



Higher National Examination-based Graded Unit Specification

General Information

This graded unit has been validated as part of the HNC Technologies in Business. Centres are required to develop the assessment instrument in accordance with this validated specification.

Graded unit title: Technologies in Business: Graded Unit 1

Graded unit code: HX4R 34

Type of examination: Closed-book

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 02

Graded unit purpose

This graded unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Technologies in Business:

- ◆ to develop a balance of business, inter-personal, technology and project management skills.
- ◆ to develop study and research skills.
- ◆ to enable progression within the Scottish Credit and Qualifications Framework.
- ◆ to provide academic stimulus.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the graded unit

It is recommended that the learner should have completed or be in the process of completing the following units relating to the above principal aims prior to undertaking this graded unit:

HT9K 34 *Business Process Management: Introduction*
H1F7 34 *Professionalism and Ethics in Computing*
DV6J 34 *Functional Areas of Business*
HT9N 34 *Project Management Methodologies: Introduction*

Higher National Examination-based Graded Unit Specification: General information (cont)

Core Skills

There are no Core Skills embedded in this graded unit specification.

Assessment support pack

The assessment support pack for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment support pack to ensure a comparable standard. Assessment support packs are available on SQA's secure website.

Equality and inclusion

This graded unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website: www.sqa.org.uk/assessmentarrangements

Higher National Examination-based Graded Unit Specification: Designing the examination and assessing learners

Graded unit title: Technologies in Business: Graded Unit 1

Assessment

This graded unit will be assessed by the use of a timed closed-book examination developed by centres. The examination should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this graded unit.

The assessment is an examination lasting three hours.

The examination should be designed to assess the learner's critical knowledge and understanding of the topics relating to the specific aims which this graded unit is designed to cover.

The examination paper should be in three sections:

- ◆ **Section 1** will consist of 20 selected response questions each worth one mark. This section will focus on cognitive abilities relating to knowledge retention and comprehension of essential facts and concepts for each of the four mandatory units recommended to be undertaken in preparation for the Graded Unit 1 examination.
- ◆ **Section 2** will consist of one constructed response question worth 20 marks. The question should be based on the learner's ability to integrate knowledge and understanding and use problem solving techniques within the context of topics from two or more of the units recommended to be undertaken in preparation for the Graded Unit 1 examination.
- ◆ **Section 3** will consist of four compulsory questions each worth 15 marks. The questions may be split into several parts and each part given a separate mark. Marks should be indicated on the question paper, for example Question 1 part (a) 9 marks and part (b) 6 marks. It is preferable to have a series of shorter questions rather than one overly complex question. The questions are designed to assess deeper cognitive skills through constructed response questions. These will test that learners can apply knowledge and understanding to identify, explain and analyse questions relating to the topics covered in each of the units recommended to be undertaken in preparation for this graded unit.

The examination will be marked out of **100**. Only whole marks should be used. There is no minimum mark for any of the sections.

The questions and corresponding marks should be designed in accordance with the key topics (ie the critical knowledge and skills to be covered in the examination), level of demand (eg description, explanation, analysis, application) and relative mark allocation for each key topic outlined in the tables below.

Higher National Examination-based Graded Unit Specification: Designing the examination and assessing learners (cont)

Graded unit title: Technologies in Business: Graded Unit 1

Section	Type of question	Number of questions	Marks per question	Total marks
1	Selected response	20	1	20
2	Constructed response	1	20	20
3	Constructed response	4	15	60

The majority of the constructed response questions will be multiple-choice questions, consisting of a single key and three distractors (four options in total). A minority of the questions will be multiple response questions, consisting of two or more keys, selected from four options.

