

# Draft National Unit Specification



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**Unit title:** Understanding Business (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 features and characteristics of large business organisations. It will further develop the skills, knowledge and understanding by carrying out activities relating to the operation of large business organisations including those that operate globally. The Unit will allow learners to explore in depth issues relating to the internal and external environment in which larger organisations operate and the effect this can have on decision making and profitability.

Learners who complete this Unit will be able to:

- 1 Analyse the features, aims and internal structures of large organisations
- 2 Analyse the environment in which large organisations operate

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 the features, aims and internal structures of large organisations by:**
  - 1.1 Comparing features and aims of large organisations from different sectors of the economy
  - 1.2 Identifying the aims of a large organisation and detailing the importance of these aims to the organisation
  - 1.3 Describing an internal structure a large organisation may use and explaining why it would use this structure

### Outcome 2

The learner will:

- 2 Analyse the environment in which large organisations operate by:**
  - 2.1 Outlining conflicts of interest that could exist between stakeholders
  - 2.2 Describing the impact of internal factors on the effectiveness of a large organisation
  - 2.3 Discussing how external factors impact on the objectives of a large organisation

## 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. Large organisations are those that have more than 250 employees.

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

4.2 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.