

Access 2
Enterprise in Access

7518

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HIGHER STILL

Access 2

Enterprise in Access

Support Materials



Acknowledgement

This pack is based on work done in a Special School in the lead up to the implementation year of Higher Still.

The school worked with draft copies of the Access unit specifications and National Assessment Bank packs in order to gauge whether well tried and tested student activities could be certificated using Access 2 units.

The contribution of Lugton School, Midlothian, is gratefully acknowledged.

ENTERPRISE IN ACCESS

ACCESS 2

EXAMPLE OF DELIVERING A COHERENT GROUP OF UNITS

SUPPORT MATERIALS

FEATURES OF THE PACK

COHERENT GROUP OF UNITS:	ENTERPRISE IN ACCESS
EXEMPLIFICATION:	Delivering a coherent group of units consisting of a <i>Business</i> unit, an <i>Enterprise through Craft</i> unit and a <i>Personal and Social Education</i> unit
LEVEL:	ACCESS 2
UNITS:	<i>D518 08 Working in a Business Enterprise: An Introduction</i> <i>D536 08 Craftwork Enterprise</i> <i>D0EV 08 Contributing to an Enterprise Activity</i>

For whom is the programme intended?

The programme is intended for students with a range of learning difficulties for whom programmes of work leading to credits at Access 2 are expected to be appropriate. The programme could be used in a special school, mainstream school or college catering for students working at this level. We suggest that the coherent group of units, *Enterprise in Access (Access 2)* could be used as a one year programme.

What does this pack offer?

This pack represents the first steps taken by a special school in the adaptation of their established and highly successful Enterprise Project to match the *Business, Enterprise through Craft*, and *Personal and Social Education (PSE)* units mentioned above. The pack advises on blending the delivery of the three units in order to provide a coherent learning experience. The students plan and produce something while at the same time using the production activity as a vehicle for personal and social development. The pack advises on setting up a small company with the student group, who work together to manufacture and market a product.

Contents of the pack

The pack contains the following:

- further details on the purpose of this support material
- guidance on learning and teaching approaches for the coherent group of units
- a suggested approach to delivering the coherent group of units with an example of a time schedule, the approach is arranged in three stages
- Stage 1 students plan tasks together with their teacher/lecturer(s) in order to carry out the enterprise activity as a group
- Stage 2 students undertake their planned tasks
- Stage 3 students review their contributions to the enterprise activity
- Appendix containing student materials for use when setting up a company, the materials can be adapted by adding the name and logo of your students' company.

What this pack offers, therefore, is a model for delivering the coherent group *Enterprise in Access* at Access 2. The model in this pack can be used with any well established enterprise project and is particularly useful when encouraging students to work as a group and to be more aware of the effectiveness of their own personal input to the group.

Note on assessment

The programme is essentially practical so students learn by contributing to the activities. By the end of the programme students will have compiled a folio recording their contributions to the group's enterprise company. Throughout the pack there are descriptions of the students' activities during Stages 1 to 3 and diagrams linking these activities to possible assessment opportunities by identifying the relevant unit, outcome and performance criterion.

We recommend that assessment for certification of this coherent group of units is administered by using the National Assessment Bank (NAB) material identified below.

Component unit of Enterprise in Access (Access 2)		NAB
<i>D518 08</i>	<i>Working in a Business Enterprise: An Introduction (Acc 2)</i>	<i>D518 08/NAB001</i>
<i>D536 08</i>	<i>Craftwork Enterprise (Acc 2)</i>	<i>D536 08/NAB001</i>
<i>D0EV 08</i>	<i>Contributing to an Enterprise Activity (Acc 2)</i>	<i>D0EV 08/NAB001</i>

If you wish to amend NAB assessment materials or use alternative assessment materials, please note that the amended or alternative material will also be required for moderation purposes.

