Higher Business Management Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Higher Business Management Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification, the Course Assessment Specification*, the Unit Specifications for the Units in the Course and the associated Course and Unit assessment support materials.

General guidance on the Course

Aims

The Higher Business Management Course aims to enable learners to develop:

♦ knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
♦ an understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
♦ an understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
♦ an understanding of business-related financial matters
♦ an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
♦ an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
♦ knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have large organisations

Progression into this Course

Entry to this Course 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:

♦ National 5 Business Management Course
♦ Literacy (National 5) Unit
♦ Numeracy (National 5) Unit

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 skills, knowledge and understanding that will be developed in the Higher Business Management Course are outlined in the following table.

Mandatory skills, knowledge and understanding	Understanding Business	Management of People and Finance	Management of Marketing and Operations
Knowledge and understanding of the impact of business activities on society in contexts which have complex features	✓	✓	✓
Decision making by applying the ideas of ethical and effective business decisions to solve strategic business-related problems	✓		
Communicating relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity — some of which may be unfamiliar	✓		
Understanding of how entrepreneurial attributes can assist in the management of risk and business development	✓		
Understanding of leadership styles and how they can be used to enhance the contribution of staff to business success		✓	
Analysing business financial data to draw conclusions and suggest solutions where appropriate		✓	
Analysing the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction			✓
Analysing a range of activities which can be used during the production process to maximise the quality of goods/services			✓
Analysing the use of existing and emerging technologies to improve business practice		✓	✓

Other skills developed	
Research	♦ developing the ability to carry out research and interpreting and evaluating information which will assist with decision making ♦ using business websites and relevant paper-based sources such as newspapers and business journals will assist learners to find up-to-date statistics and other information
Communication	♦ developing communication skills will permeate the Course — learners will be able to demonstrate their communication both orally and in writing ♦ using the telephone or e-mail to gather information regarding aspects of the Course ♦ using IT to present outcomes of learning
Decision making	♦ developing the ability to identify business issues or problems and devising tactical or strategic solutions to these issues/problems
Analytical and evaluative	♦ interpreting business graphs, charts and statistics and by carrying out calculations to assess business financial performance
Application of knowledge and understanding of underpinning theory	♦ applying business concepts and theories to real-life circumstances through consideration of current business circumstances in local, national or global contexts, along with the ability to use relevant business vocabulary and terminology

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.

Progression from this Course

This Course or its components may provide progression to:

♦ Advanced Higher Business Management Course or relevant component Units
♦ Units or qualifications in related business or social subjects
♦ further study, employment and/or training

Hierarchies

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

In Business Management the Courses and Units are offered from SCQF level 5 to SCQF level 7.

Learning should be progressive and not repetitive as learners advance through the levels. While Course planning may involve returning to concepts or themes developed at a lower level in order to develop knowledge and understanding and skills in greater depth, it is important that any content in a Course at one

particular SCQF level is not repeated excessively as a learner progresses to the next level of the hierarchy. The skills, knowledge and understanding should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

This may be achieved through the planned use of appropriately differentiated activities and contexts within Units. The level of learner support and the sophistication of responses expected would also be a useful factor in ensuring progression rather than repetition.

Learners will be expected to demonstrate a greater degree of autonomy with less support offered by the teacher/lecturer the higher they progress through the hierarchy. This should increase the sense of ownership the learners have over their work and ensure that, even if they have previously completed the Course at a lower level, their interest in the subject is kept alive.

To the learners who might exceed the SCQF level they are working at, a hierarchical arrangement gives the opportunity to have their best achievements recognised. For those who might fall short in some areas, on the other hand, it provides fallback. A hierarchical arrangement also enables learners to work at different levels in one class, and it is envisaged that this will happen in some centres.

Approaches to learning and teaching

Teachers/lecturers should encourage learners to use an enquiring, critical and problem solving approach to the study of business. Learners should be given the opportunity to apply business concepts and theories to address issues arising from current business events. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers/lecturers should consider this. This could be done through mini-projects or case studies.

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.
♦ All three 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. If the Units are delivered in this way, individual Outcomes may be assessed both within and across Units.

Due to the nature of the subject a partially combined approach is recommended. This will enable learners to acquire skills, knowledge and understanding in a more meaningful way. Such an approach can help learners transfer newly developed skills to new contexts.