All constructed response questions will consist of extended response questions which will provide learners with an opportunity for extended writing on a specific topic. Each section will be designed as follows:

Section 1

Key topics	Level of demand	% mark allocation for each key topic
Primary components of Business Process Management and Notation diagrams BPM lifecycle and Business Process Hierarchy	Knowledge, comprehension, selection, identification, definition, interpretation, classification	Five questions each worth 1 mark (5% of total)
Professional bodies relevant to computing practitioners Codes of conduct and ethical standards relevant to computing practitioners Contemporary legislation as it relates to computing practitioners Ethical considerations in a relevant vocational context	Knowledge, comprehension, selection, identification, definition, categorisation, comparison	Five questions each worth 1 mark (5% of total)
Factors involved in choosing a project management methodology Key differences and pros/cons of project management methodologies	Knowledge, comprehension, selection, identification, comparison, interpretation, classification	Five questions each worth 1 mark (5% of total)

Higher National Examination-based Graded Unit Specification: Designing the examination and assessing learners (cont)

Graded unit title: Technologies in Business: Graded Unit 1

Section 1 (cont)

Key topics	Level of demand	% mark allocation for each key topic
Nature and purpose of organisations Main functional areas of business and inter-relationships between them	Knowledge, comprehension, selection, identification, definition, distinction, comparison	Five questions each worth 1 mark (5% of total)
Total marks for Section 1		20

Section 2

Key topics	Level of demand	% mark allocation for each key topic
Integration and problem solving within the context of topics from two or more constituent units	Knowledge, comprehension, selection, analysis, evaluation, solving	One question worth 20 marks.
Total marks for Section 2		20

Section 3

Key topics	Level of demand	% mark allocation for each key topic
Primary components of Business Process Management and Notation diagrams BPM lifecycle and Business Process Hierarchy	Knowledge, comprehension, selection, analysis, evaluation, solving	One question worth 15 mark (15% of total)
Consideration of ethics in Computing Evaluation of ethical considerations in a relevant context	Knowledge, comprehension, selection, analysis, evaluation, solving	One question worth 15 mark (15% of total)

Higher National Examination-based Graded Unit Specification: Designing the examination and assessing learners (cont)

Graded unit title: Technologies in Business: Graded Unit 1

Section 3 (cont)

Key topics	Level of demand	% mark allocation for each key topic
Factors involved in choosing a project management methodology Key differences and pros/cons of project management methodologies Analysis of the key features of a given project management methodology	Knowledge, comprehension, selection, analysis, evaluation, solving	One question worth 15 mark (15% of total)
Nature and purpose of organisations Main functional areas of business and inter-relationships between them	Knowledge, comprehension, selection, analysis, evaluation, solving	One question worth 15 mark (15% of total)
Total marks for Section 3		60

Higher National Examination-based Graded Unit Specification: Designing the examination and assessing learners (cont)

Graded unit title: Technologies in Business: Graded Unit 1

Conditions of assessment

The examination is closed book.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support, which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Examination-based Graded Units, assessors may provide advice and guidance on examination technique and clarification on the meaning of command words which may appear within an examination paper, prior to the formal examination.

Remediation is not allowed in Examination-based Graded Unit assessments.

The examination should be unseen and the assessment should be conducted in controlled and invigilated conditions.

At all times, the security, integrity and confidentiality of the examination must be ensured.

Assessing and grading learners

Learners who meet the minimum evidence requirements will have their achievement graded as an A, B or C. The Grade Related Criteria to be used to judge learner performance for this Graded Unit is specified in the following table.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work or exam script which consistently:</p> <ul style="list-style-type: none"> ◆ interprets and understands the question in a way that demonstrates insight and clear understanding of issues and relationships ◆ demonstrates a comprehensive analysis and evaluation of relevant information ◆ offers logically structured and coherently expressed responses, demonstrating consistent use of correct terminology ◆ is clear and well-structured throughout, with language and terminology used of a consistently high standard in terms of level, accuracy, and technical content 	<p>Is a co-ordinated piece of work or exam script which:</p> <ul style="list-style-type: none"> ◆ interprets and understands the question in a way that enables the learner to meet the basic criteria required ◆ demonstrates limited analysis, evaluation, and explanation of the question and other relevant information ◆ offers uneven responses that convey limited understanding although some relevant points are made ◆ is satisfactorily structured, with language and terminology used adequate, although not always consistent, in terms of level, accuracy, and technical content

