Course/Unit Support Notes

Advanced Higher Business Management Course/Unit Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Higher Business Management Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

These support notes cover both the Advanced Higher Course and the Units in it.

The Advanced Higher Course/Unit Support Notes should be read in conjunction with the relevant:

Mandatory Information:
♦ Course Specification
♦ Course Assessment Specification
♦ Unit Specifications

Assessment Support:
♦ Specimen and Exemplar Question Papers and Marking Instructions
♦ Exemplar Question Paper Guidance
♦ Guidance on the use of past paper questions
♦ Coursework Information:
— General assessment information
— Coursework Assessment Task*
♦ Unit Assessment Support*

*These documents are for assessors and are confidential. Assessors may access these through the SQA Co-ordinator in their centres.

Related information

Advanced Higher Course Comparison

Further information on the Course/Units for Advanced Higher Business Management

This information begins on page 15 and both teachers and learners may find it helpful.

General guidance on the Course/Units

Aims

At Advanced Higher level, Business Management provides learners with an understanding of the effective management of business in a national and global context, that will enable them to interpret, predict and explain business decisions and actions.

The Course aims to enable learners to:

♦ enhance the skills of independent learning, research, critical analysis and problem solving in a business context
♦ apply business and management concepts and theories to reach conclusions
♦ evaluate the social, ethical and global factors that affect local, national and multinational organisations
♦ analyse and evaluate leadership theories, management schools of thought and approaches to managing change
♦ prepare and critically evaluate a range of analytical techniques and management techniques used to assist in effective planning and decision-making at a strategic level

At Advanced Higher level, the contexts of study are complex and challenging, particularly in terms of the application of business concepts and management theories to current business situations. Undertaking this Course will require a more sophisticated level of communication skills, as learners are required to interpret complex business information, to discuss current business issues and to present logical and reasoned explanations and discussions related to these issues.

Development of research and investigative skills is a key focus of this Course. These skills encourage independent learning and the use of initiative, and also provide opportunities for team working. The Course gives learners an in-depth understanding of the global nature of business, the internal and external factors that affect business success, and how large organisations are managed and react to change.

Advanced Higher Business Management is, therefore, instrumental in developing learners' higher order thinking skills.

Progression

In order to do this Course, learners should have achieved the Higher Business Management Course.

Learners who have achieved this Advanced Higher Course may progress to further study, employment and/or training. Opportunities for progression include:

- Progression to other SQA qualifications:
  — Progression to other qualifications at the same level of the Course, for example, Professional Development Awards (PDAs) , Higher National Certificates (HNCs)

- Progression to further/higher education:
  — For many learners, a key transition point will be to further or higher education, for example, to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners doing the Course might progress to are Accountancy, Business Administration, Hospitality and Tourism Management, HR Management, Marketing, International Business, Financial Management and Economics.

  — Advanced Higher Courses provide good preparation for learners progressing to further and higher education as learners doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education. Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.

  — Advanced Higher Courses are challenging and testing qualifications — learners who have achieved multiple Advanced Higher Courses are regarded as having a proven level of ability which attests to their readiness for higher education in Higher Education Institutions in other parts of the UK as well as in Scotland.

- Progression to employment:
  — For many learners, progression will be directly to employment or work-based training programmes. Employment opportunities and training programmes are available in a wide range of trainee management functions within the private, public and third sectors.

This Advanced Higher is part of the Scottish Baccalaureate in Social Sciences.

The Scottish Baccalaureates in Expressive Arts, Languages, Science and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project which adds breadth and value and helps learners to develop generic skills, attitudes and confidence that will help them make the transition into higher education or employment.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

This Advanced Higher Course is not in a hierarchy with the corresponding Higher Course or its Units.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject-specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of them. It is the transferability that will help learners with further study and enhance their personal effectiveness.

The table below shows where there are likely to be opportunities to develop the mandatory skills, and knowledge and understanding in or across the Units of the Course. The delivery mode adopted, and the approaches to learning and teaching will determine how and where the opportunities arise.

