National 5 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 National 5 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*, and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

The National 5 Business Management Course aims to enable learners to develop:

♦ knowledge and understanding of the ways in which society relies on business to satisfy our needs
♦ an insight into the systems organisations use to ensure customers' needs are met
♦ enterprising skills and attributes by providing them with opportunities to explore realistic business situations
♦ financial awareness through a business context
♦ an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
♦ an awareness of how external influences impact on 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 4 Business Course or relevant component Units
♦ Literacy (National 4) Unit
♦ Numeracy (National 4) Unit

Experiences and outcomes
Learners who have completed relevant Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course. There is an expectation that learners of this Course will have overtaken these relevant experiences and outcomes.

Where learners have not completed Curriculum for Excellence experiences and outcomes, this need not present a barrier to them completing this Course.

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 National 5 Business Management Course are outlined in the following tables.

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 some complex features	✓		
Decision making — by applying the ideas of ethical and effective business decisions to solve straightforward business-related problems	✓	✓	✓
Communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors on business activity	✓	✓	✓
Knowledge and understanding of how entrepreneurial attributes can help in business development	✓		
Understanding how to enhance employability skills	✓	✓	✓
Knowledge and understanding of the contribution of staff to business success		✓	
Interpreting and evaluating straightforward business financial data to ensure effective financial management		✓	
Analysing the effectiveness of a limited range of marketing activities, and understanding how they can be used to enhance customer satisfaction			✓
Evaluating a range of production techniques used to maximise the quality of goods/services			✓
Basic knowledge of the use of existing and emerging technologies in current 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 and national contexts of small and medium-sized businesses 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:

♦ Higher 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.

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

Although there is no direct hierarchy between Business (National 4) and Business Management (National 5) in terms of Course and Unit titles, a hierarchy

does exist because 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).

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 indeed 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
♦ 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

Centres should remember that learning in this Course should be contextualised to **small to medium-sized** 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 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	- watching news updates - reading newspapers (media) - communicating through presentations/working in groups/discussions/question and answer sessions - self/peer evaluation - presenting findings from research in a structured format to convey learners ideas, thoughts and information
Numeracy	- simple numerical calculations, eg when completing a cash budget - gathering different sources of numerical information and presenting this 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 - 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 appropriately, for example when developing new and enhanced products
Thinking skills	- using business vocabulary in the correct setting - using case studies/scenarios - setting concepts in real-life examples - personal research and team working - sharing information and explaining its importance - using information to solve problems - planning, organising and completing a task

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 learner. Examples of suitable forms of evidence could include:

♦ answers to multiple choice questions
♦ short written responses
♦ 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)
♦ presenting information to other groups and/or recorded oral evidence
♦ extended response essay type questions
♦ exemplifying concepts using a diagram
♦ interpretation of 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 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 throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

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
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♦ 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

Unit Support Notes — Understanding Business (National 5)

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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 *Understanding Business* (National 5) 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*
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to enhance learners' understanding of the features and characteristics of large business organisations. It will further develop the skills, knowledge and understanding by carrying out activities relating to the operation of large business organisations including those that operate globally. The Unit will allow learners to explore in depth 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:

♦ Give an account of the key objectives and activities of small and medium business organisations
♦ Apply knowledge and understanding of factors that impact on the activities of small and medium business organisations

Progression into this Unit

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 4 Business Course or relevant component Units
♦ Literacy (National 4) Unit
♦ Numeracy (National 4) Unit

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 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:

♦ Higher 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 to medium-sized** private sector businesses, and **public and third sector** organisations.

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Role of business in society	**Role of business in society** ♦ how businesses satisfy human wants and create wealth ♦ how businesses operate in different sectors of industry ♦ the different sectors of the economy	♦ Using video clips to illustrate the businesses that operate in the different sectors of the economy/industry. ♦ Researching and investigating the different businesses that operate in the local area and identifying the sector to which they belong.
Customer satisfaction	♦ how businesses maximise customer service ♦ why customer service is important to business success	♦ Using case study tasks focused on customer service issues which can be solved through collaborative working and presentations. ♦ Role playing to work through customer service situations.
Types of business organisations	Their differing aims, objectives, sources of finance, industrial and economic sectors they operate in ♦ sole trader ♦ partnerships ♦ private limited company	♦ Allowing learners' to familiarise themselves with sole traders, partners, private limited companies, social enterprises, government organisations and agencies, non-profit making organisations and social enterprises.