Other features of interest

We have included examples of links between the enterprise activities featured in this pack and other Access 2 provision, as follows:

- The setting up and running of the students' company provides opportunities to introduce the idea of Finance and Banking and this in turn could include aspects of Mathematics units at Access 2 or the Numeracy core skill unit at Access 2.
- The setting up of the company could also involve using job descriptions, application forms, 'contracts of employment'. These in turn may provide opportunities to include aspects of the Communication core skill unit at Access 2 or English and Communication units at Access 2, particularly the Language unit and Oral Communication unit.
- There may well be opportunities to include Computing at Access 2 using a data base for record-keeping perhaps, or making leaflets or posters for marketing.
- A note on Health and Safety is also included which could be useful preparation for a work experience placement or placement on a college course or with a training provider on leaving school.

At this stage, we do not suggest you try and include assessment opportunities for the above units. The programme already involves the assessment of three units. However, you may wish to use additional learning opportunities for the units mentioned above, particularly as students will appreciate the value of practising numeracy and communication for example, when the skills are important for running their company.

The contents of this preface are explained in more detail throughout the rest of the pack.

ENTERPRISE IN ACCESS (ACCESS 2)

Purpose of this support material

The Enterprise activity illustrated in this support material involves the following three Access 2 units:

- *D518 08 Working in a Business Enterprise: An Introduction (Acc 2)*
- *D536 08 Craftwork Enterprise (Acc 2)*
- *D0EV 08 Contributing to an Enterprise Activity (Acc 2).*

This support material illustrates how the delivery of the three units can form a coherent group of units, **Enterprise in Access (Access 2)**, set in the context of a real business enterprise. The coherent group may in turn form a component of Scottish Group Awards (SGAs) at Access 2.

The coherent group of units enables students through their own experience to become aware of activities associated with 'enterprise'. While working as a member of a group, the student contributes to:

- starting up and running a business enterprise
- manufacturing and marketing a product
- first planning, then organising an enterprise activity, and finally reviewing the extent to which his or her personal contribution has been effective.

In addition to achieving the Access 2 units named above, the successful student will achieve core skills at Access 2 in Problem Solving and in Working with Others.

It is important to note that the unit *Working in a Business Enterprise: An Introduction* and the unit *Craftwork Enterprise* both focus on planning and producing something, whereas the unit *Contributing to an Enterprise Activity* uses the production activity as a context for personal and social development. In other words, successful production is more important in the first two units, but less important in the third unit so long as the contribution made by the student has been a meaningful experience in terms of her or his personal and social development.

It follows that the support material will be most effective if used in a teaching situation where the delivery of the three units can be monitored and blended to provide a coherent learning experience. The support material has been developed using the experience of a medium size special school in a country town, in close proximity to a large city.

We suggest that the coherent group of units **Enterprise in Access (Access 2)** may be used as a one year programme.

ENTERPRISE IN ACCESS (ACCESS 2)

Guidance on learning and teaching approaches for this coherent group of units

At Access 2, students may be expected to undertake group work in a *familiar situation* where they contribute effectively to planning *simple tasks*, carrying out the tasks *in co-operation* with other group members and finally *reviewing their own contributions*.

Students should participate in the selection of a suitable business enterprise to start-up. Each individual should be encouraged to identify jobs to do that are consistent with his or her personal qualities, skills and interests.

Enterprise in Access (Access 2) is essentially practical and should be used to develop the students' skills in co-operating and working with other people. It is likely that individual students will undertake particular tasks in the manufacturing process. However, the learning experience would be particularly effective if the students move around the tasks involved in the group manufacture, (as suggested on page 11).

While undertaking the coherent group of units, students should be encouraged to assess, reflect upon and evaluate their own performance both as an individual and as a member of a group.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR ENTERPRISE IN ACCESS (ACCESS 2)

The coherent group **Enterprise in Access (Access 2)** is composed of three Access 2 units. National Assessment Bank (NAB) material is available for these units as follows:

Access 2 unit		NAB
D518 08	<i>Working in a Business Enterprise: An Introduction (Acc 2)</i>	D518 08/NAB001
D536 08	<i>Craftwork Enterprise (Acc 2)</i>	D536 08/NAB001
D0EV 08	<i>Contributing to an Enterprise Activity (Acc 2)</i>	D0EV 08/NAB001

It is always worthwhile checking Access 2 NAB materials as they contain support information, for example, the section *Moderation of Unit Assessments* for all three units states that:

In general terms, centres should be able to present evidence of candidate achievement in the unit assessments and identify the NAB assessment instruments and any marking scheme used. If centres amend NAB assessment instruments or use alternative assessment materials, the amended or alternative material will also be required for moderation purposes.