Mandatory skills, knowledge and understanding	The External Business Environment	The Internal Business Environment	Evaluating Business Information
evaluating strategic planning in complex business situations	✓	✓	✓
applying management concepts to real-life business contexts	✓	✓	✓
understanding and evaluating a range of schools of management thought in current business contexts		✓	
analysing and evaluating a range of approaches to manage change in the current business environment		✓	✓
analysing equality and diversity in the workplace		✓	✓

analysing and evaluating the different skills needed for effective leadership in different business contexts		✓	✓
analysing the impact that external agencies can have on business	✓		
evaluating the impact of business at home and in a global context	✓		
evaluating how analytical techniques and emerging technology can be used to support business decisions	✓		✓
reaching conclusions and making recommendations based on the analysis and evaluation of research carried out on a topic from the Course	✓	✓	✓

Other skills developed	
Analytical and evaluative	♦ interpreting business information drawn from a range of sources ♦ reaching well justified conclusions about past and future business performance ♦ using conclusions from analysis of business situations to devise appropriate recommendations ♦ developing the ability to evaluate the relevance and limitations of business theory when examining actual business situations
Communication	♦ developing skills in face-to-face, oral and written communication ♦ gathering and interpreting information from a range of sources ♦ using IT to conduct field and desk research, and produce a structured, detailed, well-informed report of the findings ♦ developing the logical thinking and interpersonal skills needed to function as an effective team member
Decision-making	♦ developing the ability to identify and/or foresee business issues or problems, and create and justify tactical and/or strategic solutions to these ♦ interpreting and evaluating information in order to reach conclusions which will assist with decision-making ♦ Accepting personal responsibility to use initiative and be self-motivated
Research	♦ Developing the ability to plan and carry out relevant and robust research ♦ Using a range of research sources to gather information

Approaches to learning and teaching

Advanced Higher Courses place more demands on learners as there will be a higher proportion of independent study and less direct supervision. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level but there will be a stronger emphasis on independent learning.

For Advanced Higher Courses, a significant amount of learning may be self-directed and require learners to demonstrate a more mature approach to learning and the ability to work on their own initiative. This can be very challenging for some learners, who may feel isolated at times, and teachers and lecturers should have strategies for addressing this. These could include, for example, planning time for regular feedback sessions/discussions on a one-to-one basis and on a group basis led by the teacher or lecturer (where appropriate).

Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research and investigation skills and higher order evaluation and analytical skills. The use of Information and Communications Technology (ICT) can make a significant contribution to the development of these higher order skills as research activities become more sophisticated.

Learners will engage in a variety of learning activities as appropriate to the subject, for example:

♦ researching information for their subject rather than receiving information from their teacher or lecturer
♦ using active and open-ended learning activities such as research, case studies and presentation tasks, for example, each learner choosing a multinational business to contextualise learning, gather information on it and share findings with class members
♦ making use of the internet to reach conclusions about specific issues
♦ engaging in wide-ranging independent reading, for example, business sections of news media, business magazines such as 'Business Review', 'The Economist'
♦ recording, in a systematic way, the results of independent research from different sources
♦ presenting findings/conclusions of research activities in a presentation
♦ participating in group work with peers and using collaborative learning opportunities to develop team working
♦ participating in informed debate and discussion with peers where they can demonstrate skills in constructing and sustaining lines of argument to provide challenge and enjoyment, breadth, and depth to learning
♦ reaching conclusions from complex information

- using articulate language and business terminology in written and/or oral communication and presentation skills to present information
- using appropriate technological resources, for example, web-based resources
- using appropriate media resources, for example, video clips
- using real-life contexts and experiences familiar and relevant to young people to meaningfully hone and exemplify skills, knowledge and understanding
- participating in field trips and visits, for example, attending a conference

Teachers and lecturers should support learners by having regular discussions with them and giving regular feedback. Some learning and teaching activities may be carried out on a group basis and, where this applies, learners could also receive feedback from their peers.

Teachers and lecturers should, where possible, provide opportunities to personalise learning for learners, and to enable them to have choices in approaches to learning and teaching. The flexibility in Advanced Higher Courses and the independence with which learners carry out the work lend themselves to this. Teachers and lecturers should also create opportunities for, and use, inclusive approaches to learning and teaching. This can be achieved by encouraging the use of a variety of learning and teaching strategies which suit the needs of all learners. Innovative and creative ways of using technology can also be valuable in creating inclusive learning and teaching approaches.