Examples of appropriate learning and teaching approaches could include the following:

♦ active and open-ended learning activities such as research, case studies and presentation tasks
♦ use of real-life contexts and experiences familiar and relevant to young people to meaningfully hone and exemplify skills, knowledge and understanding
♦ appropriate use of technological resources (eg web-based resources)
♦ appropriate use of media resources (eg video clips)
♦ collaborative learning opportunities to develop team working
♦ discussion and informed debate to provide challenge and enjoyment, breadth, and depth to learning
♦ field trips, visits and input by external contributors
♦ a weekly business news bulletin board, where learners are encouraged to bring in news articles relevant to the Unit content and the class discuss it for 10 minutes
♦ headlines relating to business issues covered in the Unit could be given in which some of the words are 'blanked' out and learners need to complete the missing word or words
♦ recent relevant media topics could be put in a hat and individuals or groups pick one out and have to talk about it for a minute ('Just a Minute')
♦ research tasks making use of the internet to find out and make recommendations about different business organisations, ending with a presentation to demonstrate their findings
♦ end-of-week class quizzes to ensure learning is ongoing

Centres should remember that learning in the Course should be contextualised to large and multinational private sector businesses, and public and third sector organisations.

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

The generic skills for learning, skills for life and skills for work which this Course develops include aspects of literacy, numeracy, employability and thinking skills. It will be important for teachers/lecturers to offer learners ample opportunity to develop these skills as an integral part of their learning experience because this will highlight those skills' relevance.

The coverage of skills for learning, skills for life and skills for work is illustrated in the table below:

Skill	How it is developed
Literacy	♦ writing responses to questions in Unit and Course assessment, which will require the creation of structured responses ♦ watching news updates ♦ reading newspapers (media) ♦ communicating through presentations/working in groups/discussions/question and answer sessions ♦ evaluating self and peers ♦ presenting findings from research in a structured format to convey learners' ideas, thoughts and information
Numeracy	♦ carrying out calculations, eg when completing a cash budget, financial records and calculating ratios ♦ gathering numerical information from a range of sources and presenting it in a table, graph or diagram to aid interpretation ♦ interpreting and extracting information from tables, charts, graphs or diagrams to help make informed decisions
Employability, enterprise and citizenship	♦ demonstrating an understanding of how commercial businesses work, particularly when looking at working practices, business structures and customer satisfaction ♦ encouraging autonomy/initiative through personal research ♦ developing skills to allow learners to enter the world of work, such as exploring career opportunities ♦ improving ICT skills for a technology-driven society ♦ working with others ♦ using initiative and innovation and displaying creativity, flexibility and resourcefulness, for example when developing new and enhanced products and working in groups ♦ meeting deadlines, being proactive in roles and being part of a team
Thinking skills	♦ using business vocabulary in the correct setting ♦ using case studies/scenarios ♦ setting concepts in real-life examples ♦ completing personal research and team working ♦ sharing information and explaining its importance ♦ using information to solve problems ♦ planning, organising and completing tasks

Approaches to assessment

There are different approaches to assessment, and teachers/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 assessors. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

Assessments must ensure that the evidence generated demonstrates, at least, the minimum level of competence for each Unit. Assessors preparing assessment methods should be clear about what that evidence will look like for their centre or learners.

Examples of appropriate tasks which allow learners to generate evidence for Assessment Standards are detailed in the Unit Assessment Support Packs, found on the SQA secure server.

In addition, Unit Assessment Support Packs provide guidance about the qualitative expectations for a learner response for each Assessment Standard. This can be found in the Judging Evidence Table of these packs.

Unit Assessment Support Packs also provide exemplification of a possible response to a task. It should be noted that learner responses will vary, for example, if different assessment tasks or stimulus information is being used. However, assessors should follow the qualitative guidance set out in the Judging Evidence Table.

It is important that when using this guidance that centres refer to the appropriate Unit Specifications and the Outcomes and Assessment Standards for the Unit.

Examples of suitable forms of evidence could include:

♦ answers to multiple choice questions
♦ short written responses
♦ participation in group work and discussions (making use of log books, blogs, question and answer sessions to confirm individual learners have met the required standards)
♦ presenting information to other groups and/or recorded oral evidence
♦ extended response essay type questions
♦ exemplifying concepts using a diagram
♦ interpreting numerical data

Evidence should include the use of appropriate business 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:

- ♦ assessment of each individual Assessment Standard — individual pieces of work could be collected in a folio
- ♦ assessment of each complete Outcome
- ♦ assessment that combines the Outcomes of one or more Units
- ♦ assessment that requires more than the minimum competence, which would allow learners to prepare for the Course assessment

Teachers/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 generated during lessons, may be used as a contribution towards Unit assessment.