We recommend that you use the published NAB materials for assessment of Enterprise in Access (Access 2).

At this stage you may find it useful to consider the assessment instruments used in the NAB materials, which are as follows:

- questions or completion statements requiring responses of a few words
- simple planning forms requiring brief entries
- logs needing equally brief entries
- practical exercises
- simple forms for self assessment
- simple forms for evaluating own work
- brief reviews which may take the form of a personal interview.

It is also useful to note that the mode of communication is not specified in the units, so that the mode can be selected to best suit your student. For most students it is likely that responses will be written or oral. Where necessary the teacher/lecturer can record written responses on behalf of the student.

ENTERPRISE IN ACCESS (ACCESS 2)

Suggested approach to delivering the coherent group of units

An outline of a possible delivery schedule is provided in Diagram 1 on page 9.

You may find this a useful guide, although it is likely the delivery time will be altered to match your established programmes and type of enterprise activity. For example, if the group is producing something for Christmas, you may wish to start planning before the summer break and complete the students' reviews by December.

Diagram 1 simply offers a suggested approach to delivering **Enterprise in Access**. You may also find the students activity planner useful at this stage, (see Appendix page 21).

There now follows a more detailed approach to the three stages of student activity outlined in Diagram 1:

- STAGE 1** students plan tasks together with their teacher/lecturer(s) in order to carry out the enterprise activity as a group

- STAGE 2** students carry out their planned tasks overseen by the teacher/lecturer(s)

- STAGE 3** students review their contributions to the enterprise activity, probably in group discussion with their teacher/lecturer(s) possibly followed up by brief informal one-to-one discussions (personal interviews).

Please note

Staff involved in delivery are referred to as *teacher/lecturer(s)*. This is because we do not wish to assume that the delivery is taking place in a school or a college, or that one member of the teaching staff is involved or indeed that several staff across more than one department are involved.

We have tried to design this support material to accommodate any of the above possibilities.

Diagram 1 Enterprise in Access (Access 2) Suggested Approach to Delivering the Coherent Group of Units

Coherent group of units (Access 2)	Students Activities		
	STAGE 1 plan tasks in order to carry out the enterprise activity as a group	STAGE 2 undertake their planned tasks	STAGE 3 review their contributions to the enterprise activity
D518 08 Working in a Business Enterprise: An Introduction	Outcome 1 Participate in start-up of a named business enterprise	Outcome 2 Carry out an identified activity in order to contribute to the business enterprise	
D536 08 Craftwork Enterprise	Outcome 1 Participate in the initial planning of the enterprise activity	Outcome 2 Perform individual practical tasks as part of a team engaged in the manufacture of a product Outcome 3 Carry out work in accordance with current safety procedures and practice Outcome 4 Perform individual tasks as part of a team engaged in selling or providing a product	<i>no assessment for this unit at Stage 3</i>
D0EV 08 Contributing to an Enterprise Activity	Outcome 1 Identify personal contribution to an enterprise activity Outcome 2 Contribute to planning and organising the enterprise activity	Outcome 3 Co-operate with others throughout the enterprise activity	Outcome 4 Review the extent to which the personal contribution has been effective
Students undertake assessment of above units Working in a Business Enterprise: An Introduction - successful students will be credited with the core skill Problem Solving (Access 2) Craftwork Enterprise - successful students will be credited with the core skills Problem Solving (Access 2) and Working with Others (Access 2) Contributing to an Enterprise Activity - successful students will be credited with the core skills Problem Solving (Access 2) and Working with Others (Access 2)			
Possible schedule for August to June	August and September/October	October to April/May	May to June

ENTERPRISE IN ACCESS (ACCESS 2)

Suggested approach to delivering the coherent group of units

STAGE 1

Students plan tasks together with their teacher/lecturer(s) in order to carry out the enterprise activity as a group.