Centres are free to sequence the teaching of the Outcomes, Units and/or Course in any order they wish. For example:

- Each Unit could be delivered separately in any sequence.

Or:

- All Units may be delivered in a combined way as part of the Course. If this approach is used, the Outcomes within Units may either be partially or fully combined.

There may be opportunities to contextualise approaches to learning and teaching to Scottish contexts in this Course. This could be done through mini-projects or case studies. For example, researching a Scottish multinational company and/or preparing a case study relating to a Scottish multinational company.

Developing skills for learning, skills for life and skills for work

The following skills for learning, skills for life and skills for work should be developed in this Course.

1. **Literacy** (1.2 Writing)

♦ Writing structured responses to questions/prompts in Unit and Course assessments
♦ Presenting and critically analysing findings from research in a written structured format
♦ Reading material from a wide range of sources, for example, newspapers, books, the internet, business documents and case studies in order to write a précis of the information/responses to questions
♦ Preparing notes for communicating orally through individual or group presentations, tasks, discussions, debates and interviews

2. **Numeracy** (2.3 Information Handling)

♦ Carrying out calculations, for example, when evaluating financial information in order to analyse performance or determine future strategies
♦ Gathering numerical information from a wide range of sources , presenting it graphically, and analysing its significance
♦ Interpreting and extracting information from tables, charts, graphs or diagrams to help make informed decisions

4. **Employability, enterprise and citizenship** (4.1 Employability and 4.3 Enterprise)

♦ Increasing understanding of how business organisations work in a global context
♦ Applying an understanding of the principles of effective management in a range of different contexts
♦ Accepting personal responsibility for learning, leading to greater self-reliance and autonomy
♦ Using initiative to set personal targets, be proactive rather than reactive
♦ Growing in confidence through undertaking personal research in a variety of contexts
♦ Gaining experience of the world of work, for example, by interacting directly with local business organisations and becoming aware of potential career paths
♦ Acquiring and improving IT skills for a technology-driven society
♦ Working with others in a variety of different tasks and situations
♦ Being an active member of a team, and gaining an understanding of team dynamics and the factors affecting team performance
♦ Using initiative and innovation and displaying creativity, flexibility and resourcefulness, for example, when proposing solutions to business problems and strategies for the future
♦ Acquiring effective time-management skills

5. Thinking skills (5.3 Applying and 5.4 Analysing and Evaluating)

♦ Using business vocabulary appropriately
♦ Using case studies/media articles/to come to reasoned conclusions and develop the ability to understand alternative viewpoints
♦ Evaluating business concepts in light of real-life examples
♦ Proposing and justifying appropriate of action from the analysis of information
♦ Contributing effective ideas and considering others' views when working as part of a team
♦ Sharing information and explaining its importance
♦ Using information to analyse causes of problems and devise effective solutions
♦ Planning, organising and completing tasks

Teachers and lecturers should ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course, and that the activities they are involved in provide realistic opportunities to practise and/or improve them.

At Advanced Higher level it is expected that learners will be using a range of higher order thinking skills. They will also develop skills in independent and autonomous learning.

Approaches to assessment

Assessment in Advanced Higher Courses will generally reflect the investigative nature of Courses at this level, together with high-level problem solving and critical thinking skills and skills of analysis and synthesis.

This emphasis on higher order skills, together with the more independent learning approaches that learners will use, distinguishes the added value at Advanced Higher level from the added value at other levels.

There are different approaches to assessment, and teachers and lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgements to be made by all teachers and lecturers. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

Unit assessment

Units will be assessed on a pass/fail basis. All Units are internally assessed against the requirements shown in the *Unit Specification.* Each Unit can be assessed on an individual Outcome-by-Outcome basis or by the use of combined assessment for some or all the Outcomes.

Assessments must ensure that the evidence generated demonstrates, at the least, the minimum level of competence for each Unit. Teachers and lecturers preparing assessment methods should be clear about what that evidence will look like.

