

# National 4 Business Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 Business 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 *Added Value Unit Specification*, and the Unit Specifications for the Units in the Course.

# General guidance on the Course

## Aims

The Course aims to enable learners to develop:

- ◆ knowledge and understanding of business concepts in a range of contexts
- ◆ awareness of the processes and procedures businesses use to ensure customers' needs are met
- ◆ enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- ◆ financial awareness through a business context
- ◆ an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

## 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 by equivalent qualifications or experience:

- ◆ National 3 Business Course
- ◆ Literacy (National 3) Unit
- ◆ Numeracy (National 3) Unit

Other relevant prior learning and experience could include learners who have demonstrated, or are interested in developing, entrepreneurial skills.

### Experiences and outcomes

National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

In this Course, the experiences and outcomes from the social studies and technologies curriculum areas, which are listed in the following table, will be particularly relevant.

<b>Organiser</b>	<b>Experiences and outcomes — curriculum level 4</b>
People in society, economy and business	<p data-bbox="523 230 1390 360">             By examining the role and actions of selected international organisations, I can critically evaluate how effective they are in meeting their aims.              (SOC 4-19b)           </p> <p data-bbox="523 398 1390 495">             I can critically examine how some economic factors can influence individuals, businesses or communities.              (SOC 4-20a)           </p> <p data-bbox="523 533 1390 663">             I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders.              (SOC 4-20b)           </p> <p data-bbox="523 701 1390 797">             I can evaluate working practices available to employees within different types of business organisations.              (SOC 4-20c)           </p> <p data-bbox="523 835 1390 931">             I can evaluate the suitability of finance options available for setting up and supporting different types of businesses.              (SOC 4-21a)           </p> <p data-bbox="523 969 1390 1133">             Having considered the financial needs of individuals and businesses, I can evaluate, prepare and present financial information and documents to assist in making appropriate financial decisions.              (SOC 4-21b)           </p> <p data-bbox="523 1171 1390 1301">             By researching the organisation of a business, I can discuss the role of departments and personnel, evaluating how they contribute to the success or failure of the business.              (SOC 4-22a)           </p> <p data-bbox="523 1339 1390 1469">             I can identify internal and external factors influencing planning and decision making and can assess how these decisions contribute to the success or failure of the business.              (SOC 4-22b)           </p>
ICT to enhance learning	<p data-bbox="523 1507 1390 1637">             I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks.              (TCH 4-03b)           </p> <p data-bbox="523 1675 1390 1771">             Throughout my learning, I can make effective use of a computer system to process and organise information.              (TCH 4-04a)           </p>

## 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.

Note: teachers and lecturers should refer to the *Added Value Unit 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 National 4 Business Course are outlined in the following tables.

<b>Mandatory skills, knowledge and understanding</b>	<b>Business in Practice</b>	<b>Influences on Business</b>
A basic knowledge and understanding of the ways in which business operates to meet customers' needs	✓	✓
A basic knowledge and understanding of the role of business and its impact of business on our daily lives	✓	✓
Applying knowledge and understanding of straightforward planning techniques used by business to ensure success	✓	
A straightforward knowledge and understanding of entrepreneurial attributes in the context of business start-up	✓	
Basic knowledge and understanding of the key functional areas of business	✓	
Applying knowledge and understanding of the effects of straightforward internal and external influences on business activity		✓
Interpreting and drawing elementary conclusions from straightforward business information		✓
Demonstrating independence and communication skills, including the ability to use ICT and work with others, through applying straightforward knowledge of business-related concepts	✓	✓