FIRST

Your students gather information about their own abilities and match these to the enterprise activity

Reference (see Diagram 2 on page 13)

<i>Working in a Business Enterprise</i>	Outcome 1	PCs (a), (b),
<i>Craftwork Enterprise</i>	Outcome 1	PCs (a), (b)
<i>Contributing to an Enterprise Activity</i>	Outcome 1	PCs (a), (b), (c), (d)

The importance of the role of the teacher/lecturer(s) at this initial planning stage should be emphasised. It is necessary to explain to the students the importance of co-operating while working as a group and how this is helped if everyone has a definite job i.e. a clear role to play.

The objectives of 'enterprise' should be explained simply to the group, linking through to the three units. It is important to emphasise that the unit *Working in a Business Enterprise: An Introduction* and the unit *Craftwork Enterprise* both focus on planning and producing something, whereas the unit *Contributing to an Enterprise Activity* uses the production activity as a context for personal and social development. In other words, successful production is more important in the first two units, but less important in the third unit so long as the contribution made by the student has been a meaningful experience in terms of her or his personal and social development

Even at this early stage, you may wish to invite a speaker from a local company, for example from the bank or a builder or shop owner to talk about their company and their role within the company and how its workforce function co-operatively. This insight into the working of a company may help your students to plan how they will work together, particularly if they see their company as having a definite identity, with a name and a logo. This also offers possible links to computing.

When you advise your students on their selection of an enterprise to undertake, suggest that the group identify potential customers for their product. This will give a sense of realism to the whole venture.

The students should identify their own personal qualities, skills, knowledge and interests in order to decide upon a realistic contribution each can make to the enterprise. This self assessment could be introduced by completing a simple job

application which requires some personal details, (see Appendix page 23). You should advise your students to give details that are relevant to the enterprise, thus introducing the idea of a focused CV. Taking this theme further, students could even be asked to get a reference from someone who knows them well, for example, another teacher/lecturer, relation or familiar member of the local community.

If this approach is taken to matching students' qualities to job requirements, you could have a set of job descriptions ready and a contract of employment. Following discussion with your students, jobs and job titles will be matched to their personal qualities and skills. This provides a means of explaining the importance of personal responsibility and the advantages of working co-operatively in a group.

Jobs could include	
Board Members:	Company Director Company Secretary, Finance Manager Publicity Manager
Company Workforce:	The workforce might have identity badges to wear sporting the company logo. A photograph of the workforce could be taken and displayed in your education establishment.

(for suggestions on job descriptions see Appendix page 22)

Every student who is comfortable with a managerial post should have one, perhaps in rotation and all posts should be more or less equal in status. By the same token, every group member should also be a member of the Company Workforce.

It should be emphasised to the students that their enterprise has a chance of being successful if they, as company members are:

- supportive of each other
- committed to the enterprise company
- aware of their responsibilities.

Note of introducing the idea of 'Finance and Banking'

During this planning stage you may wish to increase your students' awareness of finance and banking, as part of their general education.

You could point out that finance must be secure before starting up any business enterprise. Finance is required to order materials and equipment, to pay bills, telephone calls, administrative costs. If your student group has a Finance Manager this would be an opportunity to contact the local bank manager and arrange a meeting so that the group could discuss financing the enterprise, opening a bank account, aspects of dealing with money including keeping a balance sheet. This meeting with the bank staff could be combined with the 'company awareness raising visit' already mentioned.

NEXT

Your students plan the enterprise activity and plan their own contributions to the enterprise

Reference (see Diagram 2 on page 13)

<i>Working in a Business Enterprise</i>	Outcome 1	PCs (c), (d), (e)
<i>Craftwork Enterprise</i>	Outcome 1	PC (c)
<i>Contributing to an Enterprise Activity</i>	Outcome 2	PCs (a), (b), (c), (d)

The actual plan detailed out by your students will depend upon the enterprise they have decided to undertake. Even so, you may find the following checklist helpful at this point.