In particular, assessors should refer to the judging evidence tables within each *Unit Assessment Support Pack* for guidance on making assessment judgements for each Outcome and Assessment Standard.

Sources of evidence likely to be suitable for Advanced Higher Units could include:

♦ meaningful contribution to group work and/or discussions (making use of log books, blogs, question and answer sessions to confirm individual learners have met the required standards)
♦ presentation of information to other groups and/or recorded oral evidence
♦ exemplification of concepts, for example, using a diagram
♦ interpretation of numerical data
♦ practical demonstration with commentary/explanation/narrative
♦ investigations
♦ answers to multiple choice questions
♦ short written responses
♦ extended response essay-type questions

Evidence should include the use of appropriate subject-specific terminology as well as the use of real-life examples where appropriate.

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so reduce barriers to attainment.

The structure of an assessment used by a centre can take a variety of forms, for example:

♦ Individual pieces of work could be collected in a folio as evidence for Outcomes and Assessment Standards.
♦ An assessment could cover each complete Outcome.
♦ An assessment could combine the Outcomes of one or more Units.
♦ An assessment could produce responses that are more than the minimum competence, which would allow learners to prepare for the Course assessment.

Teachers and lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally-occurring evidence may be used as a contribution towards Unit assessment. However, such naturally-occurring evidence must still be recorded and evidence such as written reports, recording forms, PowerPoint slides, drawings/graphs, video footage or observational checklists provided.

Combining assessment across Units

Units will be assessed on a pass/fail basis. All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Outcome-by-Outcome basis or via the use of combined assessment for some or all Outcomes.

A combined approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and allow more emphasis on learning and teaching. Evidence could be drawn from a range of activities for a combined assessment. Care must be taken to ensure that combined assessments provide appropriate evidence for all the Outcomes that they claim to assess.

Combining assessment will also give centres more time to manage the assessment process more efficiently. When combining assessments across Units, teachers/lecturers should use e-assessment wherever possible. Learners can easily update portfolios, electronic or written diaries and recording sheets.

For some Advanced Higher Courses, it may be that a strand of work which contributes to a Course assessment method is started when a Unit is being delivered and is completed in the Course assessment. In these cases, it is important that the evidence for the Unit assessment is clearly distinguishable from that required for the Course assessment.

Preparation for Course assessment

Each Course has time allocated to it which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

For this Advanced Higher Course, the assessment methods for Course assessment are a question paper and a project. Learners should be given opportunities to develop the necessary skills, knowledge and understanding needed for these methods in order to prepare them for the Course assessment.

Examples of activities to include within the preparation could include:

♦ practising question paper techniques and revising for the question paper, for example, by:
— encouraging learners to take time to interpret questions
— teaching learners how to develop their points fully, for example, by giving extra evidence to support points made
— practising giving well explained examples; considering implications
— exemplifying use of the command words to assist learners in developing their responses

♦ preparing for the project Component of Course assessment, for example, with research tasks:
— selecting topics, gathering and researching information on these topics, evaluating and analysing findings, developing and justifying conclusions, presenting the information (as appropriate)
— working in groups as part of the preparation for assessment, as this can be helpful to simulate real-life situations, share tasks, and promote team-working skills

In relation to preparing for the project, teachers and lecturers should explain the requirements to learners and the amount and nature of the support they can expect. However, at Advanced Higher level it is expected that learners will work with more independence and less supervision and support.

Authenticity

In terms of authenticity, there are a number of techniques and strategies to ensure that learners present work that is their own. Teachers and lecturers should put in place mechanisms to authenticate learner evidence.

In Advanced Higher Courses, because learners will take greater responsibility for their own learning and work more independently, teachers and lecturers need to have measures in place to ensure that work produced is the learner's own work.

For example:

♦ regular checkpoint/progress meetings with learners
♦ checklists which record activity/progress

For more information, please refer to SQA's *Guide to Assessment*.

