

SCQF COMPONENT GRID PART A – LEVEL RECOMMENDATIONS		
Component title (unit/module): Co-operative Enterprise – The Democratic Alternative (SCQF level 5)		
SCQF characteristics	Best fit level	Comments (Note – not all characteristics will be relevant and not all aspects of the level descriptors will be relevant)
Knowledge and understanding	4/5	No prior knowledge or experience is required and there are no entry requirements for this unit. Candidates will require to demonstrate and work with knowledge and understanding of co-operative values and principles and of the co-operative business model. This is mainly factual but has some theoretical components e.g. PC 2.4 'Illustrate, using an example, the economic, social and psychological benefits to members of participating in a co-operative.'
Practice/applied knowledge	5	Candidates are required to relate knowledge and understanding of co-operative values and principles to practical contexts. e.g. PC1.1 'Compare and contrast how two different types of existing co-operative enterprises (e.g. a large retail co-operative and a community co-operative) demonstrate these values.' They will also be expected to plan and organise their own work e.g. PC 3.4 'Identify two existing co-operative enterprises.. Prepare a report on each...'
Generic cognitive skills	5	Candidates will require to use a problem solving approach and take account of additional information to draw conclusions e.g. PC 1.2 'Examine the ethical policy of one of the above co-operative enterprises. Identify the characteristics which distinguish them from other organizations which might adopt these ethical values.'
Communication/ ICT/numeracy	5	Candidates will require to use routine communication skills to produce and respond to detailed written and oral communication e.g. by examining case studies and producing written or oral evidence. They will also have to process and combine information e.g. PC 3.3 'Compare the social enterprise identified above with one of the private enterprises identified above by commenting on their similarities and differences, which must include an explanation of Triple Bottom Line.'
Autonomy/working with others	4/5	Candidates may work alone or with others. They will be expected to take responsibility for their own learning.
Estimated level (best fit)	5	

Summary of Rationale for recommended component level including reasons for final level selected (if different levels identified for characteristic); justification of selection with reference to levels above and below; quotes/extracts from component (unit/module) to support selection.

The subject content of this unit is similar to that of Co-operative Enterprise – The Democratic Alternative (SCQF level 4) and it is anticipated that candidates for the two units could be taught together. However it is expected that candidates being presented for this unit will be able to take greater responsibility for their own learning. Candidates will be expected to demonstrate a greater understanding of the subject content and will require a higher level of cognitive skills to e.g. make comparisons, in order to meet the Performance Criteria.

Notes on Approach used plus who was consulted, discussions points, issues raised, etc

SQA guide was used when writing units.
Consultation with and assessment materials written by practicing teachers.

SCQF COMPONENT GRID PART B – CREDIT RECOMMENDATIONS				
Component title (unit/module): Co-operative Enterprise – The Democratic Alternative (SCQF level 4)				
Component breakdown (if relevant) eg topics/sections from the component	Formal input (eg contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (eg developing practice, reflection, research/study time) (hrs)	Assessment (eg planning, completion of assessment tasks) (hrs)	Total time
Values and Principles of Co-operative Enterprise	10	3	4	17
The Co-operative Business Model	20	4	4	28
Comparison with Social and Private Enterprise.	10	3	4	17
Total hours	40	10	12	62
			Credit value (hrs/10)	6
Notes on Approach				
<p>The time allocated to Formal input reflects the proportion of the unit devoted to each topic.</p> <p>The time allocated to Assessment allows for revision time in class.</p> <p>It is expected that at this level candidates will spend some time on personal research/study and a large allocation has been given to 'The Co-operative Business Model' because of the larger amount of content in this section.</p>				

SCQF COMPONENT GRID PART A – LEVEL RECOMMENDATIONS		
Component title (unit/module): History and Development of the Co-operative Movement (SCQF level 4)		
SCQF characteristics	Best fit level	Comments (Note – not all characteristics will be relevant and not all aspects of the level descriptors will be relevant)
Knowledge and understanding	5	No prior knowledge or experience is required and there are no entry requirements for this unit. Candidates are required to demonstrate and work with basic knowledge, which is mainly factual but has some theoretical component, about the history of the co-operative movement and what it looks like in Scotland today. e.g. PC 2.4 ‘Explain clearly how and why these changes led to a two tier system of capitalists and workers.’
Practice/applied knowledge	5	Candidates are required to relate knowledge to practical contexts and complete some non-routine tasks e.g. LO 4 ‘Investigate and report on a co-operative enterprise in the local area.’
Generic cognitive skills	5	A problem solving approach will be required in e.g. LO4 (see above.) Candidates will require to take account of information of different kinds, some of which is theoretical, in order to draw conclusions e.g. PC 2.5 ‘Discuss why the economic and social changes taking place at this time led to the development of the co-operative movement.’
Communication/ ICT/numeracy	4/5	Candidates will require to use routine communication skills to produce and respond to detailed written and oral communication e.g. producing written or oral evidence and reading sources (see assessment for LO2). They will also require to combine information to draw conclusions as in PC 2.5 above.
Autonomy/working with others	4	Candidates may work alone or with others.
Estimated level (best fit)	5	
Summary of Rationale for recommended component level including reasons for final level selected (if different levels identified for characteristic); justification of selection with reference to levels above and below; quotes/extracts from component (unit/module) to support selection.		
<p>The subject content of this unit is similar to that of History and Development of Co-operatives (SCQF level 4) and it is anticipated that candidates for the two units could be taught together. However it is expected that candidates being presented for this unit will be able to take greater responsibility for their own learning. Candidates will be expected to demonstrate a greater understanding of the subject content and a higher level of cognitive skills will be required to complete the assessments and meet the Performance Criteria.</p>		

Notes on Approach used plus who was consulted, discussions points, issues raised, etc

SQA guide was used when writing units.