<b>Other skills developed</b>	
Research	<ul style="list-style-type: none"> <li>◆ Developing the ability to carry out research and interpreting and evaluating information which will assist with decision making</li> <li>◆ 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</li> </ul>
Communication	<ul style="list-style-type: none"> <li>◆ Developing communication skills will permeate the Course — learners will be able to demonstrate their communication both orally and in writing</li> <li>◆ Using the telephone or e-mail to gather information regarding aspects of the Course</li> <li>◆ Using IT to present outcomes of learning</li> </ul>
Decision making	<ul style="list-style-type: none"> <li>◆ Developing the ability to identify business issues or problems and devising solutions to these issues or problems</li> </ul>
Analytical and evaluative	<ul style="list-style-type: none"> <li>◆ Interpreting business graphs, charts and statistics by carrying out calculations to assess business financial performance</li> </ul>
Application of knowledge and understanding of underpinning theory	<ul style="list-style-type: none"> <li>◆ Applying business concepts and theories to real-life circumstances through consideration of current business circumstances in local and national contexts of small businesses along with the ability to use relevant business vocabulary and terminology</li> </ul>

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 will help prepare learners for a number of areas including:

- ◆ National 5 Business Management Course or relevant component Units
- ◆ further study, employment or training

## Hierarchies

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

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

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.

A hierarchy exists between this Course and the National 3 Business Course. Although there is no direct hierarchy between National 4 Business and National 5 Business Management in terms of Course and Unit titles, a hierarchy does exist and there is a fallback arrangement in place between the two Courses.

If a learner achieves all of the Units of the National 5 Business Management Course but does not achieve the Course assessment, they can still be awarded the National 4 Business Course provided that they can produce evidence of success in the National 4 Business Added Value Unit.



# 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.
- ◆ The 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.
- ◆ The Added Value Unit could be taught running alongside the other Units so that time each week could be dedicated to the research proposal as each section is being taught.

Approaches to teaching and learning should encourage personalisation and choice and make learning and teaching as active as possible. Use of Business @ Work is encouraged as a vehicle for learning, particularly for business planning, location factors, recruitment and selection and cash budgeting. Other business games-based simulations may also be suitable.

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

- ◆ Research tasks making use of the internet and or local businesses. These tasks could end with a class presentation to demonstrate their findings. These could be individual or in groups to encourage team working skills.
- ◆ Local case study examples could be discussed and debated. This could be useful for example when it comes to understanding stakeholders.
- ◆ The use of external guests/speakers from the local area to discuss their reasons for starting their businesses and covering aspects of sources of start-up advice and finance.
- ◆ Learners could be encouraged to compete in groups against each other to prepare a range of promotional materials for a local business. The local business could judge the materials and award prizes.
- ◆ Regular class quizzes to ensure learning is taking place. Teachers could motivate learners by totalling scores on a leader board and rewarding top players with prizes at the end of each term.
- ◆ Role plays to act out real business situations, eg a debate about a new business where learners take on the role of different stakeholders and argue their interests and exert their influences in this new business, or acting out different ways of training staff in the workplace.
- ◆ Practical team building tasks could be used on a number of occasions, particularly when introducing the concept of staff motivation to learners.

- ◆ Learners could take part in real-life enterprising activities like interview practice, where they take a role as the interviewee or the interviewer. A number of key skills could be developed through this task.
- ◆ The creation of posters, diagrams and promotional materials to apply learning to chosen situations. Learners should make use of relevant ICT where appropriate. This would be good for displaying the factors of production or the marketing mix.
- ◆ Appropriate use of media resources (eg video clips, internet media) to demonstrate skills, knowledge and understanding. This will be particularly suitable for some aspects of recruitment and selection and customer service.
- ◆ Educational visits where learners get to see what they are studying put into practice.