Added value

Advanced Higher Courses include assessment of added value which is assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In Advanced Higher Courses, added value involves the assessment of higher order skills such as high-level and more sophisticated investigation and research skills, critical thinking skills and skills of analysis and synthesis. Learners may be required to analyse and reflect upon their assessment activity by commenting on it and/or drawing conclusions with commentary/justification. These skills contribute to the uniqueness of Advanced Higher Courses and to the overall higher level of performance expected at this level.

In this Course, added value will be assessed by means of a question paper and a project.

The question paper is used to assess whether the learner can retain and consolidate the knowledge and skills gained in individual Units. It assesses knowledge and understanding and the various different applications of knowledge such as reasoning, analysing, evaluating and solving problems.

The project is used to assess a wide range of high-order cognitive and practical skills and to integrate assessment. For example the project develops a number of high-order skills and brings them together, such as skills relating to planning, analysis, synthesis, evaluation and report-writing. The learner will carry out a significant part of the work for the project independently with minimal supervision.

In this Advanced Higher Course, the project is producing a report based on research of a topic from the Course. This provides continuity with the Advanced Higher Course being replaced.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

The greater flexibility and choice in Advanced Higher Courses provide opportunities to meet a range of learners' needs and may remove the need for learners to have assessment arrangements. However, where a disabled learner needs a reasonable adjustment/assessment arrangements to be made, you should refer to the guidance given in the above link.

Further information on Course/Units

The three Units in the Course are:

♦ The External Business Environment
♦ The Internal Business Environment
♦ Evaluating Business Information

The content in the Course/Units is designed so that flexibility and choice are provided for both the learner and delivering centre. Activities relating to the learning within the Course/Units should use a variety of methods to allow for personalisation and choice. This approach should maintain learners' interest and motivation, and meet individual preferences for learning styles.

The following tables give examples of suggested learning and teaching for the Course/Units, and some activities that may be used to support the delivery of the Course/Units. This includes extensive use of case studies, team-working exercises and use of media sources, which should enable learners to explore first-hand issues concerning a variety of topics.

The range of activities may suit the needs of learners with different learning styles and could provide naturally-occurring evidence, which could be used to demonstrate that the learner has met the Assessment Standards within the Unit Specification. Assessment evidence could be obtained from a range of activities and learners could present their evidence using any one or a combination of the following formats:

♦ written and/or oral responses to questions/prompts/case study
♦ an oral or multimedia presentation, along with notes used to support the presentation
♦ digital media recording — visual or oral
♦ assessor's checklist/observational notes/supplementary questions

Approaches to learning, teaching and assessment

The External Business Environment

The table below suggests some activities which could support the delivery of the Course/Units and which may suit the needs of learners with different learning styles. The activities are designed to stimulate ideas and are not meant to be exhaustive.

Topic		Suggested learning and teaching	Suggested experiences and activities
Global issues	♦ effects of globalisation on business ♦ reasons for the growth of multinational companies (MNCs) ♦ the impact of external factors on organisations	This could include the: ♦ increasing importance of global operations in terms of markets, customers, competitors, reduced trade barriers, etc ♦ costs and benefits of globalisation to businesses, for example, language barriers or chance to gain economies of scale ♦ main reasons for the rapid growth of MNCs, for example, falling cost of transport, ICT, being close to raw materials, etc ♦ impact external factors may have on MNCs, for example, economy, legislation	♦ arranging a weekly session, possibly at the start of the week, where each learner brings in an article referring to a MNC and allowing learners to summarise and discuss the article with the rest of the class ♦ research into multinational companies (MNCs) using a variety of media, such as the internet, newspapers and business related magazines, and MNC annual reports to identify and explain factors that have led to their growth

