

SCQF COMPONENT GRID PART A – LEVEL RECOMMENDATIONS		
Component title (unit/module): Co-operative Enterprise – The Democratic Alternative (SCQF level 6)		
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	6	<p>No prior knowledge or experience is required and there are no entry requirements for this unit, although it does provide progression from Co-operative Enterprise – The Democratic Alternative (SCQF level 5.)</p> <p>Candidates will require to demonstrate and work with factual and theoretical knowledge of co-operative values and principles and knowledge of the co-operative and other business models. e.g. PC 1.1 'Investigate the values and ethics of a corporate business compared to a co-operative enterprise. Describe clearly how the similarities and differences impact on the operation of the businesses and assess what distinguishes co-operatives from other enterprises.'</p> <p>They will also require to relate their knowledge of the subject to existing co-operatives e.g. PC 3.3 'Explain the theory behind the distribution of benefits to members in a co-operative and illustrate how this works in practice for an existing co-operative.'</p>
Practice/applied knowledge	6	<p>Candidates are required to apply knowledge and understanding of co-operative values and principles to practical contexts. e.g. PC 1.3 'Analyse, with relevant exemplification,</p> <ul style="list-style-type: none"> • how an existing co-operative business puts the principles into practice • the impact on their business.' <p>They will also be expected to plan how skills will be used to address set situations e.g. PC 3.1 'Investigate and report on the purpose and membership of an existing co-operative and comment on how it satisfies this definition.'</p>
Generic cognitive skills	6	<p>Candidates will require to obtain, organise and use factual and theoretical information in problem solving e.g. PC 1.2 'Establish how the principles distinguish co-operatives from other types of businesses. Illustrate with appropriate exemplification.'</p> <p>They will be required to use a range of cognitive skills e.g. investigate, analyse, explore; and they will be required to draw conclusions and justify them e.g. PC 1.4 'Comment critically on the statement "The principles do not apply to all co-operatives in every business situation." Justify your conclusions.'</p>
Communication/ ICT/numeracy	6	<p>Candidates will require to process, obtain and combine information and produce and respond to detailed and relatively complex written and oral communication in unfamiliar contexts e.g. PC 2.6 'Examine the governing document or 'rules' of an existing co-operative and explain in your own words the essential elements...'</p>

Autonomy/working with others	5/6	Candidates will be required to take responsibility for carrying out activities with clear goals under non-directive supervision e.g. PC 1.1 'Investigate the values and ethics of corporate business compared to a co-operative enterprise.' They may work alone or with others. When working with others they will be expected to take account of roles and responsibilities related to the tasks being carried out and take a role in evaluating and improving the standard of work.
Estimated level (best fit)	6	
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 5). However, although candidates will require knowledge and understanding of the co-operative values and principles and the co-operative business model, this unit is more about investigating how they are put into practice and analysing what distinguishes co-operative enterprise from other forms of business. Candidates will require a high level of cognitive and communication skills, 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 6)				
Component breakdown (if relevant) e.g. topics/sections from the component	Formal input (e.g. contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (e.g. developing practice, reflection, research/study time) (hrs)	Assessment (e.g. 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	6	2	28
Comparison with Social and Private Enterprise.	10	3	2	15
Total hours	40	12	8	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 some revision time in class. More time is allocated for assessment of the first section due to the recommended form of assessment i.e. research and presentation.</p> <p>It is expected that at this level candidates will spend a reasonable amount of time on personal research/study.</p>				

SCQF COMPONENT GRID PART A – LEVEL RECOMMENDATIONS		
Component title (unit/module): History and Development of the Co-operative Movement (SCQF level 6)		
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	6	<p>No prior knowledge or experience is required and there are no entry requirements for this unit, although it does provide progression from History and Development of the Co-operative Movement (SCQF level 5.)</p> <p>Candidates are required to demonstrate and work with factual and theoretical knowledge related to the history and development of the co-operative movement</p> <p>e.g. PC 1.2 'Demonstrate knowledge and understanding of the importance of Robert Owen's contribution to the co-operative movement.'</p> <p>They are also required to relate their knowledge of the subject to practical everyday applications</p> <p>e.g. PC 4.9 'Identify at least three economic sectors in which there are opportunities to grow and strengthen the co-operative sector in Scotland.'</p>
Practice/applied knowledge	6	<p>Candidates are required to relate their knowledge of co-operatives to a practical context, which has non-routine elements</p> <p>e.g. PC 4.8 'Discuss the relevance of co-operatives in the current social and economic climate.'</p>
Generic cognitive skills	6	<p>Candidates will require to obtain, organise, analyse and evaluate factual and theoretical information and draw conclusions</p> <p>e.g. PC 2.2 'Analyse why and how these (social and economic factors) factors contributed to the formation of the early co-operatives'</p> <p>and PC 1.6 'Evaluate the significance of the Rochdale Society of Equitable Pioneers' contribution to the development of the co-operative movement. Justify conclusions reached, with reference to the International Co-operative Alliance's Statement on the Co-operative Identity.'</p>
Communication/ICT/numeracy	6	<p>Candidates will require to produce and respond to detailed and relatively complex written and oral communication, producing written or oral evidence in the form of reports for LO1 and LO3</p> <p>e.g. PC 1.4 Analyse the similarities and differences between the philosophical beliefs of Robert Owen and William King and the effect that these differences had on the sustainability of early co-operatives.'</p> <p>They will also be required to use a range of numerical and graphical data to combine information in</p> <p>PC 4.5 'Use relevant statistical information to draw conclusions about the scale and diversity of co-operative enterprise in Scotland today.'</p>
Autonomy/working	5/6	Candidates will be required to take responsibility for carrying