Centres should remember that learning in this Course should be contextualised to **small** 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:

	<b>Business in Action</b>	<b>Influences on Business</b>
<b>Literacy</b> Listening and talking	<ul style="list-style-type: none"> <li>◆ participating in debates and discussions with the class and/or in small groups on, for example, business start-up</li> <li>◆ presentations</li> <li>◆ entrepreneur research</li> <li>◆ answering oral questions or asking peers oral questions on given topics, for example, on methods of ensuring quality and market research techniques available to business</li> <li>◆ extracting information from an audio or video recording, for example, Business @ Work CD regarding business planning</li> </ul>	<ul style="list-style-type: none"> <li>◆ participating in debates and discussions with the class and/or in small groups on, for example, factors influencing location decisions</li> <li>◆ presentations on economic influences</li> <li>◆ answering oral questions or asking oral questions on given topics, for example, the role of technology on business activity</li> <li>◆ extracting information from an audio or video recording, for example, Business @ Work CD regarding employee recruitment and selection</li> </ul>
<b>Numeracy</b> Information handling	<ul style="list-style-type: none"> <li>◆ extracting graphical information from worksheets or other</li> </ul>	<ul style="list-style-type: none"> <li>◆ creating and interpreting data in profit statements, break-even graphs, market</li> </ul>

	<p>media, for example regarding small business start-up or the marketing mix</p> <ul style="list-style-type: none"> <li>◆ creating a graphical format to illustrate the qualities of an entrepreneur</li> <li>◆ demonstrating understanding of scales on graphs, charts, etc</li> </ul>	<p>research findings etc. to make decisions</p> <ul style="list-style-type: none"> <li>◆ choosing a graphical format to illustrate, for example, products and/or prices of competitors</li> </ul>
ICT	<p><b>Employability, enterprise and citizenship</b> Employability</p> <ul style="list-style-type: none"> <li>◆ demonstrating understanding of how commercial businesses work</li> <li>◆ being pro-active when participating in team activities, showing initiative and taking responsibility</li> <li>◆ understanding how employee roles may differ within commercial business and not-for-profit organisations</li> </ul>	<ul style="list-style-type: none"> <li>◆ examining profitability, sales revenue figures etc and the role employees play in respect of these</li> <li>◆ researching job descriptions and attributes employers look for in different roles</li> <li>◆ exploring career opportunities</li> </ul>
	<ul style="list-style-type: none"> <li>◆ using software packages to prepare a presentation on different types of businesses</li> <li>◆ searching the internet for information on start-up advice and guidance assistance for small businesses</li> <li>◆ using word processing to prepare a business plan</li> <li>◆ using a range of digital media to prepare a promotional advert for a product</li> </ul>	<ul style="list-style-type: none"> <li>◆ finding and evaluating information from the internet on social factors affecting business decisions</li> <li>◆ using spreadsheets to prepare budgets and income (profit) statements</li> <li>◆ using software packages to prepare a presentation on the effect of current legislation on small businesses</li> <li>◆ using media clips to highlight real business situations</li> </ul>
	Enterprise	<ul style="list-style-type: none"> <li>◆ participating in activities that demonstrate enterprising attributes such as setting up a notional business, which encourages risk taking</li> <li>◆ weighing up the risks in any course of action or decision taken regarding business activity/success</li> <li>◆ recognising opportunities for business activity and persuading others to participate</li> </ul>

<b>Thinking skills</b>	Remembering	<ul style="list-style-type: none"> <li>◆ memorising and using business vocabulary in the correct context</li> <li>◆ describing the sources of finance available to small businesses</li> </ul>	<ul style="list-style-type: none"> <li>◆ memorising and using business vocabulary in the correct context</li> <li>◆ describing the effects of unemployment on small businesses</li> </ul>
	Understanding	<ul style="list-style-type: none"> <li>◆ using business information in different contexts</li> <li>◆ outlining why different organisations have differing aims and objectives</li> <li>◆ describing the importance of quality to a customer and a business</li> </ul>	<ul style="list-style-type: none"> <li>◆ describing the effect of technological changes on business activities</li> <li>◆ outlining the influence of stakeholders on an organisation</li> <li>◆ listing, in order, the steps involved in the recruitment process</li> </ul>
	Applying	<ul style="list-style-type: none"> <li>◆ using knowledge and understanding to plan, organise and/or carry out tasks</li> <li>◆ taking information, facts or data from one business context and applying it to another</li> </ul>	

# 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 assessments should be clear about what that evidence will look like for their centre or learners. Examples of suitable forms of evidence could include:

- ◆ answers to multiple choice questions (computer or paper-based) at the end of a series of lessons
- ◆ short written responses at the end of a series of lessons
- ◆ participation in group work and discussion (making use of log books, blogs, question and answer sessions to confirm individual learners have met the required standards)
- ◆ recordings of learners presenting information
- ◆ assessor observational checklists

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 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.

## Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit.

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

The general aim of the Added Value Unit is to enable the learner to provide evidence of added value for the National 4 Business Course through successful completion of an assignment, which will allow the learner to demonstrate challenge and application. Learners will prepare a simple business proposal for an aspect of a new small business.

Learners will choose an aspect of a new business, use at least two sources to gather relevant information on the aspect, analyse the information gathered, prepare a proposal, present the proposal to others and make comments on the outcome of the proposal.

For the Added Value Unit, teachers/lecturers should allow learners to choose an aspect as appropriate to their interest in the subject, eg business type, product, product development, market research, preferred promotional techniques or location factors. However this does not exclude the teacher/lecturer from offering advice and guidance, if necessary, on an appropriate choice of topic or business aspect.

The teacher/lecturer should also direct the learner to potential sources of information so that the assignment can be completed successfully. Advice and guidance may also be given on how to structure the assignment such as possible approaches to research, research questions and methods of presenting their findings.

The Added Value Unit assessment can be prepared for, carried out and assessed at any point within the National 4 Business Course. However learners should be given sufficient time to acquire the skills, knowledge and understanding required to generate the necessary evidence to meet the Outcome and Assessment Standards before embarking on the assignment.

## 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.

An example of how this may be done is shown in table below.

<b>Assessment across Units</b>	
<b>Business in Action</b> Outcomes 1 and 2 <b>Influences on Business</b> Outcome 1	<b>Business in Action</b> Outcome 3 <b>Influences on Business</b> Outcomes 2 and 3

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(s) they have achieved.

# Equality and inclusion

The high degree of flexibility within this Course in terms possible approaches to assessment means that Course planners can consider and remove potential barriers to learning and assessment. This Course should be 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](http://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](http://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](#)
- ◆ [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 Course Support Notes

Version	Description of change	Authorised by	Date
1.1	Updated to take account of International Accounting Standards terminology.	Qualifications Manager	September 2015

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## Unit Support Notes — Business in Action (National 4)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Business in Action* (National 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to enable learners to gain a basic understanding of why and how individuals set up in business. Learners will develop an understanding of simple facts and ideas of the functional activities of small businesses and the actions needed to take to satisfy customers' needs and wants. The Unit will also enable learners to demonstrate simple business planning and decision making while encouraging enterprising skills and attributes through practical activities.

Learners who complete this Unit will be able to:

- ◆ Give an overview of how small businesses operate
- ◆ Give an overview of how small businesses satisfy customer needs
- ◆ Apply an understanding of the key functional activities of small businesses

## Progression into this Unit

Entry to this Course is at the discretion of the centre. However, learners would find it useful to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications.

- ◆ National 3 Business Course or relevant component Units
- ◆ Literacy (National 3) Unit
- ◆ Numeracy (National 3) Unit

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 Business *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 will help prepare candidates for a number of areas including:

- ◆ National 5 Business Management Course or relevant component Units
- ◆ further study, employment 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.

Learning and teaching approaches should be learner-centred, participative and practical in nature. The underpinning knowledge should be combined with practical activities and placed in the context of those activities. There should be an appropriate balance between whole-class teaching and activity-based learning.

Centres should remember that learning in this Course should be contextualised to **small** private sector businesses, and **public and third sector** organisations.