♦ foreign direct investment ♦ joint ventures	This could include the: ♦ costs and benefits to an organisation of creating new purpose built-facilities abroad ♦ costs and benefits to an organisation of buying over an existing business abroad ♦ costs and benefits of setting up joint ventures with other organisations	♦ viewing digital media referring to MNCs who are setting up in other countries, while answering a list of pre-prepared questions/making notes which are written up later ♦ using current media articles about the activities of MNCs who have set up joint ventures as a basis for class discussion or individual response
♦ transfer pricing ♦ exploitation of local resources ♦ foreign control of the economy	This could include the: ♦ reasons MNCs use transfer pricing ♦ use of transfer pricing by organisations and its effects on tax paid/profits ♦ ability of MNCs to reduce costs because of cheaper costs of land, labour, less stringent employee legislation, and lower health and safety standards ♦ effects and influence of MNCs on host countries' governments	♦ illustration of the effects of transfer pricing on a MNC's profits diagrammatically, or by the use of tables; learners could be given different scenarios and asked to calculate how net profit changes when the transfer price is altered, and the implications for the MNC
Multinational companies: ♦ effects on host country ♦ effects on home country	♦ This could include the: ♦ costs and benefits to the host country of an MNC operating in it, for example, exploitation of resources or improved infrastructure	♦ analysis of the impact of MNCs on host and home countries — learners could be split into two groups, one to explore the effects of being a host country and the other to explore the effects of being a home country; each group could then prepare a presentation to present

		♦ costs and benefits to the home country of an MNCs operating in it, for example, repatriation of profits or unemployment in unskilled work	its findings to fellow learners ♦ holding a class debate on to the benefits and costs to the UK of being both a significant home and a significant host country for several MNCs
	Current developments in: ♦ the EU and its effect on UK organisations ♦ EU policies, such as Single European Market, EU Enlargement, European Monetary Union, Social Chapter	This could include the: ♦ costs and benefits to UK businesses of any current EU development and policy such as those listed and any other current issue impact the issues may have on individual departments within organisations, for example, marketing, HR, profitability, etc	♦ class debates on topics such as the pros and cons of UK (or Scottish) membership of the EU, the euro, costs and benefits of EU legislation ♦ media watch — learners could be encouraged to look out for articles on current EU developments, add them to a bulletin board, and read and comment on the contributions of others ♦ inviting the local MP/MSP/MEP to discuss current EU issues with learners
	♦ other current developments and their effect on UK organisations, such as the Association of South East Asian Nations (ASEAN) and China	This could include the: ♦ history of the ASEAN ♦ costs and benefits of the growing dominance of ASEAN and China to businesses	♦ using case studies/current media articles relating to the impact of ASEAN and China, and discussing their effect on UK businesses and/or producing written answers to a set of questions
Current Issues	♦ business ethics ♦ corporate social responsibility ♦ environmental issues ♦ government influence ♦ technological developments	This could include the: ♦ costs and benefits to UK businesses of current issues, such as those listed and any other current issue impact the issues may have on the whole organisation or on individual departments	♦ using 'real-life' case studies involving ethical dilemmas, and responding to them by group or class discussion and/or producing written answers to a set of questions ♦ interviewing local business people, or visiting local businesses, to explore and evaluate (in writing or group discussion) attitudes to

| | | within an organisation, for example, marketing, HR, operations, finance, etc | ♦ corporate social responsibility
♦ using case studies/current media articles to look at the impact current issues have on business and taking notes from them |

The Internal Business Environment

The table below suggests some activities which could support the delivery of the Course/Units and which may suit the needs of learners with different learning styles. The activities are designed to stimulate ideas and are not meant to be exhaustive.

Topic		Suggested learning and teaching	Suggested experiences and activities
Management	Role of management such as Fayol and Mintzberg. Management thought, such as: ♦ Classical including Fayol, Taylor and Weber ♦ Human Relations including Mayo and McGregor ♦ Systems ♦ Contingency Strategic planning and decision-making.	This could include the: ♦ roles of management as advocated by Fayol and Mintzberg, and how displaying these roles can impact on organisations ♦ approaches of the management process used in organisations ♦ costs and benefits to organisations and employees of different management approaches ♦ relevance of these approaches today ♦ reasons for and the effects of strategic planning and decisions taken by management for: — the organisation as a whole or — specific aspects of the organisation	♦ viewing digital media about different approaches to management, styles of leadership, and team work, followed by class discussion of the issues raised ♦ class debates, for example, on topics such as: — Which is the best style of management? — Does money ever cease to motivate? ♦ lecturing, where learners take their own notes or expand on PowerPoint headings about theoretical material concerning management, leadership, teamwork, and change ♦ using business case studies relating to strategies used and decisions taken by organisations, and discussing why decisions were taken and how these decisions impact on the organisation