YOUR STUDENTS SHOULD ALL MAKE AN EFFECTIVE CONTRIBUTION TO THE FOLLOWING ACTIVITIES

- preparing an action plan - taking account of key business factors and identifying the end product or service
- identifying necessary resources selected from a range you have provided for them
- each student elaborates on the group action plan by planning two tasks as a personal contribution - seeking advice and assistance from you in order to plan realistically
- each student selects necessary resources for their own individual tasks from the range you have provided for them.

Personal and Social Development

Please remember that for the Personal and Social Education unit, *Contributing to an Enterprise Activity*, the planning of the two individual tasks should be carried out using a routine that the student recognises. It is in fact very likely that students working at this level will already have had experience in planning tasks and will recognise the process.

National Assessment Bank Materials

We suggest, you may find it useful at this point to check the requirements of the three units, and we advise you to also check the NAB assessment items to ensure that your students can overtake the components of the three units being worked on during Stage 1, (see Diagram 2 on page 13).

Diagram 2 STAGE 1 Students plan tasks together with their teacher/lecturer(s) in order to carry out the enterprise activity as a group

<p>Students gather information about their own abilities and match these to the enterprise activity</p>		
<p>Working in a Business Enterprise: An Introduction <i>Outcome 1</i> <i>Participate in start-up of named business enterprise</i></p> <p>PC (a) Assessment of personal qualities, skills and interests is accurate and related to the start-up of a named business enterprise PC (b) An activity is selected which is relevant to the identified personal qualities, skills and interests, in order to contribute to the business enterprise</p>	<p>Craftwork Enterprise <i>Outcome 1</i> <i>Participate in the initial planning of the enterprise activity</i></p> <p>PC (a) Personal responsibilities are explained correctly PC (b) Advantages of working in a team are explained correctly.</p>	<p>Contributing to an Enterprise Activity <i>Outcome 1</i> <i>Identify personal contribution to an enterprise activity</i></p> <p>PC (a) Personal interests relating to the identified enterprise activity are described. PC (b) Personal skills and knowledge relating to the enterprise activity are identified accurately. PC (c) Personal contribution to the enterprise activity is identified realistically. PC (d) Personal contribution is agreed with other group members.</p>
<p>Students plan the enterprise activity and plan their own contributions to the enterprise</p>		
<p>Working in a Business Enterprise: An Introduction <i>Outcome 1</i> <i>Participate in start-up of named business enterprise</i></p> <p>PC (c) an action plan is prepared for the selected activities taking account of key business factors. PC (d) Resources necessary to carry out the action plan are selected from a given range of resources. PC (e) The product or service provided by the business enterprise is identified in the action plan.</p>	<p>Craftwork Enterprise <i>Outcome 1</i> <i>Participate in the initial planning of the enterprise activity</i></p> <p>PC (c) An effective contribution is made to the initial group planning.</p>	<p>Contributing to an Enterprise Activity <i>Outcome 2</i> <i>Contribute to planning and organising the enterprise activity</i></p> <p>PC (a) Two tasks are planned as the personal contribution to the activity. PC (b) Advice and assistance are sought, as required, in order to plan realistically PC (c) Resources required to carry out the plan effectively are selected from a given range of resources.</p>
<p>Stage 1 will include asking and answering questions such as</p> <p>What is our task? What do the group hope to achieve by doing this task? How do we decide on a product? What are the jobs involved? What are the job titles? Who will do which jobs? What must I do for my jobs? Do we want job contracts? How do I feel about working as part of a production team? Am I satisfied with my contribution to this planning stage? What would I do differently another time?</p>		

ENTERPRISE IN ACCESS (ACCESS 2)

Suggested approach to delivering the coherent group of units

STAGE 2

Students undertake their planned tasks

Reference (see Diagram 3 on page 16)		
<i>Working in a Business Enterprise</i>	Outcome 2	PCs (a), (b), (c), (e)
<i>Craftwork Enterprise</i>	Outcome 2	PCs (a), (b), (c), (d)
	Outcome 3	PCs (a), (b), (c)
	Outcome 4	PCs (a), (b), (c)
<i>Contributing to an Enterprise Activity</i>	Outcome 3	PCs (a), (b), (c)

Manufacture and Assembly

Each member of the group has to perform practical tasks in the manufacture of a product. The students have to be able to carry out simple instructions while preparing materials and while using the appropriate hand tools and basic machine tools.