with others		out activities with clear goals under non-directive supervision e.g. PC 3.4 'Investigate the benefits to members of working in a co-operative in the early 20 th century.' They may work alone or with others.
Estimated level (best fit)	6	
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>Some of the subject content of this unit is similar to that of History and Development of Co-operatives (SCQF level 5). However this unit requires a higher level of cognitive skills and concentrates to a large extent on theoretical knowledge and analysis rather than facts.</p>		
Notes on Approach used plus who was consulted, discussions points, issues raised, etc		
<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): History and Development of the Co-operative Movement (SCQF level 6)				
Component breakdown (if relevant) e.g. topics/sections from the component	Formal input (e.g. contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (e.g. developing practice, reflection, research/study time) (hrs)	Assessment (e.g. planning, completion of assessment tasks) (hrs)	Total time
Early History of the co-operative movement	20	5	7	32
Development of the co-operative movement during the 19 th and 20 th centuries	8	2	2.5	12.5
Diversity of co-operatives in Scotland today	12	3	2.5	17.5
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 some revision time in class and time required for assessment taking account of the type of assessment suggested in the assessment pack e.g. In LO1 suggested assessment is an investigation and report,</p> <p>However it is expected that at this level candidates will spend some time on personal research/study.</p>				

SCQF COMPONENT GRID PART A – LEVEL RECOMMENDATIONS		
Component title (unit/module): Researching Co-operative Enterprise (SCQF level 6)		
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	6	There are no entry requirements for this unit but candidates are required to demonstrate and work with knowledge and understanding, both factual and theoretical, about the co-operative values and principles and the co-operative business model in order to e.g. 'Analyse how effectively an existing co-operative puts the co-operative values and principles into practice' in LO2. In LO1 and LO2 they are required to relate their knowledge of the subject to practical everyday applications e.g. PC 1.4 'Identify the members' responsibilities and benefits.'
Practice/applied knowledge	6	Candidates are required to relate knowledge of the co-operative values and principles and the co-operative business model, both factual and theoretical, to existing co-operatives e.g. PC 2.1 'Consider how the co-operative puts each of the co-operative values into practice;' PC 2.3 'Assess how the co-operative implements the co-operative principles;' and PC 1.3 'Analyse the decision making process within your chosen co-operative, identifying the key roles within the organisation.'
Generic cognitive skills	6	Candidates will be required to obtain, organise and use factual and theoretical information in research throughout this unit. In LO4, 'Evaluate the extent to which the co-operative business model can help to address a current issue such as Climate Change or the Financial Crisis,' candidates will require to make generalisations and predictions as well as drawing conclusions and suggesting solutions e.g. PC 4.4 'Relevant opportunities to grow and strengthen the co-operative sector are identified' and PC 4.5 'Opportunities for co-operatives to contribute to the 'solution' to the issue are identified.' Higher order thinking skills will be required to analysis information e.g. PC 4.1 Information gathered is analysed accurately and critically with reference to the co-operative values and principles.'

