

# Draft National Unit Specification

---

**Unit title:** Influences on Business (National 4)

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

**Unit code:** to be advised

---

## Unit outline

The general aim of this Unit is to enable learners to gain a basic understanding of how stakeholders and other internal and external forces impact on business success. This Unit will enable learners to demonstrate simple decision making and problem solving skills through investigating real-life business situations.

Learners who complete this Unit will be able to:

- 1 Recognise key stakeholders' interest in a small business and their influence on it
- 2 Give an overview of the influence that straightforward internal factors have on business success
- 3 Give an overview of the influence that straightforward external factors have on business success

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*.

Draft

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Recognise key stakeholders' interest in a small business and their influence on it by:**
  - 1.1 Outlining the interest of at least two stakeholders in a small business
  - 1.2 Describing the influence at least two stakeholders can have on a small business

### Outcome 2

The learner will:

- 2. Give an overview of the influence that straightforward internal factors can have on business success by:**
  - 2.1 Interpreting a simple cash budget or breakeven chart in order to reach a decision
  - 2.2 Preparing a simple job costing statement from data provided in order to reach a decision
  - 2.3 Outlining how employee training can contribute to business success and describing at least two methods of training
  - 2.4 Selecting at least two methods of improving employee motivation and outlining how they can contribute to the success of a small business

### Outcome 3

The learner will:

- 3 Give an overview of the influence that straightforward external factors can have on business success by:**
  - 3.1 Selecting at least two pieces of current legislation and stating how each can affect a business
  - 3.2 Outlining the impact of an ethical or social or environmental factor on a business
  - 3.3 Outlining how an action taken by a competitor may impact on a business
  - 3.4 Outlining the effect of an economic influence on a business
  - 3.5 Indicating at least two ways in which technology can contribute to business success

## 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 stakeholders includes owners, customers, employees, the bank, local community groups and support agencies such as Business Gateway and PSYBT.

In Outcome 2, motivation methods include appraisal, training, payment systems, perks and team building.

In Outcome 3, knowledge of current legislation in very basic terms is required, such as equality legislation, national minimum wage, consumer protection and health and safety at work.

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**

1.3 Listening and talking

### **2 Numeracy**

2.3 Handling information

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

4.1 Employability

4.3 Enterprise

### **5 Thinking skills**

5.2 Understanding

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



---

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

**Superclass:** to be advised

---

### History of changes

Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2011

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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.