	♦ social enterprises ♦ charities ♦ public organisations and ♦ how enterprising skills and qualities help business development	Examples of such activities could include: — surveying parent/carers to establish who they work for, what the organisation does and what its aims are — using online mapping to examine the distribution of local businesses — taking part in field trips to survey businesses operating in the local area. ♦ Completing research, case study and presentation tasks to develop an understanding of how employee roles may differ within commercial businesses and not-for-profit organisations. ♦ Researching local entrepreneurs and their businesses.
Objectives	Profit, provision of a service, social responsibility, survival, customer satisfaction, market share, enterprise	♦ Using current businesses as case studies to examine the objectives of different businesses and the reasons behind their choice of objective. ♦ Using the internet to research objectives of different businesses.
External factors	♦ political ♦ economic ♦ social ♦ technological ♦ environmental ♦ competitive	♦ Using current businesses as case studies to illustrate how external factors can positively and negatively affect their activities can be useful (eg how new legislation affects the operation of the business). ♦ Using technological and media resources (eg business stories on news websites, business blogs, podcasts, video clips, newspapers) to illustrate the impact of external factors on business activity. Class/group discussion to follow to share findings.
Internal factors	How they affect the operation of and decisions made in the organisations listed above; the main ones being: ♦ employees/staff ♦ finance	♦ Using case studies of businesses to illustrate how internal factors can positively and negatively affect their activities (eg how striking affects a business). ♦ Using technological and media resources (eg

		business stories on news websites, business blogs, podcasts, video clips, newspapers) to illustrate the impact of contemporary technology on business activity and discussing the findings.
	♦ management ♦ technological systems	
Stakeholders	♦ owners ♦ shareholders ♦ employees ♦ banks ♦ customers ♦ suppliers ♦ local community ♦ pressure groups ♦ local and national government	♦ Considering a business or organisation known to the learner, for example the school or college, to introduce the topic. ♦ Using current businesses as case studies to provide examples of stakeholders. ♦ Using technological and media resources (eg business stories on news websites) to illustrate current examples of stakeholder influence on businesses and discussing the findings.

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 5 Business Management *Course Support Notes.*

Combining assessment within Units

Assessment could be combined in the *Understanding Business* (National 5) 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 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.
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History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date

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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 — Management of People and Finance (National 5)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Management of People and Finance* (National 5) 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*
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop learners' understanding of the management of people and finance for small and medium businesses. 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 contributes to the success of small and medium-sized organisations
♦ Apply knowledge and understanding of how the management of finance contributes to the success of small and medium-sized 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 4 Business Course or relevant component Units
♦ Literacy (National 4) Unit
♦ Numeracy (National 4) Unit

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 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:

♦ Higher 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 to medium-sized** private sector businesses, and **public and third sector** organisations.

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Recruitment and selection	♦ methods of recruitment (online advertisement, national press, local press, recruitment agencies) ♦ methods of selection (application forms, CVs, assessment centres, testing, interviews)	♦ Researching job vacancies and the attributes which employers look for in different job roles. Learning activities could include: — producing appropriate job and person specifications — producing job advertisements — producing draft CVs and cover letters to apply for vacancies — peer assessing the suitability of draft CVs and cover letters — carrying out mock interviews — writing a peer reference — using interactive business software that includes recruitment and selection tasks eg 'Business@Work' — carrying out tasks that would be undertaken during an assessment centre, eg team building tasks, group discussions

Training	♦ types and methods of training (in-house, college, peer, training centres, 'off-the-job') ♦ costs and benefits of training types and methods	♦ using current businesses as case studies to look at training and development offered by businesses to enhance their staff's skills ♦ researching training providers to look at the service they provide, timescales and costs
Retaining and motivating	♦ methods used to motivate staff — financial and non-financial ♦ how businesses minimise staff turnover ♦ importance of stable staffing	♦ participating in team building activities ♦ using the internet to research to look at the benefits offered to employees by businesses ♦ interviewing family and friends to establish ways their employers help to retain and motivate their staff
Legislation	♦ Equality Act ♦ Health and Safety ♦ National Minimum Wage	♦ using technological and media resources to research current legislation that affects businesses ♦ presenting the findings from the research to the whole class/group to share findings or information ♦ creating a leaflet/booklet/poster to pass this information on to staff who will have to follow and implement the legislation
Sources of finance	♦ sources of finance ♦ suitability of different types of finance	♦ researching and justifying suitable sources of finance for different business scenarios ♦ input from financial institutions and organisations regarding sources of business finance
Cash budgeting	♦ how businesses generate cash ♦ what businesses spend cash on ♦ why businesses must have enough cash ♦ why cash flow problems may occur ♦ how cash flow problems can be resolved ♦ producing a cash budget ♦ interpreting a cash budget and identifying any cash flow problems ♦ justifying suitable solutions to cash flow problems	♦ creating a personal budget to introduce the topic ♦ using exemplar cash budgets to illustrate how to track and predict cash flows ♦ preparing cash budgets using spreadsheets
Break-even	♦ different types of fixed and variable costs ♦ calculating total fixed costs total variable costs and selling price	♦ using break-even charts to illustrate how to track and predict cash flows

	♦ understanding profit and how to calculate it ♦ producing and interpreting break-even charts	
Income (Profit) statement	♦ producing an income (a profit) statement ♦ interpreting an income (a profit) statement to identify loss, profit, identifying reasons for loss and justifying suitable solutions to problems	♦ using exemplar profit statements to illustrate how to record sales and production costs in order to calculate gross profit and profit for the year (gross and net profit)

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 5 Business Management *Course Support Notes.*

Combining assessment within Units

Assessment could be combined in the *Management of People and Finance* (National 5) 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 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.

