

Co-operative Education Trust Scotland Ltd.	
Award Title: Certificate in Co-operative Studies	
Unit Title: History and Development of the Co-operative Movement (SCQF level 5)	
<p>Unit summary and entry requirements : This unit gives candidates knowledge and understanding of how the co-operative movement began and how it developed from the 18th century until the present day.</p> <p>There are no entry requirements.</p>	
Learning outcome 1:	Evidence
Investigate when, where and how co-operatives started and how they developed during the 18th and 19th century.	
<p>Performance Criteria:</p> <p>1.1 Identify, with appropriate dates and places, the early pioneers of the co-operative movement.</p>	Written and/or oral evidence which demonstrates knowledge of Robert Owen, the Fenwick Weavers and the Rochdale Society of Equitable Pioneers with appropriate dates and places.
1.2 Justify the claim that Robert Owen is ‘the father of the co-operative movement.’	Written and/or oral evidence in the form of a clear explanation of Robert Owen’s contribution to the co-operative movement.
<p>1.3 Describe clearly</p> <ul style="list-style-type: none"> Why the Fenwick Weavers Society was established The principles on which the society was based. 	Written and/or oral evidence in the form of one statement for each bullet point.
<p>1.4 Explain clearly why the Fenwick Weavers Society became the founders of the co-operative movement.</p> <p>Comment on the similarities between the Fenwick Weavers Society and co-operative enterprises today.</p>	<p>Written and/or oral evidence which demonstrates knowledge that the Fenwick Weavers Society</p> <ul style="list-style-type: none"> was the first consumer co-operative provided a set of values and principles on which to base their operations. <p>Similarities identified should include reference to the co-operative values and principles and benefits to members.</p>
<p>1.5 Explain clearly</p> <ul style="list-style-type: none"> Why the Rochdale Society of Equitable Pioneers was established What it’s aims were. 	One clear written and/or oral explanation for each bullet point.
1.6 Identify the main factors which contributed to the Rochdale Society becoming an inspiration and model for the worldwide modern co-operative movement.	Written and/or oral evidence which demonstrates a knowledge of the Rochdale Society and an understanding of the importance of its contribution to the co-operative movement.
1.7 Establish how the co-operative movement developed during the 19 th century and detail five significant developments.	Written and/or oral evidence which demonstrates knowledge of five significant developments with appropriate dates.

<p>1.8 Comment on the diversity of co-operatives by the end of the 19th century in terms of</p> <ul style="list-style-type: none"> • types of business • geographical location throughout the world. 	<p>Written and/or oral evidence which clearly indicates knowledge of at least</p> <ul style="list-style-type: none"> • three different types of co-operatives which existed • two areas of the world other than Britain where co-operatives existed by the late 19th century.
<p>Learning outcome 2:</p> <p>Demonstrate knowledge and understanding of the context in which the early co-operatives were formed.</p>	<p>Evidence</p>
<p>Performance Criteria:</p> <p>2.1 Describe clearly working and living conditions in the early 18th century.</p>	<p>Written and/or oral evidence in the form of a clear description of working and living conditions in the early 18th century.</p>
<p>2.2 Explain clearly why working and living conditions began to change around the middle of the 18th century.</p>	<p>Written and/or oral evidence in the form of a clear explanation of why working and living conditions began to change around the middle of the 18th century.</p>
<p>2.3 Describe clearly working and living conditions in the first half of the 19th century.</p>	<p>Written and/or oral evidence in the form of a clear description of working and living conditions in the first half of the 19th century.</p>
<p>2.4 Explain clearly how and why these changes led to a two tier system of capitalists and workers. Reference should be made to the 'truck' system.</p>	<p>Written and/or oral evidence in the form of a clear description of</p> <ul style="list-style-type: none"> • how the changes affected where most people worked and who they worked for • why this resulted in a two tier system, including an explanation of the 'truck' system.
<p>2.5 Discuss why the economic and social changes taking place at this time led to the development of the co-operative movement.</p>	<p>Written and/or oral evidence in the form of two statements clearly describing</p> <ul style="list-style-type: none"> • why people formed co-operatives • what they gained from being part of a co-operative.
<p>Learning outcome 3:</p> <p>Investigate the diversity of co-operative enterprise in Scotland today.</p>	<p>Evidence</p>
<p>Performance Criteria</p> <p>3.1 Identify three different economic sectors in which co-operative enterprises exist in Scotland today.</p>	<p>The same evidence may be used for 3.1, 3.2 and 3.3.</p> <p>Written and/or oral evidence in the form of three statements each</p> <ul style="list-style-type: none"> • naming an economic sector where co-operative enterprises exist in Scotland today eg. Retail, Housing, Agriculture, Finance • explaining clearly the purpose of such a co-operative • giving an example of an existing co-operative in that sector.
<p>3.2 For each economic sector identified in 3.1, explain clearly the purpose of such a co-operative.</p>	
<p>3.3 Give an example of an existing co-operative in each of the sectors identified in 3.1.</p>	

<p>3.4 Investigate one of the examples identified in 3.3 from a sector other than retail. Describe clearly</p> <ul style="list-style-type: none"> • who its members are • the nature of it's business • it's purpose • the scale of the operation • the benefits it offers to members. 	<p>Portfolio of evidence of investigation carried out by candidate using presented sources. Written and/or oral evidence of the result of the investigation which includes:</p> <ul style="list-style-type: none"> • who its members are • the nature of it's business • it's purpose • the scale of its operation • the benefits it offers to members.
<p>3.5 Outline the essential characteristics of 'consumer,' 'producer' and 'worker' co-operatives in terms of</p> <ul style="list-style-type: none"> • who the members are • the benefits to members. 	<p>Written and/or oral evidence in the form of three statements, one for 'consumer,' one for 'producer' and one for 'worker,' each describing</p> <ul style="list-style-type: none"> • who the members are • the benefits to members.
<p>3.6 Compare 'consumer,' 'producer' and 'worker' co-operatives and comment on the differences.</p>	<p>Written and/or oral evidence commenting on the differences between 'consumer,' 'producer' and 'worker' co-operatives.</p>
<p>3.7 Give an existing example of a 'consumer,' 'producer' and 'worker' co-operative.</p>	<p>Written and/or oral evidence giving an example of a 'consumer,' 'producer' and 'worker' co-operative.</p>
<p>3.8 Classify the example studied in 3.4 as 'consumer,' 'producer' or 'worker.'</p>	<p>Written or oral evidence for 3.8 may be included in the portfolio of evidence for 3.2.</p>
<p>Learning outcome 4:</p> <p>Investigate and report on a co-operative enterprise in the <u>local area</u>.</p>	<p>Evidence</p>
<p>4.1 Identify a co-operative enterprise in your local area. Classify it as 'consumer,' 'producer' or 'worker.' Justify your answer.</p>	<p>The same evidence may be used for all Performance Criteria in this Learning Outcome. Written and/or video evidence in the form of a case study of a local co-operative enterprise, which clearly addresses 4.1, 4.2 and 4.3.</p>
<p>4.2 Specify the business sector in which it operates.</p>	
<p>4.3 Investigate and produce a report which clearly describes</p> <ul style="list-style-type: none"> • why it was set up • who its members are • the nature of it's business • it's purpose • the scale of the operation • the benefits it offers to members. 	