Preparation for Course assessment

Each Course has an allocation of time which may be used at the discretion of the teacher/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, for further integration, revision and/or gathering evidence for Course assessment.

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

Examples of activities to include within this preparation time are described below.

♦ Preparing for the assignment — this time could be used by learners for identifying and agreeing a topic or issue for the assignment; gathering information and carrying out the research which may include using books, the internet, interviews, fieldwork; analysing and evaluating their findings; preparing their conclusion and revising before the write-up.
♦ Revising for the question paper — this may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer, and could include the exemplification of command words to assist learners in developing their responses.
♦ Revising and preparing for Unit assessment — this can support Course assessment as it may be done by written assessments which cover multiple Outcomes that could gauge learners' ability to demonstrate the breadth and depth of knowledge required for the question paper Component of the Course assessment.

Combining assessment across Units

Centres are free to deliver and assess Units and Outcomes in any order they wish. This provides an opportunity for flexibility in sequencing the delivery of the Course and/or Units. In this situation, assessments could be combined across Units as other topics of the Course can offer the opportunity to be assessed synoptically. Where possible, using a combined approach to assessment is recommended because it will:

♦ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
♦ make more sense to learners and avoid duplication of assessment
♦ ensure greater rigour in assessment
♦ allow for evidence for all Units to be drawn from a range of activities, making it easier to cover aspects which may not occur in a one-off assessment
♦ use assessment opportunities efficiently and reduce over-assessment

Combined assessment will also minimise repetition, allow more time for learning and enable centres to manage the assessment process more efficiently.

When assessment across the Units is combined, teachers/lecturers should take particular care to track the evidence for each Unit to ensure that learners who do not achieve the entire Course may still get the credit for the Unit or Units they have achieved.

Equality and inclusion

The high degree of flexibility within this Course in terms of possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made in order that this Course and its Units are accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course 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.

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*

Administrative information

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History of changes to Course Support Notes

Version	Description of change	Authorised by	Date
1.1	General guidance on the Course' and 'Approaches to learning and teaching' sections updated to incorporate revised content in the Course Specification.	Qualifications Development Manager	June 2014

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Note: You are advised to check SQA's website (**www.sqa.org.uk**) to ensure you are using the most up-to-date version.

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Unit Support Notes — Understanding Business (Higher)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Understanding Business* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Assessment Specification
♦ the Course Support Notes
♦ the Specimen Question Paper
♦ the Unit Assessment Support packs

General guidance on the Unit

Aims

The general aim of this Unit is to enhance learners' understanding of the features and characteristics of large organisations. It will further develop the skills, knowledge and understanding by carrying out activities relating to the operation of large organisations including those that operate globally. The Unit will allow learners to explore issues relating to the internal and external environment in which larger organisations operate and the effect this can have on decision making and profitability.

Learners who complete this Unit will be able to:

♦ Analyse the features, objectives and internal structures of large organisations
♦ Analyse the environment in which large organisations operate

Progression into this Unit

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:

♦ National 5 Business Management Course
♦ Literacy (National 5) Unit
♦ Numeracy (National 5) Unit

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Business Management *Course Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit or its components may provide progression to:

♦ Advanced Higher Business Management Course or relevant component Units
♦ further study, employment and/or training

Approaches to learning, teaching and assessment

The table below suggests some activities which could support the delivery of this Unit and which may suit the needs of learners with different learning styles.

Understanding Business

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Role of Business in Society	Learners should be aware of how business activity adds value and helps satisfy the needs of customers in a changing competitive environment. Learners should be able to classify and describe the following: ♦ sectors of industry ♦ business activity in the primary sector, secondary sector, tertiary sector and quaternary sector ♦ sectors of the economy ♦ organisations in the public, private and third sectors	♦ Independent/group research tasks and/or case studies looking at the different industrial and economic sectors. Presenting findings to the class.
Types of organisations	From the range below, learners should be aware of the structure of each and be able to describe the similarities and differences between structures in the private, public and third sectors. ♦ private limited companies ♦ public limited companies ♦ franchises ♦ multinational organisations ♦ public sector organisations ♦ third sector organisations	♦ Activities which allow learners opportunities to familiarise themselves with public limited companies, franchises and multinational organisations in terms of how they are organised, what they do and how they do it. Examples of such activities could include: — surveys to parent/carers/relatives about their employers — using online mapping to examine the distribution of local businesses

