

SQA Advanced Unit Specification

General information for centres

Unit title: Organisations and Management

Unit code: HT3T 47

Unit purpose: This Unit enables candidates to recognise what organisations are and the role of management within them. It makes candidates aware of the differences between organisations and of how these may impact on those working in them. It also gives candidates an understanding of the role of management and of the different approaches that managers may adopt in order to discharge their responsibilities. The Unit is intended for candidates who are taking courses where an awareness of the way businesses operate and how they are managed is important for candidates to know where their occupational skills will fit in to the organisation as a whole.

On completion of the Unit the candidate should be able to:

- 1 Explain the main features of organisations.
- 2 Explain the nature of management in organisations.

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre but it would be beneficial if the candidate possesses good communication skills which may be evidenced by Communication at SCQF level 5. Experience of working in an organisation is also likely to be beneficial.

Core Skills: There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components. Both Outcomes of the Unit provide opportunities for the development of Core Skills in:

Written Communication (Reading) at SCQF level 6
Written Communication (Writing) at SCQF level 6
Critical Thinking component of Problem Solving at level 6

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Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: This Unit can be assessed by using a case study of a hypothetical or an actual organisation. Candidates can be asked to provide a report on the organisation and the role of its management by responding to a brief based on the Evidence Requirements.

Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the main features of organisations

Knowledge and/or Skills

- ◆ Open systems approach
- ◆ Organisational objectives
- ◆ Formal and informal structure
- ◆ Factors affecting the structure of organisations
- ◆ Organisational culture

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can, with reference to a particular organisation:

- ◆ use an open systems approach to explain the transformation of inputs into output which enables the organisation to meet its organisational objectives
- ◆ evaluate the extent to which the objectives of the organisation are suitable for it
- ◆ explain the formal structure of the organisation
- ◆ give an example of the informal structure of the organisation and, by contrasting it with the formal structure, explain its advantages and disadvantages for a specified group of employees of the organisation
- ◆ explain two factors which could have had a significant influence on the formal structure of the organisation: for each factor, candidates should make reference in their explanation to relevant theory and show precisely how the factor could have influenced the structure of the organisation
- ◆ use a relevant theoretical approach to explain the culture of the organisation and give two examples of how organisational culture affects the work of a specific group of employees in the organisation

Candidates are not expected to provide summaries of relevant theoretical models. They can meet the Evidence Requirements by demonstrating that they can relate key aspects of the theoretical model to the activities of the organisation concerned.

Candidates are not required to generate evidence in controlled conditions. Suitable arrangements should be made to ensure the authenticity of candidate work.

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Assessment Guidelines

This Outcome can be combined with Outcome 2 and assessed using a case study of an actual or a hypothetical organisation. Further guidance is given in the assessment guidelines for Outcome 2.

Outcome 2

Explain the nature of management in organisations

Knowledge and/or Skills

- ◆ Role of management
- ◆ Authority, responsibility and accountability
- ◆ Work of managers
- ◆ Approaches to management
- ◆ Management/leadership styles
- ◆ Managerial effectiveness

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can, with reference to a particular organisation:

- ◆ use a relevant theoretical model and two suitable examples to explain the role of management in the organisation
- ◆ explain the difference between authority, responsibility and accountability and, with reference to a specific example, illustrate how these concepts apply to the work of management in an organisation
- ◆ use an appropriate theoretical model to explain the work of managers in the organisation
- ◆ explain two different approaches to management and relate each to a different management/leadership style
- ◆ explain, using specific examples, one advantage and one disadvantage of three different management/leadership styles
- ◆ explain two different ways of measuring managerial effectiveness and, with reference to specific examples, evaluate the extent to which each method will provide a good indicator of how effective a manager has been

Candidates are not expected to provide summaries of relevant theoretical models. They can meet the Evidence Requirements by demonstrating that they can relate key aspects of the theoretical model to the activities of the organisation concerned.

Candidates are not required to generate evidence in controlled conditions. Suitable arrangements should be made to ensure the authenticity of candidate work.

Assessment Guidelines

This Unit can be assessed using a case study of a hypothetical or an actual organisation. Candidates could be given a suitable case study or asked to research a suitable organisation of their choice. Candidates who have access to a suitable organisation could base their work on that organisation. Assessment is likely to appear more meaningful and realistic if it is based on an actual organisation and this should be encouraged if at all possible. However, there is the risk that candidates may be unable to gather sufficient suitable information.

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Where assessment is based on an actual organisation, candidates could be given a brief based on the Evidence Requirements and asked to provide a report on the organisation. The brief could consist of a series of questions based on the Evidence Requirements.

A case study could be of a hypothetical or on an actual organisation. This can be accompanied by a series of questions designed to elicit responses that will enable the candidate to meet the Evidence Requirements. The case study will need to be written in a way that ensures that candidates will be able to meet all the Evidence Requirements from the material provided. This would not preclude the possibility of asking candidates to find out some additional information if this is felt to be suitable and such information could be readily obtained.