Communication/ ICT/numeracy	6	Candidates will require a wide range of skills in order to carry out their research in LO1, LO2 and LO3. They will require to examine detailed and relatively complex written and/or oral communication as well as obtaining and combining information e.g. PC 3.2 'The issue is adequately researched' and PC 3.3 'A wide range of sources are identified and used.' They will require to produce two detailed reports; one covering LO1 and LO2 and the other covering LO4. ICT skills will be required to carry out at least some of the research e.g. in PC 3.2 above.
Autonomy/working with others	6	Candidates will require to take responsibility for carrying out the tasks associated with this unit under non-directive supervision. They will be largely responsible for managing their own research and time and, in consultation with the teacher responsible, the candidate will determine how the research is to be carried out. E.g. in LO1 it may be possible for a candidate to visit an existing co-operative, or in some cases arrange work experience, to enable them to interview staff in order to carry out their research; in which case a wide range of interpersonal skills as well as communication skills will be required.
Estimated level (best fit)	6	
<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 in this unit candidates will take responsibility for planning, organising and carrying out the necessary research under non-directive supervision.</p> <p>LO1 and LO2 of this unit have some similarities to Unit DV4P 13 Researching a Business (Advanced Higher) in that candidates are required to investigate a business but in this unit the emphasis is on the business being run as a co-operative and knowledge of business management is not required.</p> <p>The methodology used in LO3 and LO4 of this unit is similar to that used in F1HE 13 Modern Studies: Practical Research (Advanced Higher) in that an issue is researched, in this case: 'How the co-operative business model can help to address a current issue'.</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): Researching Co-operative Enterprise (SCQF level 6)				
Component breakdown (if relevant) e.g. topics/sections from the component	Formal input (e.g. contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (e.g. developing practice, reflection, research/study time) (hrs)	Assessment (e.g. planning, completion of assessment tasks) (hrs)	Total time
Researching and analysing an existing co-operative enterprise	20	5	4	29
Researching and evaluating how the co-operative business model can help to address a current issue such as Climate Change or the Financial Crisis.	20	5	6	31
Total hours	40	10	10	60
			Credit value (hrs/10)	6
Notes on Approach				
<p>In this unit formal input/contact time takes a different format, in that the candidates will undertake much of the research under non-directive supervision. It is also expected that the candidates will spend some time on research out-with contact time. Time has been allocated under 'assessment' for candidates to write up their report. Additional assessment time has been allocated to 'Researching and evaluating a current issue' to allow the completion of the necessary evidence for LO3 by both the candidate and the teacher.</p>				

SCQF COMPONENT GRID PART A – LEVEL RECOMMENDATIONS		
Component title (unit/module): Global Co-operatives (SCQF level 6)		
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	6	<p>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. However this unit provides progression from Global Co-operatives (SCQF level 5.) Candidates are required to demonstrate and work with basic knowledge of global co-operatives which is mainly factual but has some theoretical component</p> <p>e.g. PC 3.2 ‘Demonstrate knowledge and understanding of the Millennium Development Goals.’</p> <p>They are also required to relate their knowledge to practical everyday applications</p> <p>e.g. PC 3.1 ‘With reference to the values and principles of the co-operative movement, comment on why the co-operative business model makes it particularly suited to improving economic and social conditions for its members and their local communities.’</p>
Practice/applied knowledge	6	<p>Candidates are required to apply knowledge of the co-operative values and principles in practical contexts and complete non-routine tasks using this knowledge</p> <p>e.g. PC 3.3 ‘Investigate why the co-operative sector, especially in developing countries, is an important element that can contribute to the achievement of the Millennium Development Goals.’</p>
Generic cognitive skills	6	<p>Candidates will require to obtain, organise and use information to draw conclusions</p> <p>e.g. PC 1.2 ‘Use relevant statistical information to analyse the scale and geographical spread of co-operatives in Europe and North America.’</p> <p>They will be required to use a range of cognitive skills e.g. investigate, analyse and evaluate</p> <p>e.g. PC 3.4 ‘Investigate how three different types of co-operative are helping to achieve the objectives of at least two of the Millennium Development Goals.’</p>
Communication/ICT/numeracy	6	<p>Candidates will require to produce and respond to relatively complex written and oral communication and to process and combine a range of numerical and graphical data which they have obtained</p> <p>e.g. PC 1.5 ‘Use relevant statistical information to analyse how co-operatives impact on the economy in general and employment in particular in Europe and North America.’</p> <p>ICT skills will be developed through research to obtain the relevant information for analysis and through</p> <p>e.g. PC 3.7 ‘Investigate how co-operatives have helped to change the world for the better, in terms of responding to world crises, both natural and man-made.’</p>

Autonomy/working with others	5/6	Candidates will be required to carry out a range of activities, with a clear goal, under non-directive supervision. They may work alone or with others.
Estimated level (best fit)	6	
<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 5). However this unit requires a higher level of cognitive skills to investigate, analyse and evaluate relevant information and draw conclusions. Candidates will be expected to take responsibility for their own learning.</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 6)				
Component breakdown (if relevant) e.g. topics/sections from the component	Formal input (e.g. contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (e.g. developing practice, reflection, research/study time) (hrs)	Assessment (e.g. planning, completion of assessment tasks) (hrs)	Total time
The scale, diversity and impact of the co-operative movement worldwide.	20	6	3	29
How the global co-operative movement is helping to create world change.	20	5	6	31
Total hours	40	11	9	60
			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 some preparation time and takes into account the number and type of assessments suggested in the assessment pack e.g. there are four assessments covering LO3.</p> <p>However it is expected that at this level candidates will spend some time on personal research/study, particularly in preparation for an assessment.</p>				