Students should be able to look at the completed product and describe how the product could be improved upon. Finally, they should participate actively in the process of selling or providing the product.

Health and Safety

It is important that your students are aware of health and safety issues and safe working practices *prior to starting the practical work*. There are small tasks and projects that could be attempted by the students to increase this awareness, for example:

- making safety posters
- completing Health and Safety word searches or quizzes
- attending a visit from a Health and Safety officer
- visiting a local company to see their safe working practices
- take part in a personal risk assessment.

Hints to help your students could include suggesting they check on the following:

- workshop rules
- need for protective clothing
- safety procedures for using machine tools and hand tools
- emergency evacuation procedures
- other emergency procedures.

Each student could report back to the group on safety practices he or she has noticed. These could then be implemented in the group's activities. Investigating health and safety early in this second stage will increase the students' awareness and understanding of the need to have safe working practices and good working conditions in place *before* practical work actually starts.

While *carrying out* their practical activities students should have due regard for health and safety. They should carry out work in accordance with current safety procedures and practices. Throughout the practical work, the students will be expected to comply with the workshop rules and regulations.

Areas under observation will include:

- *Workstation* - students should be aware of their responsibility in making sure that the area is safe to work in and any potential risk or dangerous situations are acted upon.
- *Control of Tools* - students should be responsible and in command of hand tools and basic machine tools at all times, while using them.
- *Protecting themselves* - students should wear required protective clothing such as goggles or masks, they should use guards as required when using basic machine tools and generally conforming to the rules of the practical area as directed by the staff.
- *Protecting others*: students should be aware of others in the practical setting and how to avoid dangerous situations.

Personal and Social Development

It is important to keep your students aware of the personal and social development aspects of their activities. Each individual's tasks should be carried out according to plan. Information should be provided effectively to others participating in the activity and also sought effectively from others. *Others* will include group members, yourself and other people actively involved in the group's enterprise, possibly in a supporting role.

National Assessment Bank Materials

We suggest, you may find it useful at this point to check the requirements of the three units, and we advise you to also check the NAB assessment items to ensure that your students can overtake the components of the three units being worked on during Stage 2, (see Diagram 3 on page 16).

Diagram 3 STAGE 2 Students undertake their planned tasks

Students carry out the enterprise activity as a co-operating team and according to their plan	
<p>Working in a Business Enterprise: An Introduction <i>Outcome 2</i> <i>Carry out the identified activity in order to contribute to the business enterprise</i></p> <p>PC (a) The identified activity is carried out according to the action plan. PC (b) The identification of potential problems takes account of advice given. PC (c) The effectiveness of the action plan is monitored and amendments made as required in order to complete the identified activity successfully. PC (e) Identification of ways of promoting the product is accurate.</p> <p style="text-align: center;">Contributing to an Enterprise Activity <i>Outcome 3</i> <i>Co-operate with others throughout the enterprise activity.</i></p> <p>PC (a) Each task is carried out according to the plan. PC (b) Information is provided effectively to others participating in the activity. PC (c) Information is sought effectively from others participating in the activity.</p>	<p>Craftwork Enterprise <i>Outcome 2</i> <i>Perform individual practical tasks as part of a team engaged in the manufacture of a product.</i></p> <p>PC (a) Basic instructions are carried out correctly in the preparation of material. PC (b) Tools appropriate to the task are selected correctly. PC (c) Tools are used correctly with some teacher/lecturer guidance. PC (d) Tasks are carried out within final group assembly of the product.</p> <p><i>Outcome 3</i> <i>Carry out work in accordance with current safety procedures and practice.</i></p> <p>PC (a) Safety instructions are carried out correctly with regard to the use and care of hand tools. PC (b) Safety instructions are carried out correctly with regard to the use of basic machine tools. PC (c) An orderly and safe manner of working is demonstrated in the workplace.</p> <p><i>Outcome 4</i> <i>Perform individual tasks as part of a team engaged in selling or providing a product.</i></p> <p>PC (a) Individual tasks are identified accurately. PC (b) Ways of improving the finished product are described. PC (c) Active participation in the process of selling or providing the product is demonstrated effectively.</p>
	<p>Stage 2 will include asking and answering questions such as:</p> <p>Are we sticking to our plan? If not why? Are we finding we need to make changes to our plan? Am I sticking to my bit of the plan for my two tasks? Am I using the tools safely? Am I working well with the others in the group? Am I helping the others when I can be useful? Am I asking for help when I need it? If we did this again, could we improve on our product? How are we going to sell this product? How can we encourage people to buy our product?</p>