If all the Evidence Requirements are to be fully met, the report is likely to be in the region of 2,500 words long. This should be the case whatever approach is taken to generating evidence.

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Administrative information

Unit code:	HT3T 47
Unit title:	Organisations and Management
Superclass category:	AB
Original date of publication:	May 2017
Version:	01

History of changes:

Version	Description of change	Date

Source: SQA

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Unit specification: support notes

Unit title: Organisations and Management

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is for candidates who are taking courses the primary purpose of which is to develop specific occupational competence and understanding. However, in order to carry out their occupational role effectively candidates also need to be aware of the context within which they will work. For this reason it is important for them to develop an understanding of what organisations are and the ways in which they are managed. The two are, of course, closely related as the process of management usually reflects the overall climate within an organisation. An overview of organisations can help candidates to understand how the work they do fits in with the organisation as a whole. An appreciation of the role of management can help candidates to recognise what management involves and to understand why management is an intrinsic part of organisational activity. Candidates should also be able to understand that managerial behaviour and can reflect the overall organisational climate.

This Unit, however, does not seek to develop particular managerial skills but aims to enable candidates to appreciate the relationship between management and the occupational role they will fulfil. It is very possible that candidates will, at some point, take up a managerial position. The understanding gained from a Unit like this should help them to recognise the place of managers in an organisation and what is involved in being an effective manager. It should also provide a solid basis from which to acquire and develop specific managerial skills and techniques.

A key aspect of the Unit is to enable candidates to become aware that organisations are different and that the way in which managers operate also varies. Even where organisations appear to be similar (e.g. with respect to organisational goals or structure), they may operate in quite different ways. As a result, carrying out the same occupational role may be quite a different experience in different organisations and, perhaps, in different parts of the same organisation. The process of management may also differ. Again, organisations which appear to be similar may be managed in very different ways.

Overall, therefore, the Unit seeks to help candidates to recognise that there are many different routes to being an effectively managed organisation. They can thus expect to carry out their occupational role in a variety of contexts. At the end of the Unit candidates should be aware of how the work they do may be affected by organisational and managerial factors.

The following gives more detailed guidance on each of the two Outcomes.

Outcome 1

The purpose of this Outcome is to enable candidates to recognise what organisations are and to give them a flavour of what being in an organisation is actually like. Organisations are dynamic and do not always operate in the carefully co-ordinated and structured way often portrayed in textbooks. Frequently, things are ‘messy’ and disjointed and influenced by social interactions between different individuals and groups within the organisation.

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For example, members of the organisation may not always interpret organisational goals in the same way; they may seek to pursue personal objectives as well as organisational aims; not all members may be equally committed to all organisational objectives; some occupational groups may have higher status than others and so on. As a result, the way organisations work is likely to be a mix of formal and informal arrangements which will be affected by a number of factors such as the past experience of the organisation, the relative power of different groups within it, the size of the organisation, the technology it uses and the type of work it does. Management within an organisation may be a particularly powerful influence and this provides a useful way to link the two Outcomes in the Unit.

Before embarking on the specific knowledge/skills items in Outcome 1, it may help to introduce candidates to the idea of organisations and highlight that, although organisations differ greatly, they all have in common people, objectives and structure. In many respects, these provide three key themes which can be used as a framework for the whole of this first Outcome. They can also be used to demonstrate the connections between Outcomes 1 and 2. It may be helpful to make reference to examples of organisations which operate in the occupational area which candidates are studying.

The term ‘organisational goals’ is intended to cover the idea of objectives and could encompass mission statements and so on if desired. This can be linked to the basic idea of organisations in the sense that organisations exist for a purpose.

The open systems model is one of several ways of looking at organisations. However, the transformation model provides a framework which can be used to capture the basic idea of an organisation and the links between it and its external environment.

Formal and informal structure is intended to provide an opportunity for candidates to recognise that organisations do have a structure although it may not quite operate as intended. Candidates should be made aware that organisational structure is not a given but is the result of choices and decisions made by members of an organisation about how to divide up the various activities undertaken by the organisation. It is also a balance between differentiation and co-ordination or, in Handy’s terms, diversity and uniformity. Management within an organisation may play a significant role in determining the structure.

Candidates should be aware of the various types of organisational structure such as functional, divisional and matrix as well as tall and flat structures. It would be possible to go through all the various structural options but the critical point is that candidates recognise that there are different frameworks and that it is matter of choice as to which one an organisation adopts. Hybrid structures are, of course, one possible way of solving the issues posed by the question of what structure to have. The examples chosen should reflect the kind of organisations relevant to the candidates’ occupational competence. Organisational structure may be an opportunity to introduce candidates to different functional areas and for them to see where their own occupational area is likely to fit in. This can be done while making it clear that not all organisations adopt a functional structure.