Objectives	Learners should be aware of the aims/objectives of the organisations listed above and be able to explain any similarities or differences in these aims/objectives. Learners should be able to understand the need to set objectives, why organisations have more than one objective, what they do to achieve the objectives and why these objectives may change as circumstances change. Main objectives: Corporate social responsibility; growth; satisficing; managerial objectives.	♦ Accessing real-life case studies that will allow learners to understand how commercial business works. Using current businesses as case studies can demonstrate the reasons behind their objectives will enhance understanding of how commercial businesses work. ♦ Listening to external contributors explaining about their business objectives and the reasons for choosing them.
Methods of Growth	Learners should be aware of methods of growth available to an organisation, be able to describe the methods, give reasons for using each method and give any drawbacks to the method. Methods include: organic growth, mergers and acquisitions/takeovers, diversification, divestment, de-integration, asset stripping, demerger, buy-in, buy-out and outsourcing.	♦ Accessing real-life case studies that will allow learners to understand growth methods used. Using current businesses as case studies can demonstrate the reasons for choosing the growth method. ♦ Listening to external contributors explaining about their growth methods and the reasons for choosing them.
External factors	Learners should be aware of the impact that external factors might have on organisations and be able to offer solutions as to how the organisation might lessen the effect. Factors include: political, economic, social, technical, environmental, competitive and ethical.	♦ Using current businesses as case studies to illustrate how external factors can positively and negatively affect their activities can be useful (eg how tobacco companies have been affected by the smoking ban). ♦ Researching how external factors influence a business of their choice and then presenting their findings. ♦ Using appropriate technological and media resources (eg business stories on news websites) to illustrate the impact of external factors on business activity. ♦ Listening to external contributors explaining how their business is affected by factors such as competition, competition policy and economic policy.

Internal factors	Learners should be aware of the impact that internal factors might have on organisation's ability to meet its objectives and the ways the organisation might be able to overcome any constraints in term of: ♦ staffing ♦ finance ♦ technology ♦ corporate culture	♦ Using analytical techniques to illustrate how internal factors can positively and negatively affect business activities (eg how workers taking strike action affects a business). ♦ Researching how internal factors are influencing choices made by businesses and then present their findings. ♦ Using appropriate technological and media resources (eg business stories on news websites) to illustrate the impact of contemporary technology on business activity. ♦ Listening to external contributors explaining how internal factors affect their business such as corporate culture.
Business structures	Learners should be aware of business structures available to an organisation, be able to describe these structures, give reasons for using each one and give any drawbacks to the structure ♦ tall and flat management structures ♦ centralised and decentralised management structures ♦ matrix management structure ♦ entrepreneurial management structure ♦ staff groupings such as function, location, product, technological and customer	♦ Using current businesses as case studies to provide examples of staff and management. ♦ Listening to external contributors explaining how they organise their managers and staff and their reasons for doing so.
Stakeholders	Learners should be aware of the differing objectives of groups of stakeholders in terms of: ♦ stakeholder conflict and resolution ♦ stakeholder interdependence	♦ Using current businesses as case studies to provide examples of stakeholder conflict and interdependence. ♦ Using appropriate technological and media resources (eg business stories on news websites) to illustrate contemporary examples of stakeholder conflict and interdependence. ♦ Listening to external contributors explaining how they manage stakeholder conflict and interdependence.

Decision Making	Learners should be aware:	♦ Using current businesses as case studies to provide examples of strategic, tactical and operational decisions.
	♦ strategic, tactical and operational decisions ♦ the role of a manager in making decisions ♦ SWOT analysis and its use as a decision-making tool ♦ factors which affect quality decisions	♦ Listening to external contributors explaining the skills needed by a manager in order to make effective decisions. ♦ Preparing a SWOT analysis on a business and using the analysis to suggest a suitable action the business could take.

The table above gives examples of learning and teaching activities that may be used when delivering the Unit or Course. Some of these activities could be classified as naturally occurring evidence which could be used to demonstrate that the learner has met the Assessment Standards within the Unit Specifications.

There are a number of assessment methods that could be used in this Unit, including:

♦ a short written test or case study with short answer questions at the end of a series of lessons
♦ observation of class/group/individual role plays or group presentations where learners are assessed following set criteria. An observational checklist for each learner could be stored as evidence
♦ computer- or paper-based multiple choice questions
♦ a bank of tasks submitted by learners

Information about assessment approaches is given in the Higher Business Management Course *Support Notes.*

Combining assessment within Units

Assessment could be combined in the *Understanding Business* (Higher) Unit by holistically assessing all of the Outcomes of Unit in a single assessment.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve all Outcomes may still get the recognition for the Outcome or Outcomes they have achieved.