Consultation with and assessment materials written by practicing teachers.

SCQF COMPONENT GRID PART B – CREDIT RECOMMENDATIONS				
Component title (unit/module): History and Development of the Co-operative Movement (SCQF level 4)				
Component breakdown (if relevant) eg topics/sections from the component	Formal input (eg contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (eg developing practice, reflection, research/study time) (hrs)	Assessment (eg planning, completion of assessment tasks) (hrs)	Total time
The History of the co-operative movement.	24	3	8	35
Diversity of co-operatives in Scotland today	10	2	3	15
Investigating a local co-operative.	6	2	2	10
Total hours	40	7	13	60
			Credit value (hrs/10)	6
Notes on Approach				
<p>The time allocated to Formal input reflects the proportion of the unit devoted to each topic.</p> <p>The time allocated to Assessment allows for revision time in class and preparation time for assessment taking account of the type of assessment suggested in the assessment pack.</p> <p>It is expected that at this level candidates will spend some time on personal research/study.</p>				

Appendix 1

SCQF COMPONENT GRID PART A – LEVEL RECOMMENDATIONS		
Component title (unit/module): Co-operative Enterprise Activity (SCQF level 5)		
SCQF characteristics	Best fit level	Comments (Note – not all characteristics will be relevant and not all aspects of the level descriptors will be relevant)
Knowledge and understanding	4/5	Candidates are required to demonstrate and work with knowledge of the co-operative values and principles and co-operative business model, which although mainly factual has some theoretical components, in order to 'Devise and arrange an enterprise activity which demonstrates the co-operative values and principles' (LO1) and 'Evaluate the co-operative enterprise in terms of the co-operative values and principles' (LO4).
Practice/applied knowledge	5	Candidates are required to relate knowledge of the co-operative values and principles and co-operative business model to the running of their own co-operative business, taking responsibility for undertaking non-routine tasks. They are also expected to evaluate the knowledge and understanding of the co-operative business model which they have gained through carrying out the enterprise activity and evaluating the running of the enterprise in terms of co-operative values and principles'. (LO4)
Generic cognitive skills	5	This is a practical unit which will require candidates to use a problem solving approach to deal with situations eg. PC 2.5 'Flexibility of approach and problem solving skills are demonstrated consistently.' Candidates at this level are expected to be able to evaluate the running of their enterprise, their progress towards their own goals and the learning gained through the activity as well as comment on the teacher's report constructively and critically – LO4 '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.'
Communication/ ICT/numeracy	5	Candidates will require to use communication skills and numeracy skills in the running of their business. ICT skills may be used by some. At this level candidates are expected to be able to combine their own views with those of others in evaluating the running of the enterprise (PC 4.1)
Autonomy/working with others	4/5	Candidates are required to 'Work co-operatively with others in the analysis, planning and undertaking of co-operative enterprise activity.' (LO3) However candidates at this level should take responsibility for organising his or her own work e.g. PC 2.2 'A programme of agreed tasks is planned and completed, with the candidate taking responsibility for organising his or her own work independently.'

Estimated level (best fit)	5	
<p>Summary of Rationale for recommended component level including reasons for final level selected (if different levels identified for characteristic); justification of selection with reference to levels above and below; quotes/extracts from component (unit/module) to support selection.</p>		
<p>It is expected that candidates at this level will take responsibility for undertaking the co-operative enterprise activity and organising his or her work independently. Although similar to Co-operative Enterprise Activity (SCQF level 4), candidates presented for this unit should not require teacher support to complete the unit. Although candidates undertaking Co-operative Enterprise Activity (SCQF level 4) and Co-operative Enterprise Activity (SCQF level 5) may work together on the enterprise activity, the teacher should assess the candidates at the most appropriate level, depending on their ability and level of support, if any, required.</p> <p>This unit is similar to Unit D36N 11 Enterprise Activity (SCQF level 5) in that candidates are required to plan, arrange, run and review an enterprise activity but in this unit the emphasis is on the activity being run as a co-operative. The differences between this unit and Co-operative Enterprise Activity (SCQF level 4) are similar to the differences between D36N 10 and D36N 11.</p>		
<p>Notes on Approach used plus who was consulted, discussions points, issues raised, etc</p>		
<p>SQA guide was used when writing units. Unit and assessments written by former Enterprise Development Officer.</p>		