ENTERPRISE IN ACCESS (ACCESS 2)

Suggested approach to delivering the coherent group of units

STAGE 3

Students review their contributions to the enterprise activity

Reference (see Diagram 4 on page 18)		
<i>Working in a Business Enterprise</i>	Outcome 2	PC (d)
<i>Craftwork Enterprise</i>	no assessment for this unit at Stage 3	
<i>Contributing to an Enterprise Activity</i>	Outcome 4	PCs (a), (b), (c)

The review

Students probably as a group, will take part in a final review with you. They will go back over what they have done and how it went. Assessment evidence for outcomes of units already overtaken will serve as memory prompts at this point and will also provide an accurate point of reference should opinions differ in the group. You may well find it useful to follow up the group discussion with one-to-one informal personal interviews with each student in order to delve further into each individual's view of points raised in the group discussion. This approach will be particularly helpful while reviewing the extent to which each student's personal contribution was effective. The personal interview could include a final self-evaluation, this evidence is required for Outcome 4 of the Personal and Social Education unit *Contributing to an Enterprise Activity*.

It is important to remember that the unit *Working in a Business Enterprise: An Introduction* and the unit *Craftwork Enterprise* both focus on planning and producing something, whereas the unit *Contributing to an Enterprise Activity* uses the production activity as a context for personal and social development. In other words, successful production is more important in the first two units, but less important in the third unit so long as the contribution made by the student has been a meaningful experience in terms of her or his personal and social development. The unit *Contributing to an Enterprise Activity* also looks forward, identifying your students' future vocational development needs.

National Assessment Bank Materials

We suggest, you may find it useful at this point to check the requirements of the three units, and we advise you to also check the NAB assessment items to ensure that your students can overtake the components of the three units being worked on during Stage 3, (see Diagram 4 on page 18).

Diagram 4 STAGE 3 Students review their contributions to the enterprise activity

Students review the effectiveness of their own contributions to the success of the enterprise		
<p>Working in a Business Enterprise: An Introduction</p> <p><i>Outcome 2</i> Carry out the identified activity in order to contribute to the business enterprise</p> <p>PC (d) Contribution made to the start-up of the business enterprise is reviewed and evaluated realistically.</p> <p>Craftwork Enterprise <i>no assessment for this unit at Stage 3</i></p>	<p>Contributing to an Enterprise Activity</p> <p><i>Outcome 4</i> Review the extent to which the personal contribution has been effective</p> <p>PC (a) The effectiveness of using a routine to plan the personal contribution is described. PC (b) Effectiveness of the personal contribution to the activity is commented on accurately. PC (c) The experience of contributing to the enterprise activity is used to identify future vocational development needs.</p>	<p>Stage 3 will include asking and answering questions such as:</p> <p>Was the enterprise a success? Did we have a marketable product?</p> <p>Did I make a useful contribution to the enterprise? Does anyone else agree with me about this?</p> <p>How well did I carry out my tasks? Does anyone else agree with me about this?</p> <p>Looking back at how I felt about myself at the beginning, how do I feel now?</p> <p>Is there anything I can do better now? Does anyone else agree with me about this?</p> <p>Is there anything I should still like to improve?</p> <p>Did it help me to plan my tasks in the same way as I have planned tasks before?</p> <p>Would we all work together on another enterprise? What might we do differently next time? Does anyone else agree with me about this?</p>

ENTERPRISE IN ACCESS

ACCESS 2

APPENDIX

ENTERPRISE IN ACCESS (ACCESS 2)

Appendix

This appendix contains the following materials you may wish to use or adapt to your own students' enterprise activities, for example by adding the name and logo of your own company.