Higher National Examination-based Graded Unit Specification: Designing the examination and assessing learners (cont)

Graded unit title: Technologies in Business: Graded Unit 1

Grade Related Criteria	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ consolidates and integrates required knowledge and skills, linking concepts and ideas, and relating answers explicitly to the question ◆ provides evidence of possible alternative approaches and arguments as well as understanding of different interpretations ◆ convincingly argues and shows links between discussions and conclusions, demonstrating comprehensive knowledge and understanding as well as analysis and evaluation skills 	<ul style="list-style-type: none"> ◆ consolidates and integrates knowledge and skills but may lack continuity and consistency and fail to show clear links to concepts and ideas ◆ is likely to show only one approach and limited understanding of different interpretations ◆ argues and justifies conclusions in an acceptable way but these conclusions may lack reasoned understanding, may not link well to discussions, and may show limited knowledge

The marks achieved by the learner in the examination should be aggregated to arrive at an overall mark for the examination. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

There is no minimum score in any section.

Half marks must not be awarded for any question.

Any learner who has failed their Higher National Examination-based Graded Unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. This must be done by using a substantially different examination.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved, whether through first sitting or through any re-assessment.

These grade boundaries are fixed and should **not** be amended.

Higher National Examination-based Graded Unit Support Notes

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Guidance on approaches to delivery and assessment of this graded unit

The unit should be delivered and assessed toward the latter part of the course programme to enable learners to have completed or be in the process of completing the four units recommended prior to embarking upon the graded unit.

It is important for a centre to ensure that arrangements made for sitting the first attempt at the graded unit exam and any subsequent resit opportunities are consistent with internal and external verification requirements. It is strongly recommended that a centre utilises the appropriate SQA exemplar material and prior verification procedures that exist to support the validity and reliability of internally devised instruments of assessment.

Opportunities for developing Core and other essential skills

There are no Core Skills embedded in this graded unit specification.

History of changes to graded unit

Version	Description of change	Date
02	Update of Conditions of Assessment	26/07/18

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FURTHER INFORMATION: Call SQA's Customer Contact Centre on 0345 279 1000.

General information for learners

Graded unit title: Technologies in Business: Graded Unit 1

The graded unit is the only unit in your award that is graded; all other units are simply assessed on a pass/fail basis. You must achieve at least 50% to be awarded a pass. The grading is carried out as follows:

- ◆ A = 70%–100%
- ◆ B = 60%–69%
- ◆ C = 50%–59%

The assessment is a written examination lasting 3 hours. All questions in the examination are **compulsory**.

The examination will be taken under supervised conditions. You are not permitted to bring any reference material into the examination room. Calculators are not permitted.

The question paper consists of three sections. Each section uses different types of questions and assesses different knowledge and skills.

The examination will be based upon the content of the following units, which are the mandatory units within the HNC award:

HT9K 34 *Business Process Management: Introduction*
H1F7 34 *Professionalism and Ethics in Computing*
DV6J 34 *Functional Areas of Business*
HT9N 34 *Project Management Methodologies: Introduction*

It is important, therefore, that you are familiar with the content of these units.

Section 1

This section is worth 20% of the total marks and consists of twenty multiple choice or multiple response questions, each question worth 1 mark.

There are five questions covering key topics from each of the units listed above.

Section 2

This section is worth 20% of the total marks and consists of one constructed response integrated question covering key topics from two or more of the units listed above.

Section 3

This section is worth 60% of the total marks and consists of four constructed response questions, each worth 15 marks covering key topics from the individual units listed above.

There is no minimum score in any section.