SCQF COMPONENT GRID PART B – CREDIT RECOMMENDATIONS				
Component title (unit/module): Co-operative Enterprise Activity (SCQF level 5)				
Component breakdown (if relevant) eg topics/sections from the component	Formal input (eg contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (eg developing practice, reflection, research/study time) (hrs)	Assessment (eg planning, completion of assessment tasks) (hrs)	Total time
Planning and arranging a co-operative enterprise activity.	10	2	6	18
Running the enterprise.	20	2	5	27
Reviewing the enterprise.	10	1	6	17
Total hours	40	5	17	62
			Credit value (hrs/10)	6
Notes on Approach				
<p>In this unit formal input/contact time takes a different format, in that it is a practical unit, with the theory being contained in the unit 'Co-operative Enterprise - The Democratic Alternative'. However it is expected that the teacher will attend and observe team meetings. Assessment by the teacher will be ongoing but time has been allocated under assessment for the candidate to complete paperwork required as evidence.</p>				

Appendix 1

SCQF COMPONENT GRID PART A – LEVEL RECOMMENDATIONS		
Component title (unit/module): Global Co-operatives (SCQF level 5)		
SCQF characteristics	Best fit level	Comments (Note – not all characteristics will be relevant and not all aspects of the level descriptors will be relevant)
Knowledge and understanding	5	There are no entry requirements for this unit but candidates do require knowledge of the co-operative values and principles and the co-operative business model.. Candidates are required to demonstrate and work with basic knowledge of global co-operatives which is mainly factual but has some theoretical component. e.g. PC 3.2 'Investigate the Millennium Development Goals and identify three whose objectives the co-operative movement is helping to achieve. Explain clearly, in your own words, the objectives of these Millennium Development Goals.'
Practice/applied knowledge	5	Candidates are required to relate knowledge of the co-operative values and principles to practical contexts and complete non-routine tasks using this knowledge e.g. PC 3.1 'With reference to the values and principles of the co-operative movement, discuss the characteristics of the co-operative business model which makes it particularly suited to improving economic and social conditions for its members and their local communities.'
Generic cognitive skills	5	A problem solving approach will be required. e.g. PC 3.3 'Identify two types of co-operative enterprises which are helping to achieve Millennium Development Goal 1.' Candidates will need to take account of additional information of different kinds e.g. PC 3.4 'Give an example of each type of co-operative enterprise identified in PC3.3 which exists in a developing country' and PC 3.5 ' Explain clearly how each of the existing co-operative enterprises given in PC 3.4 is helping to achieve the objectives of Millennium Development Goal 1.'
Communication/ ICT/numeracy	5	Candidates will require routine communication skills which will be used to produce and respond to detailed written and oral communication e.g. producing written or oral evidence. ICT skills will be developed e.g. Assessment for PC 3.7 takes the form of an Internet Research Project. A range of numerical and graphical data will be used and candidates will be required to process, obtain and combine information e.g. PC 1.3 'Compare how co-operatives impact on the economy in general and employment in particular in two countries where a large proportion of the population are members of a co-operative. The comparison should be based on accurate information selected from presented sources and should include statistics on number of co-operatives, members and employment.'
Autonomy/working with others	4	Candidates may work alone or with others.
Estimated level (best fit)	5	

<p>Summary of Rationale for recommended component level including reasons for final level selected (if different levels identified for characteristic); justification of selection with reference to levels above and below; quotes/extracts from component (unit/module) to support selection.</p> <p>The subject content of this unit is similar to that of Global Co-operatives (SCQF level 4) and it is anticipated that candidates for the two units could be taught together. However it is expected that candidates being presented for this unit will be able to take greater responsibility for their own learning. Candidates will be expected to demonstrate a greater understanding of the subject content and a higher level of cognitive skills will be require to complete the assessments and meet the Performance Criteria.</p>
<p>Notes on Approach used plus who was consulted, discussions points, issues raised, etc</p> <p>SQA guide was used when writing units. Consultation with and assessment materials written by practicing teachers.</p>

SCQF COMPONENT GRID PART B – CREDIT RECOMMENDATIONS				
Component title (unit/module): Global Co-operatives (SCQF level 5)				
Component breakdown (if relevant) eg topics/sections from the component	Formal input (eg contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (eg developing practice, reflection, research/study time) (hrs)	Assessment (eg planning, completion of assessment tasks) (hrs)	Total time
The scale and impact of the Co-operative movement world wide.	10	1.5	2	13.5
Diversity of co-operatives in developed countries other than Britain.	10	1.5	7	18.5
Impact of co-operatives on developing countries.	20	3	9	32
Total hours	40	6	18	64
			Credit value (hrs/10)	6
Notes on Approach				
<p>The time allocated to Formal input reflects the amount of content in each topic.</p> <p>The time allocated to Assessment allows for revision time in class and preparation time for assessment taking account of the type of assessment suggested in the assessment pack e.g. in both LO2 and LO3 power-point presentations are suggested, so time has been allocated to allow their preparation.</p> <p>It is expected that at this level candidates will spend some time on personal research/study.</p>				