

# Draft National Unit Specification



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**Unit title:** Business in Action (National 4)

**SCQF:** level 4 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to enable learners to gain a basic understanding of why and how individuals set up in business. Learners will develop an understanding of simple facts and ideas of the functional activities of business and the straightforward actions businesses need to take to meet customers' needs and wants. The Unit will also enable learners to demonstrate simple business planning and decision making while encouraging enterprising skills and attributes through practical activities.

Learners who complete this Unit will be able to:

- 1 Recognise the reasons why and the ways in which individuals set up their own business
- 2 Apply basic knowledge and understanding of the ways in which businesses ensure customer satisfaction
- 3 Apply basic knowledge and understanding of the key functional activities of an organisation and illustrate how they support it

This Unit is a mandatory Unit of the Business (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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 Added Value Unit Specification for the Business (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Business (National 4) 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:

- ◆ Access 3 Business Course or relevant component Units
- ◆ Access 3 Literacy
- ◆ Access 3 Numeracy

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Examples of other relevant prior learning and experience would be learners who have demonstrated or are interested in developing entrepreneurial 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 Recognise the reasons why and the ways in which individuals set up their own business by:**
  - 1.1 Outlining at least two reasons for individuals setting up in business
  - 1.2 Describing, in basic terms, characteristics or qualities of an entrepreneur and outlining the role of an entrepreneur when developing a business
  - 1.3 Selecting a type of small business or other organisation and outlining at least three features of it
  - 1.4 Outlining at least two sources where small businesses can get finance and/or advice and guidance when setting up

### Outcome 2

The learner will:

- 2 Apply basic knowledge and understanding of the ways in which businesses ensure customer satisfaction by:**
  - 2.1 Stating a benefit to a business of satisfying customer needs
  - 2.2 Outlining the purpose of market research and describing a method of primary and secondary market research
  - 2.3 Outlining how businesses use market research information to meet the needs of customers
  - 2.3 Outlining a quality measure and an after-sales service procedure used by a business to ensure customer satisfaction
  - 2.4 Describing at least two ways a small business would get products to its customers or at least two pricing or promotional strategies a small business would use

### Outcome 3

The learner will:

- 3 Apply basic knowledge and understanding of key functional activities of an organisation and illustrate how they support it by:**
  - 3.1 Outlining at least one way in which each of the functional activities of marketing, operations, human resources and finance support an organisation
  - 3.2 Outlining how two functional activities relate to each other in supporting an 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 recorded oral evidence. The evidence can be gathered from a variety of tasks and assessments carried out while doing the Unit or Course. Learners should use appropriate business terminology and include, where appropriate, the use of real business examples.

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

In Outcome 1, the range of small businesses or other organisations includes sole traders, partnerships, small franchises and non-profit-making organisations.

In Outcome 2, getting products to customers could include door-to-door, basic e-commerce, retail outlet and catalogues.

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

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

- 1.1 Reading
- 1.3 Listening and talking

## 4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.4 Enterprise

## 5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying

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:** August 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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