-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

- HIGHER NATIONAL UNIT - SPECIFICATION INFORMATION

UNIT TITLE: **Developing Entrepreneurial Skills**

UNIT CODE: **A6Y7 34**

LEGACY CODE: **6650016**
(A6Y7 04)

SUPERCLASS: **AB**

SOME REFERENCE CODES QUOTED IN THE TEXT OF THIS DOCUMENT MAY BE OUT OF DATE

SCOTTISH VOCATIONAL EDUCATION COUNCIL

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

Unit No: 6650016

Superclass: AB

Title: **DEVELOPING ENTREPRENEURIAL SKILLS**

DESCRIPTION

This unit is intended to be an introductory unit in entrepreneurship and associated skills. It is vital that all candidates be made comprehensively aware of the range of the materials, other programmes and support services available to bridge any identified skills gaps, or to further develop small business skills.

GENERAL COMPETENCE FOR UNIT:

Developing and applying personal entrepreneurial skills in the context of business start up.

OUTCOMES:

1. Outline the contribution of entrepreneurship to the economy.

2. Develop selected personal entrepreneurial skills.

3. Apply key entrepreneurial skills to idea generation.

CREDIT VALUE: 1 HN Credit

ACCESS STATEMENT:

There is no access statement for this Unit.

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

Unit Number: 6650016

Unit Title: **DEVELOPING ENTREPRENEURIAL SKILLS**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SCOTVEC.

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

OUTCOME

1. Outline the contribution of entrepreneurship to the economy.

PERFORMANCE CRITERIA

(a) The main characteristics of the entrepreneur are identified appropriately in terms of current theory.

(b) The main support services available to the entrepreneur are described accurately.

(c) The main benefits of entrepreneurship to the economy are summarised accurately.

RANGE STATEMENT

Characteristics of the entrepreneur:	Goal setting; self determination: perseverance: achievement orientated: employment/educational background
Support services:	Local and national government.and other appropriate agencies. including European

Small business contribution to the UK and Scottish economy.

EVIDENCE REQUIREMENTS

Written evidence that the candidate has met all the performance criteria and all the elements of the range statement..***Oral testing may be substituted for special needs candidates at the discretion of the centre.***

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

OUTCOME

2. Develop selected personal entrepreneurial skills.

PERFORMANCE CRITERIA

(a) The entrepreneurial skills that the individual currently possesses/lacks are accurately identified through a self analysis.

(b) The entrepreneurial skills that are most critical for the individual to develop are accurately identified and incorporated into a personal development plan.

(c) The entrepreneurial skills are developed to meet the targets established in the personal development plan.

RANGE STATEMENT

Key Entrepreneurial Skills: Creative thinking, positive thinking, problem solving, decision making, planning, self organisation, time management, stress management, reporting, small business financial acumen

EVIDENCE REQUIREMENTS

Written evidence that the candidate has achieved the requirements for al performance criteria. This should include a summary of personal analysis, personal development action plan and the development of two entrepreneurial skills.

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

OUTCOME

3. Apply key entrepreneurial skills to idea generation.

PERFORMANCE CRITERIA

(a) The contribution made by the individual, to an entrepreneurial process is appropriate to a business start-up.

(b) Evidence of initial idea generation is collected and collated effectively.

(c) Evidence of initial idea generation is communicated appropriately to the target audience.

RANGE STATEMENT

The range for this outcome is fully explained in the performance criteria.

EVIDENCE REQUIREMENTS

Written evidence that the candidate has achieved the requirements for all performances criteria. This should be a folio of planning materials including:

(i) Individual contribution to ideas generation.
(ii) Individual contribution to decision making through problem solving.
(iii) Individual or group draft report on the initial planning stage.
(iv) Individual or group final report on the initial planning stage.

A lecturer observation checklist is required.

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

MERIT

Pass with Merit may be awarded to candidates who have successfully achieved all outcomes and performance criteria and who, in doing so have consistently demonstrated superior performance with respect to:

(a) depth of underpinning self knowledge;
(b) grasp of concepts;
(c) presentation of final report.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should allow the general guidance offered by the SCOTVEC assessment model and an integrative approach to assessment is encouraged.