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

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the Higher Business Management *Course Support Notes.*

Equality and inclusion

The high degree of flexibility within this Course in terms of possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment.

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

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

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*
♦ *SQA Guidelines on e-assessment for Schools*
♦ *SQA Guidelines on Online Assessment for Further Education*
♦ SQA e-assessment web page

Administrative information

Published: September 2015 (version 1.2)

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	'Approaches to learning, teaching and assessment' section amended to provide additional support:	Qualifications Development Manager	June 2014
1.2	Clarification of wording in external factors and business structures sections.	Qualifications Manager	September 2015

Unit Support Notes — Management of Marketing and Operations (Higher)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Management of Marketing and Operations* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Assessment Specification
♦ the Course Support Notes
♦ the Specimen Question Paper
♦ the Unit Assessment Support Packs

General guidance on the Unit

Aims

The general aim of this Unit is to enhance learners' understanding of the management of marketing and operations within large organisations. The Unit will develop the skills, knowledge and understanding required to make decisions about how to manage these activities effectively. In doing so, the Unit is designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.

Learners who complete this Unit will be able to:

♦ Apply knowledge and understanding of how the marketing function enhances the effectiveness of large organisations
♦ Apply knowledge and understanding of how the operations function contributes to the success of large organisations

Progression into this Unit

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:

♦ National 5 Business Management Course or relevant component Units
♦ Literacy (National 5) Unit
♦ Numeracy (National 5) Unit

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Business Management Course *Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit or its components may provide progression to:

♦ Advanced Higher Business Management Course or relevant component Units
♦ further study, employment and/or training

Approaches to learning, teaching and assessment

The table below suggests some activities which could support the delivery of this Unit and which may suit the needs of learners with different learning styles.

Management of Marketing and Operations

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Marketing and Customers	Learners should be made aware of: ♦ the role of marketing in a business and its role in the achievement of business objectives; ♦ what is meant by market-led and product-led and the differences between them	♦ Using the internet to research organisations who have had successful marketing campaigns and those who have had unsuccessful marketing campaigns. ♦ Using the internet to compare a market-led organisation with a product-led organisation.
Market research	Learners should be made aware of: ♦ the different methods of field research and their costs and benefits ♦ the different methods of desk research and their costs and benefits ♦ the use of sampling in market research ♦ the use of market research information to a business	♦ Preparing and conducting market research. ♦ Analysing market research data to aid decision making. ♦ Researching and justifying suitable sampling activities. ♦ Using technological resources appropriately (eg word processing, online survey tools and spreadsheet software) may assist in the preparation and analysis of market research.
Marketing Mix	Learners should be made aware of: ♦ the synergy in the combination of price, product, place, promotion, people, process and physical evidence if marketing of a product is to be successful ♦ possible ways of blending the elements mentioned above and/or consider each as a separate strategy ♦ the impact of one element on another	♦ Investigating the use of successful marketing strategies involving the marketing mix. ♦ Investigating the use of unsuccessful marketing strategies involving the marketing mix. ♦ Using appropriate visits and technological resources (eg online commerce websites) to assist in gathering information about a current successful marketing mix. ♦ Listening to external contributors explain about their marketing mix.

Product	Learners should be made aware of: ♦ the sales revenue/ levels at the research, introduction, growth, maturity, saturation and decline phases of a product's lifecycle ♦ the profits at the research, introduction, growth, maturity, saturation and decline phases of a product's lifecycle ♦ the use of extension strategies to enhance product sales and profits ♦ the costs and benefits of product line product portfolios ♦ the costs and benefits of diversified product portfolios ♦ Boston Matrix and its use	♦ Investigating the different lifecycle stages of various products. ♦ Suggesting and justifying appropriate extension strategies. ♦ Evaluating the costs/benefits product portfolios from case study material.
Price	Learners should be made aware of the following pricing strategies and the advantages and disadvantages of each: ♦ cost-based (cost plus) ♦ competition-based ♦ skimming ♦ penetration ♦ price discrimination ♦ destroyer ♦ loss leaders ♦ premium ♦ promotional ♦ psychological	♦ Participating in discussion and informed debate (using real-life contexts and experiences) will exemplify how product type, business size, business objectives and market structure affect the pricing strategy (eg premium, competitive or low) chosen for a product. ♦ Using appropriate technological resources (eg price comparison websites) will assist in the analysing pricing strategies used by different businesses. ♦ Listening to external contributors explaining about the importance of their pricing strategies.
Place	Learners should be made aware of: ♦ the costs and benefits of using wholesalers ♦ the costs and benefits of using different types of retailers ♦ the costs and benefits of using direct sales ♦ the costs and benefits of different channels of distribution ♦ the overall channels of distribution available to businesses	♦ Surveying local businesses for channels and methods used. ♦ Researching and justifying suitable channels for different scenarios. ♦ Researching and justifying suitable methods for different scenarios. ♦ Attending field trips to local business areas to investigate reasons for their distribution channel and method choices.

