

# Draft National Unit Specification



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**Unit title:** Management of Marketing and Operations (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to enhance learners' understanding of the management of marketing and operations. The Unit will develop the skills, knowledge and understanding required to make decisions about how to manage these activities effectively. In doing so, the Unit is designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.

Learners who complete this Unit will be able to:

- 1 Analyse how the marketing function enhances the effectiveness of large organisations
- 2 Analyse how the operations function contributes to the success of large organisations

This Unit is a mandatory Unit of the Higher Business Management Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Business Management Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Business Management Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Business Management (National 5) Course or relevant competent Units
- ◆ Literacy (SCQF level 5)
- ◆ Numeracy (SCQF level 5)

Examples of other such relevant prior learning and experiences would be the development of thinking skills, and the ability to work with others. The Unit would also be suitable for those who have demonstrated or are interested in learning about entrepreneurial and leadership skills.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Analyse how the marketing function enhances the effectiveness of large organisations by:**
  - 1.1 Explaining how market research or market segmentation can be used to enhance the effectiveness of large organisations
  - 1.2 Explaining how the marketing mix can be used to enhance the effectiveness of large organisations
  - 1.3 Describing the costs and benefits to large organisations of having varied product portfolios
  - 1.4 Describing how current technologies are used within the marketing function

### Outcome 2

The learner will:

- 2 Analyse how the operations function contributes to the success of large organisations by:**
  - 2.1 Describing the features and outlining the purposes of a stock management control system
  - 2.2 Describing methods used to ensure customers receive quality products/services
  - 2.3 Explaining the costs and benefits of methods of production used by large organisations
  - 2.4 Describing how current technologies are used within the operations function

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence can be drawn from a variety of sources and presented in a variety of formats. This can include short written responses, participation in group tasks, presenting information to other groups and/or oral recorded evidence. The evidence can be gathered from a variety of tasks and assessments carried out during the Unit or Course. Learners should use appropriate business terminology and include, where appropriate, the use of real business examples.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically in one single sitting. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.2 Writing

## **4 Employability, enterprise and citizenship**

4.1 Employability

4.4 Enterprise

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.