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should also be kept. These records will be required for external certification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

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NOTE

The following pages of this unit specification contain Support Notes.

It should be noted that these Support Notes will normally be specific to the context of the award in which the unit was first validated.

HIGHER NATIONAL UNIT SPECIFICATION

SUPPORT NOTES

Unit Numbe 6650016

Unit Title: **DEVELOPING ENTREPRENEURIAL SKILLS**

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SCOTVEC allocates a notional design length to a unit on the basis of the time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

CONTENT/CONTEXT Corresponding to outcomes:

Outcome 1

PC (a) - Characteristics such as goal setting, self determination, perseverance, achievement orientated, risk taker, flexible, visionary, committed, innovative, energetic, confident, positive thinker, versatile, marketer, salesman, responsible, independent, problem solver should be examined. The influence of employment/educational background should also be discussed.

Recognition and discussion of such types as soloist, partners, professional, inventor/researcher, high tech, speculator and lifestyle entrepreneurs should be included.

PC (b) - Agencies available to the entrepreneur will be governed by local conditions and will vary across the country. This PC should address the main agencies available from a UK/Scottish perspective and be adjusted so that the material taught reflects the local situation.

PC (c) - Reference to an economic definition of Small to Medium Business Enterprise (SMEs). Outline the impact of the SMEs contribution to the economy and identify the ability of the SMEs to generate employment in the Scottish economy. Discuss perceptions of SMEs in Scotland.

Outcome 2

PC(a) - Self analysis techniques such as entrepreneurial questionnaires, personal Strengths, Weaknesses, Opportunities and Threats (SWOT) and personal skills analysis should be used.

PC(b) - Students should be encouraged to identify their main strengths and weaknesses in the key entrepreneurial areas and be guided to choose those for self development. A planned programme for development should be negotiated and measures such as

demonstration, observation with checklist, practical exercises clearly stated. Outcome 3 work can contribute to skills development.

PC(c) - Measures identified for (b) should be evaluated by the student and/or tutor. The emphasis is on perceived positive improvement on an individual basis. The extent of the improvement need not necessarily be great for self development to have taken place.

HIGHER NATIONAL UNIT SPECIFICATION

SUPPORT NOTES

Outcome 3

PC(a) - Creative approaches to ideas generation should be fostered using lateral thinking, individual and group work. Exploration techniques such as Problem Identification, Game, Brainstorming, Buzz groups, Round Robins. Display techniques should be encouraged such as simple lists, tree diagrams.

PC(b/c) - Evaluation of options to solve problems should involve criteria identification including aims and objectives. Technique such as evaluation matrix, rational decision making process, structured listing (advantages/disadvantages,) cause and effect diagrams, consultation opportunity identification should be used and case study examples given for analysis of problem solving and decision making. Initial ideas should be summarised in diagrammatic and/or short report format for communication to relevant authority or consultation personnel or bodies. Initial stage should cover the following:

(i) outline of product/service
(ii) intended market
(iii) possible methods of testing market need
(iv) initial resource implications for feasibility stage
(v) consultation opportunities to progress to next stage
(vi) recommendations for further development at feasibility stage

Target audience can include: Enterprise Trusts, Banks and other business start-up support agencies.

ASSESSMENT PROCEDURES: Centres may use the Instruments of Assessment that are considered by tutors/trainers to be most appropriate.

REFERENCES:

1. Guide to unit writing.

2. For a fuller discussion on assessment issues, please refer to SCOTVEC's Guide to Assessment.

3. Information for Centres on SCOTVEC's operating procedures is contained in SCOTVEC's Guide to Procedures.

4. For details of other SCOTVEC publications, please consult SCOTVEC's publications list.

Scottish Qualifications Authority (SQA)

On 1 April 1997 the Scottish Vocational Education Council (SCOTVEC) was replaced by the Scottish Qualifications Authority (SQA).

Any reference in this unit to Scottish Vocational Education Council (SCOTVEC) should now read Scottish Qualifications Authority (SQA).