Topic	Skills, knowledge and understanding	Suggested experiences and activities	Approaches to gathering evidence
How small businesses operate	<p><b>Business start-up:</b> needs and wants, gaps in the market, meeting customer needs, resource requirements, sources of help and advice</p> <p><b>Entrepreneurship:</b> concept of entrepreneurship and the skills and attributes associated with entrepreneurs and their role</p> <p><b>Business plan:</b> its importance and use when setting up a small business</p> <p><b>Types of business and their aims:</b> sole trader, partnership, small franchises and non-profit making organisations</p> <p><b>Sources of finance and advice:</b> appropriate to business type</p>	<ul style="list-style-type: none"> <li>◆ Creating a web page about two well-known entrepreneurs, by researching information about them or preparing a presentation on two entrepreneurs.</li> <li>◆ Drawing up a map of the local high street and identifying different businesses and their features.</li> <li>◆ Inviting a speaker from a local bank or building society or even the local council in to suggest ways in which they advise new business start-ups.</li> </ul>	<ul style="list-style-type: none"> <li>◆ If taught as a stand-alone Unit, could be assessed with a piece of portfolio work.</li> </ul>
Satisfying customer needs	Market research, product development, marketing mix, quality	<ul style="list-style-type: none"> <li>◆ Using TV and DVD clips of customers who have been satisfied and those who are left dissatisfied. TV programmes might be used to illustrate good and</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of role play of customer service scenarios could be used here. A couple of role plays could be used to</li> </ul>

		<p>bad examples of customer service.</p> <ul style="list-style-type: none"> <li>◆ Speaking to local business owners about how they carry out market research or carrying out simple market research for a product of their choice, practice creating a questionnaire to collect the data. Researching secondary information online and analysing their results by creating graphs.</li> <li>◆ Visiting a local business to see quality in action. This could be used as a source for discussion and for evaluation of techniques they use to ensure quality.</li> <li>◆ Preparing an after sales policy for a product of their choice. It would be a good idea to show them a number of these so they can see examples and how they vary with businesses.</li> </ul>	<p>demonstrate the learner's awareness of excellent customer service, as well as their knowledge of after sales service and its importance.</p> <ul style="list-style-type: none"> <li>◆ Learners could submit examples of their promotional materials and/or prepare a presentation on the market research that could be used. This would cover a broad range of assessment strategies ensuring that all pupils can play on their strengths. This should also ensure variety in the Unit.</li> </ul>
Functional activities	<ul style="list-style-type: none"> <li>◆ marketing activities</li> <li>◆ human resources activities</li> <li>◆ operations activities</li> <li>◆ finance activities (integrated approach)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Using props to demonstrate the product life cycle or market segmentation.</li> <li>◆ Preparing examples of promotions for their own idea or any other idea eg Easter surprise, Halloween idea, Christmas idea.</li> <li>◆ Preparing simple, partially-completed income statements or break-even tables for real or imaginary businesses, and based on their results, making decisions about what the business should do next.</li> <li>◆ While studying recruitment and selection learners could:</li> </ul>	<ul style="list-style-type: none"> <li>◆ The final Outcome could be assessed in many ways. One idea would be to make use of e-assessment with multiple choice questions.</li> </ul>

		<ul style="list-style-type: none"> <li>— investigate a job they are interested in, using newspapers, websites and/or careers software</li> <li>— use this research to prepare job description and person specifications for chosen jobs</li> <li>— create an advert for this job</li> <li>— work in groups — pick a job, prepare for an interview and come in ready to be interviewed</li> <li>— provide feedback on their interview performance and that of others</li> <li>— invite guests to school to sit in on mock interview panels</li> </ul>	
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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 portfolio of tasks could be submitted by learners

Information about assessment approaches is given in the National 4 Business *Course Support Notes*.



## **Combining assessment within Units**

Centres are free to deliver and assess Outcomes within Units in any order they wish. This provides an opportunity for flexibility in sequencing the delivery of the Unit.

When assessment is combined within Units, teachers/lecturers should take particular care to track the evidence for each Outcome to ensure learners have achieved all the necessary Assessment Standards to be awarded a Unit pass.

