



Group Award Specification for:

**Local Devised Professional Development Award
(PDA) for Business and Finance**

Group Award Code: GR3E 47

Validation date: June 2020

Date of original publication: June 2020

Version: 01

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This qualification covers two key areas in Business and Finance and will prepare learners for a range of other qualifications in the HN network including Business, Accounting and Administration. On completion of this qualification learners would have automatic credit transfer for the 4 credits if progressing onto HN qualifications.

This qualification is suitable for learners who are looking for an introduction to HN study specifically in Marketing and Finance. These learners could be straight from school, in employment or learners wishing to return to education. This qualification is preparing learners for further study but could be beneficial to those seeking employment in a marketing environment. There is no articulation onto a degree course, but successful completion of the unit would allow entry onto the HNC Business, Accounting or Administration courses.

2 Qualification structure

This group award is made up of 4 SQA unit credits. It comprises 32 SCQF credit points of which 24 are at SCQF level 7 and 8 are at SCQF level 6. All of these are mandatory. A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

The learner must achieve all four mandatory units to gain the qualification

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F7BX	34	Marketing: An Introduction	1	8	7
FK93	34	Digital Marketing Communications: An Introduction	1	8	7
HH81	33	Recording Financial Transactions	1	8	6
F7JP	34	Using Financial Accounting Software	1	8	7

To achieve the PDA, learners must achieve the 4 SQA credits as a mandatory requirement.

3 Aims of the qualification

The main aim of the PDA award is to enable learners to acquire the skills and knowledge needed to progress to a higher level of their study in the Business and Finance subject areas.

3.1 General aims of the qualification

- ◆ Develop learners' knowledge and skills required for employment in a business environment
- ◆ Enable progression within the SCQF framework
- ◆ Develop study skills
- ◆ Develop transferable skills including Core Skills to the levels demanded by employers
- ◆ Enable a sound articulation route to the HNC Business or HNC Accounting course
- ◆ Prepare learners for progression to further studies

3.2 Specific aims of the qualification

- ◆ Enable learners to progress within the SCQF framework and to further professional, academic or vocational qualifications
- ◆ Develop learner competencies in an introductory range of specialist areas of their choice in line with their preferred career pattern
- ◆ Provide a basis for future career and personal development
- ◆ Develop and enhance transferable skills
- ◆ Adopt an innovative and creative approach to their work and be able to respond quickly to the challenges posed by changes in the business environment

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Learners must have National 5 Maths or equivalent. Support from Guidance Teachers is also required from learners coming through the Senior School Phase.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 5	Marketing: An Introduction (F7BX 34) will involve reading a case study and providing extended response solutions.
Numeracy	Level 5	Recording Financial Transactions (F847 33) has the opportunities to develop the Using Number component of the Core Skill Numeracy by Calculating totals for analysed Petty Cash Book and restore petty cash imprest.
Information and Communication Technology (ICT)	Level 5	Digital Marketing Communications: An Introduction (FK93 34) will develop Information and Communication Technology (ICT) skills through the use of the internet for analysis of web analytics and the creation of a social networking profile.
Problem Solving	Level 5	Marketing: An Introduction (F7BX 34) learners will be required to seek solutions to a range of problems relating to the marketing of products and services using their knowledge of the subject.
Working with Others	Level 5	Digital Marketing Communications: An Introduction (FK93 34) learners will be required to work with others by actively participating in a social networking site, by monitoring and posting comments, and taking part in online discussions.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims				
		1	2	3	4	5
F7BX 34	Marketing: An Introduction	X	X	X	X	X
HH81 33	Recording Financial Transactions	X	X	X	X	X
F7JP 34	Using Financial Accounting Software	X	X	X	X	X
FK93 34	Digital Marketing Communications: An Introduction	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS and/or trade body standards

Whilst there are no National Occupational Standards (NOS) which encapsulate the knowledge, skills and competences within the PDA Award, there are a few NOS suites which are relevant. *Marketing: An Introduction* (F7BX 34), *Using Financial Accounting Software* (F7JP 34) has content which may be signposted against Accounting NOS (FSSC), Business Enterprise NOS (SFEDI), and Business and Administration NOS (CfA).