		♦ Listening to external contributors talk about the importance of their distribution channel and method.
Promotion	Learners should be made aware of: ♦ 'Into the pipeline' activities and how they promote a business ♦ 'Out of the pipeline' activities and how they promote a business ♦ 'Above the line' activities and how they promote a business ♦ 'Below the line' activities and how they promote a business ♦ the importance of ethical practices in developing positive customer relations	♦ Investigating the key features which make promotions effective. ♦ Surveying local businesses for promotions being used. ♦ Listening to external contributors explain about the importance of their promotional activities.
People, Process and Physical evidence	Learners should be made aware of: ♦ the way people can be used as part of an extended marketing mix to further enhance marketing effectiveness ♦ the processes that can be used as part of an extended marketing mix to further enhance marketing effectiveness ♦ the physical evidence that can be used as part of an extended marketing mix to further enhance marketing effectiveness	♦ Investigating the use of successful marketing strategies involving the use of people and/or processes/ or physical evidence eg customer satisfaction, level of after sales service, how customer satisfaction is monitored, controlled and evidenced. ♦ Investigating the use of unsuccessful extended marketing strategies involving the use of people and/or process and/or physical evidence. ♦ Listening to external contributors explain about their marketing strategy involving use of people and/or process and/or physical evidence.
Inventory (Stock) management	Learners should be made aware of: ♦ features, costs and benefits of just-in-time inventory (stock) control ♦ storage and warehousing of inventory (stock) ♦ logistical management of inventory (stock)	♦ Choosing suitable inventory (stock) storage for businesses from a case study or scenario. ♦ Listening to external contributors talk about their inventory (stock) management choices.
Production methods	Learners should be made aware of: ♦ production methods used by large organisations (job, batch, flow)	♦ Investigating production methods used by different businesses. ♦ Recommending suitable production methods for products. ♦ Using technological and media resources (eg technology

	♦ the costs and benefits of capital-intensive, mechanised and automated production ♦ the costs and benefits of labour-intensive production ♦ reasons for production choices and the effect of that choice on efficiency	and news websites) to demonstrate different methods of production. ♦ Attending field trips to businesses to examine production methods. ♦ Listening to external contributors explain about their production methods.
Quality	Learners should be made aware of: ♦ the importance of quality to the organisation and the customer ♦ the costs and benefits of a range of methods of ensuring quality ♦ the distinction between quality control methods (inspection) and quality assurance methods (prevention) ♦ the costs and benefits of quality standards and symbols ♦ the costs and benefits of benchmarking ♦ the costs and benefits of quality circles ♦ the costs and benefits of a mystery shopper ♦ the inter-relationship between quality and motivation and training	♦ Investigating methods used by different businesses to provide quality products. ♦ Recommending suitable methods to enhance the quality of products. ♦ Using a range of media to consider consumer view points on quality — watching consumer affair programmes/magazines. ♦ Attending field trips to businesses to examine quality activities employed. ♦ Listening to external contributors explaining how they ensure quality in their products.
Ethical and environmental	Learners should be made aware of: ♦ the costs and benefits of fair trade activities ♦ the costs and benefits of environmental responsibility ♦ the costs and benefits of ethical operations ♦ waste management and control, factors influencing waste management	♦ Investigating fair trade activities undertaken by businesses. ♦ Investigating environmental activities of large businesses. ♦ Investigating unethical activities of large businesses. ♦ Listening to external contributors explaining what they do to be ethical and environmentally responsible.
Technology	Learners should be made aware of: Uses of technology in operations and marketing, and the costs of benefits of using it, for example:	♦ Using current businesses as case studies to illustrate how technology is used in the management of marketing and operations. ♦ Using appropriate technological and media resources (eg technology and news websites) to keep up-to-date with