Students' Activity Planner	<p>The planner lists the stages of undertaking Enterprise in Access as suggested in this support material.</p> <p>The planner column has been left empty for your students' use, so the planner can be used as a simple log. You may wish to enlarge this as part of a wall display or use it as a basis for informing other interested parties including staff and parents.</p>
Job Descriptions	<p>You may find these useful as a basis for jobs in your own students' company. The job descriptions could be enlarged and displayed.</p> <p>They may be read to your students for although they could be used for teaching and learning purposes connected with communication, it is not necessary for your students to read them without help because communication skills are not assessed in the three component units of Enterprise in Access (Access 2)</p>
Application Form <i>and</i> Contract of Employment	<p>The level of communication used in these forms approximates to communication core skills at Access 2.</p> <p>However, although these forms could be used for teaching and learning purposes connected with communication, it is not necessary for your students to complete these forms without help because communication skills are not assessed in the three component units of Enterprise in Access (Access 2).</p>

ENTERPRISE IN ACCESS (ACCESS 2)

STUDENTS ACTIVITY PLANNER

STAGE 1

Planning our Enterprise Company

Learning about the three SQA units:

- Working in a Business Enterprise: An Introduction
- Craftwork Enterprise
- Contributing to an Enterprise Activity

Learning about a company:

- managers, workforce
- working together

Planning our Enterprise Company:

- name, logo, jobs, product
- matching the Enterprise to our skills and interests
- preparing an action plan for our company
- identifying tasks each of us will carry out
- identifying resources we will need
- finance and banking

STAGE 2

Working in our Enterprise Company

As a company workforce:

- carrying out our tasks as we planned
- giving and receiving information
- using tools correctly
- working safely
- adjusting to unforeseen problems
- co-operating with others while we work
- identifying ways of promoting our product
- co-operating with others to sell our product
- identifying ways of improving our product

STAGE 2

Reviewing my contribution to our Company

As a member of our Enterprise Company:

Did I contribute to the start-up of the Enterprise?

I used a familiar routine to plan my tasks, did the routine help me with my planning?

Did I plan my tasks realistically?

Was my plan a good one or did I have to make changes when I carried it out?

What did I learn about myself which will help me decide on a work-related target for the future?

Our Planner

JOB DESCRIPTIONS

Company Director

WANTED

A go ahead person who can encourage others, make decisions and carry them out.
Someone with drive and enthusiasm, who will listen to new ideas.

Are you the person we need?

Company Secretary

WANTED

A go ahead person who likes paper work, arranging meeting, writing letters, making phone calls.
Someone with good organisation skills.

Are you the person we need?

Finance Manager

WANTED

A go ahead person who likes dealing with money and working with figures and a calculator.
Someone with good organisation skills. You will have the help of a book-keeper.

Are you the person we need?

Publicity Manager

WANTED

A go ahead person who likes meeting and talking to other people, can encourage others to sell and buy our product
Someone with drive and enthusiasm, who likes making posters.

Are you the person we need?

APPLICATION FORM

PERSONAL

PLEASE USE BLOCK LETTERS

Name _____ Age _____
first name surname years months

Home address _____

Post code _____ Tel _____

EXPERIENCE

Please give details of interests, skills, experience that you think may be useful to the Company

Interests and hobbies _____

Skills, e.g. computer skills _____

Experience, e.g. work experience, part-time job like newspaper round or baby sitting

REFERENCES

Please ask a referee to put comments in the box below.

Applicant's signature _____ Date _____

CONTRACT OF EMPLOYMENT

Dear Sir or Madam

I am pleased to inform you that you have been appointed as _____
to the service of our Enterprise Company known as

As a worker and/or manager in our company you hold a share in the company.

The terms of your appointment to the service of the company are as follows

Your name _____

Place of employment _____

Your employment will start on _____

Your employment will finish on _____

Your responsibilities as _____ will include

If you wish to accept this post, please sign below and date and return this contract of
employment.

I accept/do not accept this post.

Name (please print) _____

Signature _____

Date _____