Leadership	♦ Leadership theories such as Trait and Contingency ♦ Comparison of managers and leaders, including personal qualities	This could include the: ♦ costs and benefits to the organisation and employees of different leadership theories — theorists could include Fiedler, Hersey and Blanchard ♦ factors influencing the type of leadership adopted, for example, skills of staff, the nature of the task ♦ qualities of leaders Vs managers ♦ impact of effective and poor leadership on organisations and employees	♦ viewing digital media about different approaches to leadership, followed by class discussion of the issues raised ♦ interviews with local managers/members of management team, where learners pose a set of questions which they have prepared in advance
Teams	♦ stages of development such as Tuckman ♦ Belbin's team roles ♦ characteristics of effective teams ♦ impact of team working	This could include the: ♦ stages of group development in terms of the features of each stage ♦ ways that stages of group development may impact on the effectiveness of teams ♦ characteristics of effective teams and strategies to support effective team working, for example, good mix of Belbin's team roles, size of the team, clarity about the task, etc ♦ costs and benefits of team working for the organisation and employees	♦ viewing digital media about approaches to team work, followed by class discussion of the issues raised ♦ debriefing after team tasks to explore the issues raised, for example, what contributed to success or failure of the team; learners could prepare a report on their experience in the team, and how far it fits in with theory ♦ undertaking the Belbin team roles questionnaire and discussion of whether learners identify with the characteristics of the role

Time and task management	Principles, methods and use of time and task management.	This could include: ♦ a range of time and task-management techniques used by managers ♦ strategies to improve time management ♦ how managers could use time and task techniques to improve effectiveness	Using time and task-management principles, for example, issuing learners with forms on which they identify personal short and long term goals, then asking them to keep a time log for a few days; the percentage of time spent on goal-related activities can then be analysed and time wasters identified; learners can then be encouraged to eliminate these and use their time more effectively, by applying time-management techniques, such as prioritising and minimising interruptions.
Managing change	Stages of changes, such as Kurt Lewin's theory. Approaches to managing change, such as top-down, participative, negotiated, piecemeal, and action-centred. Factors affecting the success of change management, such as organisational culture.	This could include the: ♦ factors causing and influencing change, for example, PESTEC factors ♦ stages of change and the features of each stage ♦ using force-field analysis to identify if a particular change should take place ♦ approaches to managing change and strategies to support these approaches ♦ costs and benefits to the organisation and employees of approaches to managing change ♦ reasons for resistance to change and ways to overcome the resistance, for example, use of change agents	♦ discussion of Kurt Lewin's change model illustrated by a simple flowchart of the stages; learners could be encouraged to add their own notes about what each stage involves, using the internet for further research ♦ interviewing a local business person, or a senior member of staff about a recent change their organisation has introduced, and evaluating the approach used in terms of how it fits in with change-management theory, the way in which it was introduced, and its effectiveness

| Equality and diversity | Impact of the Equality Act 2010 on organisations.

Training, transfers and progression opportunities. | This could include the:

♦ protected characteristics of the Equality Act

♦ description of examples of discrimination at work

♦ ways organisations can mitigate against the effects of the Equality Act

♦ direct impact on HR in terms of recruitment, selection, training, etc | ♦ interviews with local managers/members of a management team, where learners pose a set of questions which they have prepared in advance

♦ using 'real-life' case studies relating to the impact of the Equality Act, followed by class discussion and/or producing written answers to a set of questions

♦ using 'real-life' case studies, showing examples of discrimination and how they could be avoided by companies, followed by class discussion and/or producing written answers to a set of questions |

Evaluating Business Information

The table below suggests some activities which could support the delivery of the Course/Units and which may suit the needs of learners with different learning styles. The activities are designed to stimulate ideas and are not meant to be exhaustive.

