

Guidance on Assessment Co-operative Enterprise Activity SCQF Level 5

This pack supports the assessment of the **Co-operative Enterprise Activity Unit (SCQF Level 5)**, one of the optional units for Co-operative Studies (SCQF Level 5.) The pack can be used to generate evidence which demonstrates that candidates have achieved all Outcomes and Performance Criteria for the Unit

Assessment must allow evidence of each candidate's performance to be generated and collected. This evidence must then be judged against the standards set out in the Unit specification. To achieve a Unit, candidates must generate the evidence required in relation to all Outcomes and Performance Criteria.

Instruments of Assessment for each Learning Outcome are contained in this pack and summarised below. Information on evidence required is contained in the unit specification.

Learning Outcome	Performance Criteria	Instrument of Assessment
1. Devise and arrange an enterprise activity which demonstrates the co-operative values and principles.	1.1 An initial self-assessment clearly identifies the candidate's qualities and skills and realistic personal goals are set.	Instrument of Assessment 1: Self Assessment – Part 1 Part 2 and Part 3.
	1.2 Knowledge of co-operative values and principles and the co-operative business model is displayed during planning process.	Instrument of assessment 2: Action minute pro forma for meetings. Choosing a Co-operative activity.
	1.3 An ethical activity which displays the co-operative values and principles is chosen democratically, taking into consideration problems and consequences associated with the choice.	Instrument of assessment 2: Action minute pro forma for meetings. Choosing a Co-operative activity.
	1.4 A detailed step-by-step plan for the enterprise activity is devised and includes a detailed business plan.	Instrument of assessment 2: Action minute pro forma for meetings Qualities and Skills Assessment. Choosing a Co-operative activity. Co-operative Enterprise Business Plan.

Learning Outcome	Performance Criteria	Instrument of Assessment
1. Devise and arrange an enterprise activity which demonstrates the co-operative values and principles.	1.5 The feasibility of the plan is analysed and evaluated and the plan adjusted accordingly.	Instrument of assessment 2: Action minute pro forma for meetings. Co-operative Business Plan Revised.
2. Take responsibility for undertaking a co-operative enterprise activity in a democratic and ethical way.	2.1 Opportunities to practise skills independently are agreed democratically and in accordance with initial assessment.	Instrument of assessment 2: Action minute pro forma for meetings.
	2.2 A programme of agreed tasks is planned and completed, with the candidate taking responsibility for organising his or her work independently.	Instrument of assessment 2: Action minute pro forma for meetings. Candidate's log sheets Assessment Record: Teacher Activity Review Checklist 2.
	2.3 The record kept of the implementation of the co-operative enterprise activity is detailed and accurate and evaluates progress towards agreed goals.	Instrument of assessment 2: Candidate's log sheets Assessment Record: Teacher Activity Review Checklist 2.
	2.4 Health, safety and hygiene requirements are observed at all times.	Instrument of assessment 2: Candidate's log sheets Assessment Record: Teacher Activity Review Checklist 2.
	2.5 Flexibility of approach and problem solving skills are demonstrated consistently.	Instrument of assessment 2: Candidate's log sheets Assessment Record: Teacher Activity Review Checklist 2.
3. Work co-operatively with others in the analysis, planning and undertaking of co-operative enterprise activity.	3.1 Co-operative relationships in unfamiliar situations are initiated independently.	Assessment Record: Teacher Activity Review Checklist 2.
	3.2 Advice and assistance are sought as required, evaluated effectively and democratic decisions reached.	Assessment Record: Teacher Activity Review Checklist 2.

Learning Outcome	Performance Criteria	Instrument of Assessment
3. Work co-operatively with others in the analysis, planning and undertaking of co-operative enterprise activity.	3.3 Ideas, information and judgements volunteered to others are relevant, accurate and sensible.	Assessment Record: Teacher Activity Review Checklist 2.
	3.4 Ideas, information and judgements volunteered to others are relevant, accurate and sensible.	Assessment Record: Teacher Activity Review Checklist 2.
	3.5 Behaviour is modified appropriately to meet the needs of different situations.	Assessment Record: Teacher Activity Review Checklist 2.
4. Evaluate the co-operative enterprise in terms of the co-operative values and principles. Assess knowledge and skills gained through the enterprise activity in relation to own personal, social and vocational development .	4.1 The running of the enterprise is evaluated in terms of the co-operative values and principles.	Instrument of assessment 3: Evaluation of Enterprise Activity Part 1 and Part 2.
	4.2 The original planning process is evaluated critically and suggestions for improvement are justified.	Instrument of assessment 3: Evaluation of Enterprise Activity Part 1 and Part 2.
	4.3 The initial self assessment is re-examined in terms of strengths and weaknesses and progress towards defined goals is rigorously evaluated.	Instrument of assessment 3: Evaluation of Enterprise Activity Part 3.
	4.4 Evaluation of teacher's report is expressed by constructive and critical comment.	Assessment Record: Teacher Activity Review Checklist 2. Assessment Record: Teacher checklist Checklist 1. Evaluation of Enterprise Activity Part 3.
	4.5 The value of the learning gained is evaluated in terms of knowledge and benefits of co-operative enterprise and member rights and responsibilities.	Instrument of assessment 3: Evaluation of Enterprise Activity Part 1 and Part 2.

Instruments of Assessment

The Instruments of Assessment contained in this pack and the evidence which should be retained by centres are summarised below.