Candidates should also recognise changes in organisational structure such as delayering and autonomous teams as well as developments like Handy’s shamrock and the virtual organisation. They should appreciate that these are, in part, a reaction to the allegedly adverse effects of bureaucracy. The effects of these changes for the role of management can be developed in Outcome 2.

Candidates should also understand that organisations do not always operate in the way the formal structure implies. Management may also work within an informal structure in order to get things done.

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The structure of organisations can be affected by a number of factors particularly environment (eg Burns & Stalker, Lawrence & Lorsch), size (Aston Group) and technology (Woodward) although other factors such as culture, history and ownership and interest groups such as stakeholders may have an influence. This could be linked with the contingency model of organisations, which can be contrasted with the classical model epitomised by bureaucracy.

Organisational culture can be used as a way of highlighting the differences between organisations. Again, the underlying purpose is to help candidates to become as aware as possible of the realities of working in organisations. There are a variety of models which can be used such as those by Deal & Kennedy or Handy. Schein's distinction between observable artefacts, values and basic underlying assumptions can also be useful, particularly where candidates have direct experience of organisations. Candidates should recognise that structure and culture are separate even though they are closely connected.

Throughout, candidates can be encouraged to consider the effects of organisational structure and culture on employees in an organisation. This can be particularly pointed if the occupational group of which they may become part is chosen as an example.

Outcome 2

The first part of this Outcome on the role of management can be used as a way of linking Outcomes 1 and 2. Management can be seen as an integrating activity. The role of management can be covered using classifications such as those by Fayol and Drucker. This can be linked to the distinction between authority, responsibility and accountability which can include delegation. Candidates can be encouraged to link this to the discussion in Outcome 1. For example, a bureaucratic structure emphasises the authority which managers have while a flat, team based structure may place more emphasis on the responsibility and, perhaps, accountability of employees in non-managerial roles. The changing nature of organisational structure may also influence the role of management.

The role of management can also be related to the work that managers do. This can be based on the work of writers like Mintzberg, Kotter and Stewart. The relationship between the goals of an organisation, its structure/culture and the work of managers can be explored.

The remainder of this Outcome deals with the different ways in which managers can approach the task of management. The traditional pattern of scientific management — human relations — neo human relations — contingency — transformational can be used as a framework. Reference can also be made to Theory X and Theory Y. This can be combined with management/leadership styles. Candidates should be introduced to different ideas of management style such as the distinction between autocratic and participative (or task oriented and people oriented), the managerial grid, various contingency approaches such as Hersey & Blanchard and the work of Bass on transformational leadership.

There are clear links between the above and structure of organisations in Outcome 1 and candidates should be encouraged to examine these and consider how structure (and culture) can influence what managers do and how they behave.

Finally, approaches to management are also closely connected with how effective managers are. They should realise that effectiveness is measured by comparing results against criteria and should consider what suitable criteria might be. One possibility, for example, is how well managers have fulfilled the roles of a manager eg how well have they planned, controlled and so on. Candidates should recognise the differences between effectiveness and economy, efficiency and equity and appreciate that all four may be part of judging how well managers have met the demands of their role.

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Overall, candidates should be encouraged to see management as a dynamic activity which can be undertaken in different ways. It is carried out within the context of an organisation and, therefore, greatly influenced by that context.

Guidance on the delivery and assessment of this Unit

Wherever possible the delivery of the Unit should relate closely to an occupational area relevant to the candidate. It should also make use of candidates' own experiences of organisations. This can include school and College, as well as organisations which they come into contact with as customers and ones for which they have worked in some capacity or another. Candidates may also be well informed about the experience which others, such as members of their families, have had in organisations.

The Unit can be delivered using examples of organisations familiar to candidates. Wherever possible, the examples should cover organisations active in the occupational area relevant to candidates. It should be possible to deliver all aspects of Outcome 1 using examples of organisations which are relevant to the course of study which candidates are following. Candidates can be asked to research suitable organisations using the internet and other sources such as business and trade magazines. In this way, the Unit can be made practical. Candidates can be made aware that they themselves are members of, or potential members of, organisations. It is likely that that they are, or will be, part of the organisational situations which they are studying.

At this level, candidates should have some theoretical background in which to base their explanations. They should also recognise that there are often several alternative ways to explain the same thing. Candidates should, therefore, be introduced to concepts and ideas relevant to the study of organisations and management and be encouraged to apply them. This application can be done through case studies or by making use of actual examples. It may be possible, for example, to organise visits to suitable organisations or to invite representatives from such organisations to speak to students. There may be scope to combine delivery of Units if students are involved in such events as part of other Units in their Group Award. This could help students to see the relevance of this particular Unit.