Topic		Suggested learning and teaching	Suggested experiences and activities
Research	Research techniques, referencing, bibliography	This could include: ♦ the importance of referencing when presenting the findings of a piece of research ♦ examples of how to reference work, for example, Harvard referencing ♦ issues around plagiarism ♦ acknowledging the work of others ♦ verifying sources of evidence ♦ the reasons for using a bibliography	♦ learners should be given opportunities to undertake personal research and trained in the choice and application of field research techniques (such as observation, surveys, and/or experiments) ♦ using questionnaires — learners could be shown a variety of questionnaires and invited to analyse their effectiveness in achieving their purpose, followed by class discussion, leading to the drawing up of a list of principles of questionnaire design

Analytical techniques	Preparation, description and analysis of: ♦ Force-field diagram ♦ SWOT ♦ Critical path ♦ Gantt chart The use of the above in decision-making.	This could include: ♦ how to prepare the techniques listed ♦ the features of each of the techniques and any component parts of the techniques ♦ how the techniques are used to support strategic decisions ♦ how to analyse the techniques to make decisions or justify decisions taken ♦ how the techniques can be used to measure progress (if appropriate)	♦ using case studies to present current situations, so that learners can prepare force-field diagrams; whole class or group discussion can then identify the most significant drivers and resistors for the change, and discussion of the difference between assets for change and drivers for change ♦ learners can access examples of Gantt charts and critical path analysis, as well as instructions on how to construct them, via the internet or standard business studies textbooks ♦ learners should be given practice in weighing up internal and external factors, by carrying out SWOT analyses in a range of contexts, and devising appropriate courses of action based on their findings; this may be done through the use of case studies/digital media ♦ local business owners and/or managers could be invited to discuss with learners the advantages and disadvantages of different analytical techniques used to assist in the decision-making process
Evaluating financial and other information	Reaching conclusions from: ♦ reported financial information ♦ annual reports ♦ government statistics	This could include: ♦ how to analyse and evaluate information from the examples of the sources listed and from any other relevant source ♦ any limitations/bias of the sources ♦ how to use analysis of the sources to	♦ perusing a collection of annual reports of UK plcs, either individually or in groups, and using the financial data to analyse performance ♦ using accounting ratios to reach conclusions about liquidity, profitability and efficiency, and

	♦ market data ♦ customers surveys	reach justified conclusions ♦ how evaluation of specific business information can be used to measure an organisation's progress	the extent to which organisations depend on borrowed finance (gearing ratio) ♦ making financial comparisons between organisations and time within one organisation, to compare performance ♦ examining financial information critically, with an awareness of its limitations as a basis for decision-making ♦ examining market research statistics and/or government statistics, to make a judgement for future action

Course assessment: Question paper

Further information on the question paper Component of Course assessment can be found in:

♦ Advanced Higher Business Management *Course Assessment Specification*
♦ *Guidance on the use of past paper questions* for Advanced Higher Business Management

Further information about the content of expected responses and the structure of possible responses is provided in sample question papers. These papers are available on the Advanced Higher subject page of SQA's website.

Course assessment: Project

Further information on the project Component of Course assessment can be found in:

♦ Advanced Higher Business Management *Course Assessment Specification*
♦ Advanced Higher Business Management *project General Assessment Information*
♦ Advanced Higher Business Management *Coursework assessment task*

The *Advanced Higher Business Management Coursework assessment task* includes further information specifically aimed at candidates to follow when completing the project as part of the Course assessment. This information can be found on SQA's secure site and is available via the SQA Co-ordinator.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ Building the Curriculum 4: Skills for learning, skills for life and skills for work
♦ Building the Curriculum 5: A framework for assessment
♦ Course Specification
♦ Design Principles for National Courses
♦ *Guide to Assessment*
♦ Principles and practice papers for curriculum areas
♦ *SCQF Handbook: User Guide* and SCQF level descriptors
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ *Coursework Authenticity: A Guide for Teachers and Lecturers*

Administrative information

Published: May 2015 (version 2.0)

History of changes to Advanced Higher Course/Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Aims in the 'General guidance' section have been edited to correlate with changes to mandatory documents. 'Skills, knowledge and understanding' section updated to show change of Unit title and to correlate with changes to mandatory documents. Minor edits to wording to provide additional support and clarity throughout the document. 'Further information on Units' updated to show change of Unit title and all Unit information amended and put in table form to provide additional support.	Qualifications Development Manager	May 2015