	♦ Computer-aided design (CAD) ♦ Computer-aided manufacture (CAM) ♦ Electronic point of sale (EPOS) for market research ♦ Electronic point of sale (EPOS) for inventory (stock) control ♦ Electronic market research methods ♦ Internet advertising ♦ Internet-based direct sales ♦ Targeted online advertising and purchasing 'recommendations' ♦ Databases ♦ Electronic viral marketing (eg social networking)	contemporary examples of technology being used by business and its impact on business activity. ♦ Listening to external contributors explain how the marketing and operations of their business is affected by technological factors.

The table above gives examples of learning and teaching activities that may be used when delivering the Unit or Course. Some of these activities could be classified as naturally occurring evidence, which could be used to demonstrate that the learner has met the Assessment Standards within the Unit Specifications.

There are a number of assessment methods that could be used in this Unit, including:

♦ a short written test or case study with short answer questions at the end of a series of lessons
♦ observation of class/group/individual role plays or group presentations where learners are assessed following set criteria. An observational checklist for each learner could be stored as evidence
♦ computer- or paper-based multiple choice questions
♦ a bank of tasks submitted by learners

Information about assessment approaches is given in the Higher Business Management Course *Support Notes.*

Combining assessment within Units

Assessment could be combined in the *Management of Marketing and Operations* (Higher) Unit by holistically assessing all of the Outcomes of the Unit in a single assessment.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve all Outcomes may still get the recognition for the Outcome or Outcomes they have achieved.

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

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the Higher Business Management *Course Support Notes.*

Equality and inclusion

The high degree of flexibility within this Course in terms of possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment.

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

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

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*
♦ *SQA Guidelines on e-assessment for Schools*
♦ *SQA Guidelines on Online Assessment for Further Education*
♦ SQA e-assessment web page

Administrative information

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History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	'Approaches to learning, teaching and assessment' section amended to provide additional support.	Qualifications Development Manager	June 2014
1.2	Clarification of content in price, place and production methods sections.	Qualifications Manager	September 2015

SQA

Unit Support Notes — Management of People and Finance (Higher)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Management of People and Finance* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ♦ the Unit Specification
- ♦ the Course Specification
- ♦ the Course Assessment Specification
- ♦ the Course Support Notes
- ♦ the Specimen Question Paper
- ♦ the Unit Assessment Support Packs

General guidance on the Unit

Aim

The general aim of this Unit is to enhance learners' understanding of the management of people and finance within large organisations. The Unit will develop the skills, knowledge and understanding required to make decisions about how to manage these resources effectively. In doing so, the Unit is designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.

Learners who complete this Unit will be able to:

♦ Apply knowledge and understanding of how the management of people can meet the objectives of large organisations
♦ Analyse how the management of finance contributes to the effectiveness of large organisations

Progression into this Unit

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:

♦ National 5 Business Management Course or relevant component Units
♦ Literacy (National 5) Unit
♦ Numeracy (National 5) Unit

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Business Management Course *Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit or its components may provide progression to:

♦ Advanced Higher Business Management Course or relevant component Units
♦ further study, employment and/or training

Approaches to learning, teaching and assessment

The table below suggests some activities which could support the delivery of this Unit and which may suit the needs of learners with different learning styles.

Management of People and Finance

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Recruitment and selection	Learners should be made aware of: ♦ costs and benefits of internal and external recruitment ♦ differentiation between internal and external recruitment ♦ selection methods and the costs and benefits of methods of selection, eg application forms, CVs, interviews, use of testing ♦ elements of workforce planning eg skills analysis of current staff, staffing forecasts to meet demand, planning internal and external supply of staff ♦ implications and benefits of flexible working on the organisation	Exploring different careers and researching job specifications and the desirable/essential attributes for different job roles will enhance learners' employability. This is best achieved through active and open-ended learning activities such as: ♦ producing sample application forms ♦ completing sample application forms ♦ participating in mock tests The context of these activities could be personalised for learners to maximise the relevance and usefulness of these tasks: ♦ using business case studies that illustrate workforce planning ♦ listening to external contributors explain how their business implements workforce planning
Training	Learners should be made aware of: ♦ the relevance of training to the organisation and the employee ♦ different training types and methods and their costs and benefits	♦ Investigating training methods and recommend suitable methods for different scenarios. ♦ Listening to external contributors explain about the costs and benefits of staff training and the different training types and methods they use in their business.

