



National 4  
Unit  
Specification



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## Influences on Business (National 4)

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

**Unit code:** H281 74

### Unit outline

The general aim of this Unit is to enable learners to gain an understanding of how stakeholders and other internal and external forces impact on the success of small businesses. 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 Give an overview of key stakeholders in a small business and their influence on it
- 2 Make decisions on the running of a small business, taking account of internal influences
- 3 Give an overview of external influences that affect a small business

This Unit is a mandatory Unit of the National 4 Business 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 Unit Assessment Support*.

The *Added Value Unit Specification* for the National 4 Business Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 Business 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:

- ◆ National 3 Business

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Examples of other relevant prior learning and experience would be learners who have demonstrated or are interested in developing enterprising 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*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Give an overview of key stakeholders in a small business and their influence on it by:**
  - 1.1 Identifying internal and external stakeholders in a small business
  - 1.2 Describing the influences stakeholders can have on a small business

### Outcome 2

The learner will:

- 2 Make decisions on the running of a small business, taking account of internal influences by:**
  - 2.1 Interpreting a simple cash budget or breakeven chart in order to reach a decision
  - 2.2 Interpreting a simple job costing statement from data provided in order to reach a decision
  - 2.3 Outlining the purpose of training employees
  - 2.4 Describing methods of motivating staff

### Outcome 3

The learner will:

- 3 Give an overview of external influences that affect a small business by:**
  - 3.1 Identifying the influences
  - 3.2 Outlining the impact of influences on a small business
  - 3.3 Describing a response to the influences by a small business

## 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 combining the assessment in one single activity. If the latter approach 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, employee benefits system and team building.

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

## **Assessment standard thresholds**

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ 7 out of 9 Assessment Standards must be achieved.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

# 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

4.2 Information and Communication Technology (ICT)

4.3 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:** September 2018 (version 1.2)

**Superclass:** AE

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Outcome 3 and Assessment Standards 3.2 and 3.3 changed to refer to 'a small business' rather than 'businesses'.	Qualifications Development Manager	June 2013
1.2	Assessment standard thresholds added.	Qualifications Manager	Sep 2018

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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.

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