidate's abilities. Some examples of the possible tasks candidates might perform are given in the following table.

Enterprise activity	Possible tasks
Making and selling home baking	Mixing cake ingredients, kneeding scone dough, placing scones in bags, putting prices on bags, collecting money from customers.
Making and selling Christmas Cards	Taking orders for cards, Making the cards, delivering and collecting money for cards.
Holding a coffee morning	Setting out tables and chairs, collecting tickets, serving teas, washing/drying dishes.
Holding a charity event	Making a poster to advertise the event, selling tickets, setting up stalls, working on a stall, collecting tickets for entry.

## **National Unit Specification: support notes (cont)**

### **UNIT      Personal Development: Enterprise Activity (Access 1)**

The task selected for the enterprise activity may be completed by the candidate working on his/her own or as part of a group. Teachers/lecturers should consider the specific needs of the individual candidate when deciding which approach is most appropriate.

The candidate should be given the opportunity to practise his/her allocated task before participating in the enterprise activity. This could be done in the classroom setting with arrangements made to replicate the conditions under which the task will be performed.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

There are no Core Skills at Access 1 level.

### **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)*.

Candidates should be allowed to use their normal mode of communication while undertaking this Unit. Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required Unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during the formative assessment in order to prepare them for the formal Unit assessment.

Records of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. As candidate evidence may be generated by performance evidence for this Unit, records should be kept of each candidate's performance. This evidence could be in the form of a checklist completed by a responsible person observing the performance and/or photographic and/or video evidence.

All checklists and/or photographic or video evidence must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates it as an accurate record of the work of the named candidate.

An example of a blank assessment checklist for this Unit is provided at Appendix 1 along with an example of a completed checklist. Centres may use the blank checklist provided or produce their own version.

## **National Unit Specification: support notes (cont)**

**UNIT**      Personal Development: Enterprise Activity (Access 1)

### **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](http://www.sqa.org.uk))

## National Unit Specification: Appendix 1

### Personal Development: Enterprise Activity (Access 1)

Observation Checklist for recording candidate's performance

Name of candidate .....

Enterprise Activity .....

<b>Performance Criteria</b>	<b>Comment</b>	<b>Date achieved</b>
(a) Prepare to carry out the agreed task		
(b) Carry out one agreed task		
(c) Clear up when the task has been completed		

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

Date

## National Unit Specification: Appendix 2

### Personal Development: Enterprise Activity (Access 1)

Example of a completed Observation Checklist recording a candidate's performance

Name of candidate .....*Anya Lowe*.....

Enterprise Activity .....*Christmas Fayre*.....

<b>Performance Criteria</b>	<b>Comment</b>	<b>Date achieved</b>
(a) Prepare to carry out the agreed task	<i>Anya collected the decorations from the cupboard to decorate her stall for the Christmas Fayre.</i>	14/11/08
(b) Carry out one agreed task	<i>Anya decorated her stall using the decorations.</i>	14/11/08
(c) Clear up when the task has been completed	<i>When the Fayre ended, Anya tidied up her stall by taking down the decorations.</i>	14/11/08

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

*Mary Cameron*

Date *14 Nov 08*