## **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 relevant *Course Support Notes*.

# 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 *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 approaches 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](http://www.sqa.org.uk/sqa/14977.html).
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# Administrative information

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History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	Updated to take account of International Accounting Standards terminology.	Qualifications Manager	September 2015

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## Unit Support Notes — Influences on Business (National 4)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Influences on Business* (National 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

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

Learners who complete this Unit will be able to:

- ◆ Give an overview of key stakeholders in a small business and their influence on it
- ◆ Make decisions on the running of a small business, taking account of internal influences
- ◆ Give an overview of external influences that affect a small business

## Progression into this Unit

Entry to this Course is at the discretion of the centre. However, learners would find it useful to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications.

- ◆ National 3 Business Course or relevant component Units
- ◆ Literacy (National 3) Unit
- ◆ Numeracy (National 3) Unit

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 Business *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 will help prepare candidates for a number of areas including:

- ◆ National 5 Business Management Course or relevant component Units
- ◆ further study, employment 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.

Learning and teaching approaches should be learner-centred, participative and practical in nature. The underpinning knowledge should be combined with practical activities and placed in the context of those activities. There should be an appropriate balance between whole-class teaching and activity-based learning.

Centres should remember that learning in this Course should be contextualised to **small** private sector businesses, and **public and third sector** organisations.

Topic	Skills, knowledge and understanding	Suggested activities and experiences	Approaches to gathering evidence
Stakeholders	Owners, customers, employees, the bank, local community groups and support agencies such as Business Gateway and Prince's Scottish Youth Business Trust	<ul style="list-style-type: none"> <li>◆ Carrying out role plays to demonstrate their understanding of the stakeholder's influences and interests in business.</li> <li>◆ Working in groups to prepare posters that show the influences and interests of their given stakeholder and then discussing this with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A short written test at the end of a series of lessons. Learners would have prior knowledge of assessments but not the questions to demonstrate knowledge of interests and influences of stakeholders.</li> </ul>
Internal influences	<p><b>Financial:</b></p> <ul style="list-style-type: none"> <li>◆ cash budget</li> <li>◆ break-even chart</li> <li>◆ job costing statement</li> </ul> <p><b>Employees:</b></p> <ul style="list-style-type: none"> <li>◆ motivation</li> <li>◆ appraisal</li> <li>◆ training</li> <li>◆ payment systems</li> <li>◆ non-financial benefits</li> <li>◆ team building</li> </ul>	<ul style="list-style-type: none"> <li>◆ Using spreadsheets to complete partially-completed cash budgets, job costing and break-even tables and charts. Their findings could then be explored through a written paper or brief talk to teacher and/or class.</li> <li>◆ Team building tasks like building paper towers could be used when teaching ways of motivating staff for success.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Learners could be assessed following a role play on methods of training with a list of criteria that should have been reached.</li> <li>◆ Learners could answer multiple choice questions or add figures in to partially-completed income statements, job costing statements or break-even charts.</li> <li>◆ Learners could answer short response questions based on the</li> </ul>



		<ul style="list-style-type: none"> <li>◆ Using video clips to demonstrate motivation methods the learners have studied.</li> </ul>	<p>completed statements about what to do next.</p> <ul style="list-style-type: none"> <li>◆ A case study with written response questions could be used for assessing motivation.</li> </ul>
External influences	Legislation, environmental, ethics, technology, competition, economic, external stakeholders	<ul style="list-style-type: none"> <li>◆ Using group presentations to encourage learners to research the main external influences that impact the success of a business. These could be peer assessed or completed as a written task.</li> <li>◆ Using clips from the news and various business programmes to help exemplify economic and other influences on business.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The piece of research could be assessed by submission of their findings in a written portfolio or a short write up following a group presentation.</li> <li>◆ A short report could be made by a group of learners on the impacts of external factors on the success of businesses. This short report should be assessed against the same criteria and stored as evidence.</li> </ul>

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