Assessment can be based on a case study of a hypothetical or an actual organisation. There are considerable benefits in using an actual organisation if at all possible. A candidate who has access to a suitable organisation, perhaps as a current or former employee, could base her/his work on that organisation. In principle, it would be possible for candidates to research a suitable organisation of their choice. Another option is to build links with an appropriate organisation or organisations, something which several Colleges have successfully achieved. These connections often involve one or more visits to the organisation where the candidates participate in activities and exercises which enable them to gather information required for a report. Where links are well-established, members of the organisation can be briefed beforehand on the issues about which candidates are seeking information. As already noted, these visits could be linked into activities undertaken as part of other Units.

Opportunities for developing Core Skills

There are no Core Skills embedded in this Unit. However, it does offer opportunities for candidates to gather evidence which could help them demonstrate achievement for the following Core Skills. The following table gives further information on the Core Skills to which the Unit may contribute and on the opportunities which the Unit provides for Core Skills development.

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Core Skill	SCQF level	Opportunities for development
Communication	level 6	Both Outcomes, and the Evidence Requirements associated with them, can contribute to aspects of this Core Skill as explained in more detail below. In all cases, the Core Skill could be developed without formal certification.
Written Communication (Reading)	level 6	<p>Candidates taking this Unit are expected to read and understand complex written information - the general skill of this component. They should identify and summarise significant information, ideas and supporting detail about organisations and business. This information is conventionally available in textbook and similar sources such as websites which involve complex written information. There are many websites, for example, which provide summaries of relevant theoretical information, which can sometimes be quite detailed. Candidates are also expected to evaluate the effectiveness of this information in terms of how well it meets the purpose for which they require it. Consequently, candidates could demonstrate, through formative and summative assessment, that they have achieved this Core Skill component.</p> <p>They may be required during their study for the Unit to prepare notes from textbooks or from relevant websites. This could involve reading complex written information. The notes could be used to help them prepare their final summative report.</p>
Written Communication (Writing)	level 6	<p>Candidates can meet the Evidence Requirements for both Outcomes by producing a report. By doing this, they could provide evidence for the general skill of this component which is 'Produce well-structured written communication on complex topics'. The report could allow candidates to demonstrate that they can meet all the specific skills associated with this general skill. For example, a good report would present all essential ideas and information on organisations and management the functional areas of business in a logical and effective order as well as providing suitable supporting detail. It would also have a structure which took account of the purpose of the report and the audience and linked major and minor points in ways which assisted the clarity of the report and the impact of the writing. The report would use a suitable structure, format and layout and, therefore, employ effective conventions to achieve its purpose. Spelling and punctuation would be accurate.</p>

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Core Skill	SCQF level	Opportunities for development
Problem Solving		Both Outcomes, and the Evidence Requirements associated with them, can contribute to the critical thinking component of this Core Skill as explained below.
Critical Thinking	level 6	The general skill for this component is 'Analyse a complex situation or issue'. The summative assessment requires that candidates apply relevant concepts and approaches to explain what is taking place in a particular organisation. Candidates may also undertake formative assessment to help them prepare for the final assessment. Applying concepts and approaches effectively give candidates the opportunity to demonstrate this Core Skill component. For example, this can involve the identification of the factors involved in an organisational situation and an assessment of their relevance to particular concepts and approaches in the study of organisations and management. It can also include a justification of why the concept or approach is a relevant way to explain the particular situation faced by the organisation. Candidates could be encouraged to adopt this approach to their assessment to aid the development of this Core Skill. It is possible also that this could yield evidence which candidates could use to demonstrate their achievement of this Core Skill component.

Open learning

This Unit could be delivered by open or distance learning, if desired. If this is the case, appropriate arrangements would need to be made for assessment and quality assurance. For further information please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* (A1030, February 2001) which is available on the SQA website www.sqa.org.uk.

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

Unit title: Organisations and Management

This Unit enables you to recognise what organisations are and the role that management plays in organisations. It introduces you to the open systems model of organisations and aims to help you understand that organisations can be very different even if on the outside they may look very similar. These differences can mean that working in different organisations can have different impacts on those working in them. The Unit also, therefore, gives you a chance to think about the effects that working in organisations may have on employees.

In addition, this Unit aims to give you an understanding of the role of management and of the kind of work that managers do. As part of this, it looks at the different approaches that managers may adopt and how these may affect the effectiveness of managers.

Knowing about organisations and their management should help you to understand what is happening when you become part of an organisation as an employee, perhaps. For this reason, the emphasis in the Unit is how organisations actually behave and what managers in organisations do.

Normally, there will be one assessment for this Unit. It will be based on a case study of an organisation and you will be expected to produce a report of approximately 2,500 words on the organisation. You will be given a brief which will tell you what to include in your report. You will have succeeded in meeting all the requirements of this Unit if you pass this assessment.