	♦ the use of virtual learning facilities ♦ professional development through training schemes ♦ professional development through work-based qualifications	
Employee Relations and Employee Legislation	Learners should be made aware of: ♦ the meaning of 'employee relations' and the impact of positive employee relations ♦ industrial action that can occur due to negative employee relations ♦ the use of appraisal methods and the costs and benefits of these methods to the organisation and the employee ♦ legal and company policies (grievance, discipline, dismissal, absenteeism, downsizing, de-layering) and their impact on employee relations ♦ contemporary working practices and their impact on the employee relations ♦ the role of external institutions eg Trade Unions, ACAS, CBI and their impact on organisations and employees ♦ current employment legislation and its impact on employee relations eg Health and Safety at Work, Equalities Act	Participating in open-ended learning activities such as: ♦ using current businesses as case studies to provide examples of the impact of employee relation activities ♦ participating in mock wage negotiation activities ♦ listening to external contributors talk about how they manage employee relations ♦ use examples to illustrate how an organisation has changed its behaviour to comply with current employee legislation ♦ use examples from the media or from case studies to illustrate how an organisation has used appraisal methods and the effect of the methods on the organisation and employee
Motivation and leadership	Learners should be made aware of: ♦ motivation theories - Maslow, Hertzberg, McGregor ♦ methods of motivating employees, including the benefits of motivation ♦ uses of employee participation and their costs and benefits, eg works councils, worker director, consultative committees ♦ the role of management in motivating employees ♦ styles of leadership and their costs and benefits eg autocratic, democratic, laissez-faire	Participating in open-ended learning activities such as: ♦ justifying leadership styles for different scenarios ♦ taking part in team building activities ♦ listening to external contributors talk about what their business does to motivate and lead staff ♦ using current businesses as case studies to provide examples of motivation in the workplace

	♦ use and justification of leadership styles in a given business scenario	
Sources of finance	Learners should be made aware of: ♦ the suitability of different sources of finance for large organisations ♦ internal and external sources, eg retained profit, sale of assets, share issue, mortgages, debt factoring, debentures ♦ external long-term and external short-term sources ♦ determining factors for selecting sources of finance eg finance costs (interests rates), payback term, short-term or long-term	♦ Developing an understanding of role and operation of the stock market in providing finance for public limited companies. ♦ Researching and justifying suitable finance for different scenarios. ♦ Participating in stock market investment simulations. ♦ Visiting banks and stock exchanges. ♦ Listening to external contributors talk about sources of business finance.
Cash Budgeting	Learners should be able made aware of: ♦ the purpose of budgeting as an aid to decision making ♦ the interpretation of cash budgets as a means of solving cash flow issues	♦ Interpreting cash budgets and identifying any cash flow or profitability problems. ♦ Justifying suitable solutions to problems identified. ♦ Using spreadsheets in the preparation and interpretation of cash budgets.
Financial Statements	Learners should be made aware of: ♦ the purpose, main elements and interpretation of an income statement (trading and profit and loss account) ♦ the purpose, main elements and interpretation of the statement of financial position (balance sheet) ♦ users of financial information and what they use it for	♦ Using income statements (trading, profit and loss accounts) and statements of financial position (balance sheets) to illustrate profits, losses and net worth. ♦ Using spreadsheets in interpretation of income statements (trading, profit and loss accounts) and statements of financial position (balance sheet).
Ratio analysis	Learners should be made aware of: ♦ the purpose of ratio analysis ♦ the limitations of ratio analysis ♦ the interpretation of profitability, liquidity and efficiency ratios to make evaluative comments on business performance	♦ Using exemplar income statements (trading, profit and loss accounts) and statements of financial position (balance sheets) to illustrate how to calculate and interpret profitability, liquidity and efficiency ratios. ♦ Using technological resources (eg spreadsheet software) to assist in the preparation and interpretation of ratios.

Technology	Learners should be made aware of: ♦ uses of technology in human resource management and financial management and the costs of benefits of using it, for example	♦ Using current businesses as case studies to illustrate how technology is used in the management of people and finance. Examples of suitable technology to focus on could include: — spreadsheets — electronic training resources — electronic testing — electronic application forms ♦ Using appropriate technological and media resources (eg technology and news websites) to keep up-to-date with contemporary examples of technology being used by business and its impact on business activity.

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1.2	Updated financial terminology in line with International Standards.	Qualifications Manager	September 2015