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♦ 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	Minor amendments to 'Approaches to learning and teaching' section for clarification. Updated financial terminology in line with International Standards.	Qualifications Manager	September 2015

Unit Support Notes — Management of Marketing and Operations (National 5)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Management of Marketing and Operations* (National 5) 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*
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop learners' understanding of the management of marketing and operations for small and medium businesses. 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 contributes to the success of small and medium-sized organisations
♦ Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized 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 4 Business Course or relevant component Units
♦ Literacy (National 4) Unit
♦ Numeracy (National 4) Unit

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 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:

♦ Higher 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 to medium-sized** private sector businesses, and **public and third sector** organisations.

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Customers	♦ how businesses segment their customers in markets ♦ how target marketing is beneficial to businesses	♦ enterprising and collaborative learning opportunities, eg creating advertising materials to suit different target markets
Market research	♦ the different methods of field research and their costs and benefits ♦ the different methods of desk research and their costs and benefits	♦ Creating market research surveys (which could be linked to collaborative and enterprise learning opportunities). IT skills could be developed by use of word processing software or online surveys to collect information. Spreadsheet/database software could be then used to record and analyse results. ♦ Discussing market research results to decide on actions that could be taken to support the business. Results could be generated from a real survey undertaken as part of an enterprise project.
Product	♦ the research and development required to create a product ♦ the purpose and development of branding	♦ enterprising activities to consider how to improve and enhance products that are already available in the market

	♦ the different introduction, growth, maturity and decline phases of a product's lifecycle	♦ researching established products and tracking how they have changed over the years
Price	♦ pricing strategies	♦ researching prices charged for similar products by different businesses and discussing findings — learners could make use of price comparison websites ♦ providing learners with different scenarios for the launch of new products and asking them to explain suitable pricing strategies
Place	♦ how the competition in an area influences business location ♦ how the availability of resources in an area influences location ♦ how the costs of premises in an area influences location ♦ how government incentives can influence location ♦ factors which influence the method of distribution for products	♦ providing learners with different scenarios to stimulate discussions on the best options for locating a new branch ♦ researching businesses to discover reasons for their location choice
Promotion	♦ how the advertising helps promote a business ♦ how special offers help promote a business	♦ using collaborative and enterprising activities, learners could prepare promotional materials ♦ discussing the best method of promotion, based on a given scenario
Suppliers	♦ how price influences choice of supplier ♦ how location and transport costs influence choice of supplier ♦ how lead time influences choice of supplier ♦ how product quality influences choice of supplier ♦ how reliability and reputation influences choice of supplier	♦ using collaborative and enterprising learning opportunities, learners could investigate the best supplier for their task/activity

Inventory (Stock) management	♦ the costs of storing inventory (stock) (eg warehousing, security) ♦ the risks of storing inventory (stock) (eg theft, obsolescence) ♦ cash flow problems from overstocking ♦ the loss of profit and reputation from understocking ♦ the processes that businesses use to manage their inventory (stock) levels	♦ Completing bin cards to record inventory (stock) received and issued. This would provide an opportunity to develop IT skills, by making use of spreadsheet software ♦ Interpreting inventory (stock) graph.
Methods of production	♦ the costs and benefits of capital-intensive production ♦ the costs and benefits of labour-intensive production ♦ the costs and benefits of job production ♦ the costs and benefits of batch production ♦ the costs and benefits of flow production	♦ showing video clips of different methods of production used by businesses ♦ demonstrating different methods of production, eg by using paper models of cars being assembled individually to demonstrate job production and then working as a class to produce the same model to demonstrate flow production ♦ arranging field trips to businesses to examine production methods used or inviting in guest speakers to hear about their production methods
Quality	♦ the costs and benefits of quality control activities ♦ the costs and benefits of quality raw materials ♦ the costs and benefits of well trained staff	♦ using the internet to research the ways different businesses ensure they produce a quality product ♦ reading news articles where quality is highlighted ♦ discussing what the class considers to be good quality products and why ♦ inviting in guest speakers to hear about their quality measures
Ethical and environmental	♦ the costs and benefits of recycling ♦ the costs and benefits of minimising packaging	♦ using the internet to research news articles and company websites which raise ethical and environmental issues ♦ using case studies and scenarios that encourage class/group discussion on current ethical and environmental issues

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 5 Business Management *Course Support Notes.*

Combining assessment within Units

Assessment could be combined in the *Management of Marketing and Operations* (National 5) 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 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.
♦ 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 Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	Minor amendments to 'Approaches to learning and teaching' section for clarification. Updated financial terminology in line with International Standards.	Qualifications Manager	September 2015