Instrument of Assessment	Related Outcomes	Evidence to be retained
Self Assessment.	3. Devise and arrange an enterprise activity which demonstrates the co-operative values and principles. 4. Evaluate the cooperative enterprise in terms of the cooperative values and principles. Assess knowledge and skills gained through the enterprise activity in relation to own, personal, social and vocational development.	Candidate's written/oral response to <ul style="list-style-type: none"> • Part 1 – Personal experience • Part 2 – Skills and Qualities • Part 3 – Personal Goals.
Enterprise Activity Planner.	1. Plan and arrange an enterprise activity which demonstrates the co-operative values and principles, with limited teacher support. 2. Carry out tasks during the co-operative enterprise activity, democratically and ethically.	Completed Action minute pro forma for meetings. Completed Co-operative Enterprise Business Plan . Completed Co-operative Enterprise Business Plan Revised . <i>Note: These will be the same for all candidates in the group.</i> Candidate's written or oral response to: <ul style="list-style-type: none"> • Qualities and Skills Assessment • Choosing a Co-operative activity. Candidate log sheets.

Instrument of Assessment	Related Outcomes	Evidence to be retained
Evaluation of Enterprise Activity.	4. Evaluate the co-operative enterprise in terms of the co-operative values and principles and review knowledge and skills gained through the enterprise activity.	<p>Candidate's written/oral response to</p> <ul style="list-style-type: none"> • Parts 1 and 2 – evaluation of the co-operative enterprise activity and pupil's learning • Part 3- review of skills, attributes, teamwork and personal goals.

Candidate's oral/written record

The following checklist can be used to check that the Performance Criteria for Outcomes 1, 2 and 4 have been covered in the candidate's oral/written record. The contents could also be used as an outline for a professional discussion.

Outcome 1 Devise and arrange an enterprise activity which demonstrates the co-operative principles and values.

Performance Criteria	Covered in written/oral evidence	Related portfolio evidence	Evidence location
1.1 Why is it important to identify personal qualities and skills and set personal goals?			
1.2 Which co-operative values and principles and what aspects of the co-operative business model did you use when planning your enterprise activity?			
1.3 How did you choose your co-operative enterprise activity and why was that activity chosen?			
1.4 What information did you use when planning your enterprise activity?			
1.5 Why is it important to review your plan and make adjustments to it as required?			

Outcome 2 Take responsibility for undertaking a co-operative enterprise activity in a democratic and ethical way.

Performance Criteria	Covered in written/oral evidence	Related portfolio evidence	Evidence location
2.1 How did you allocate tasks within your co-operative enterprise activity?			
2.2 Why is it important to take responsibility for carrying out tasks independently?			
2.3 Why is it important to keep accurate records and evaluate progress towards agreed goals?			
2.4 Why is it important to observe that health, safety and hygiene requirements are observed at all times?			
2.5 What unexpected situations have you had to deal with and how effectively were you able to deal with them?			

Outcome 4 Evaluate the co-operative enterprise in terms of the co-operative values and principles. Assess knowledge and skills gained through the enterprise activity in relation to own, personal, social and vocational development.

Performance Criteria	Covered in written/oral evidence	Related portfolio evidence	Evidence location
4.1 Why is it important to evaluate the running of the enterprise in terms of the co-operative values and principles?			
4.2 Why is it important to review strengths and weaknesses within the original planning process and make suggestions for improving the process?			
4.3 Why is it important to review your initial self-assessment in terms of the strengths and weaknesses you identified and the personal goals you set?			
4.4 Why is it important to evaluate, constructively and critically, your teacher's written comments and observations?			
4.5 Why is it important to evaluate what you have learnt in terms of knowledge of benefits of co-operative enterprise and member rights and responsibilities?			

Teacher's name _____

Teacher's signature _____

Date _____

Assessment Record Sheets

In addition to the above Instruments of Assessment and Oral/Written Record for candidate's use, this pack contains

Assessment Record consisting of

- **Teacher Checklist - Checklist 1**
- **Teacher Activity Review – Checklist 2.**

These should be completed for each candidate and retained by the centre.

A **Candidate Unit Assessment Record** and **Unit Assessment Class Record** are also included for to assist teachers with record keeping.

Guidance for making an assessment decision

The teacher's role will be largely consultative and he or she will be a resource for planning, time management advice, information on health and safety, constraints within which the candidates must work etc. The teacher should also act as a general mentor and should ensure that the group is kept motivated.

Throughout the duration of the Unit, the teacher may join team meetings, hold informal and formal interviews to assess the contribution of individual candidates. Notes should be added to documented evidence to record contributions by individual team members. The teacher will be required to 'sign-off' various documented evidence to ensure that deadlines are met and that the activity is completed within the designated time.

It is expected that in the course of the Unit each candidate will compile a folder of assessment evidence. It is suggested that each candidate has in their assessment folder the mandatory completed documents listed in the **Assessment Folder Checklist** on page 10 of this assessment pack.

Overall the teacher must decide if the candidate has worked co-operatively with others, made a meaningful contribution to the success of the co-operative enterprise activity and demonstrated some knowledge of what it means to be part of a co-operative.

Assessment Folder Checklist

Candidate name _____

Class _____

Learning Outcomes	Enclosed documents	Completed	Teacher checklists	Completed
LO1	1. Candidate's Self Assessment 2. Enterprise Activity Planner 3. Co-operative Business Plan 4. Minutes of Meetings 5. Co-operative Business Plan Revised		Teacher checklist 1	
LO2	6. Minutes of meetings 7. Candidate's log sheets		Teacher checklist 2	
LO3	8. Candidate's log sheets			
LO4	9. Minutes of meetings 10. Evaluation of Enterprise Activity 11. Candidate's oral/written report			