5.3 Mapping of Core Skills development opportunities across the qualification

S = Signposted

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F7BX 34	Marketing: An Introduction		S							S		S	
HH81 33	Recording Financial Transactions				S								
F7JP 34	Using Financial Accounting Software						S						
FK93 34	Digital Marketing Communication: An Introduction	S	S		S		S					S	

5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Marketing: An Introduction	A set of structured questions based on a given case study. Open-book	A set of structured questions based on a given case study. Open-book		
Recording Financial Transactions	Learners' four day books containing six transactions; one petty cash book containing four transactions; one cash book containing eleven transactions completed under closed-book, supervised conditions.	Learners' completed ledgers containing fourteen general ledger accounts, two sales ledger accounts, two purchase ledger accounts. Also one trial balance. Assessment completed under closed-book, supervised conditions.	Learners' completed VAT Return form (VAT 100). Assessment completed under closed-book, supervised conditions.	
Digital Marketing Communications: An Introduction	Extended response questions — open-book unsupervised.	Creation of social media platform — screenshots as evidence.	Briefing paper between 500–800 words — open-book unsupervised.	
Using Financial Accounting Software	Set-up and amend accounting records (open-book supervised assessment conditions).	Process financial transactions (open-book supervised assessment conditions).	Incorporate adjustments and produce final accounts (open-book supervised assessment conditions).	Produce a range of accounting reports (open-book supervised assessment conditions).

6 Guidance on approaches to delivery and assessment

The qualification will provide an overview of key business and finance areas. This will allow the student to make a more informed choice when applying for HNC Business and HNC Accounting courses. It aims to develop skills in digital marketing trends, regulation, permission and codes of practice as well as gaining an insight into the role of web marketing analytics which is vital in a range of business roles now. The finance units will develop skills in day books, cash books, VAT, double entry book keeping and accounting ledgers. The computerised finance unit will suit learners who wish to extend their manual book-keeping skills to those of a computerised accounting system and develop skills in nominal ledger accounts, error correction, irrecoverable debt write-off and inventory journals. The qualification will also develop the learning and skills in the marketing environment, market research and information, the marketing mix and the impact of changing market conditions on marketing decisions.

The choice of delivery pattern is at the discretion of the centre.

The qualification will be delivered day release from school.

A range and combination of teaching, learning and assessment methods may be used by centres. The following suggested delivery methods could be adopted by centres:

- ◆ lectures
- ◆ tutorials
- ◆ problem based scenarios
- ◆ case studies
- ◆ group work
- ◆ online materials
- ◆ IT based teaching materials
- ◆ Virtual Learning Environments

Unit specifications set out the statements of standards required for achieving the unit, along with guidance on content and assessment. Assessment exemplars will be available for all of the mandatory units. Assessment exemplars may be used to assess learners and should be kept secure at all times. Should centres wish to alter assessment exemplars or use different instruments of assessment, particularly where a Core Skill is embedded, it is recommended that they should seek prior verification before using such instruments.

Throughout delivery, learners should be set clear standards in terms of presentation of information. It is recommended that learners use standard referencing conventions such as Harvard Referencing system throughout so they are confident about using wider evidence in support of a business or academic report and ensuring compliance with copyright and avoiding issues of plagiarism.

6.1 Sequencing/integration of units

It is suggested the units will be delivered with one marketing and accountancy unit in the first semester or block followed by the second marketing and accountancy unit in the second semester or block. The units may be delivered alongside other HNC qualifications.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

On successful completion of the course progression can be made onto the HNC Business, HNC Administration and HNC Accounting courses.

6.2.2 Professional recognition

Not applicable.

6.2.3 Transitional arrangements

Not applicable.

6.2.4 Credit transfer

Credit transfer will be discussed in individual cases.

6.3 Opportunities for e-assessment

Centres are encouraged to use new technologies to support and enhance the delivery and assessment of PDA group award. Formative e-assessment material is in development at the time of writing (March 2020). More information about online resources available via SQA's SOLAR project can be found at the website — www.sqasolar.org.uk

6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

6.5 Resource requirements

Not applicable.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification group awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This course is suitable for learners who want to gain an understanding in two key areas of business and finance. It will provide learners with an experience of HN study and provide a taster of what is to come in HN Business and HN Accounts courses.

On successful completion of the PDA the learner will have the ability to progress onto the HN Business, HN Accounting or HN Administration frameworks. These units can be carried forward to the relevant framework.

To gain the PDA learners must complete and successfully pass all four mandatory units which are:

Marketing: An Introduction
Recording Financial Transactions
Digital Marketing Communications: An Introduction
Using Financial Accounting Software

These units will be assessed using a range of methods including case studies, extended response questions, practical assessments, creating cash books and sales ledgers, and creating social media platforms. They will be undertaken using both open book and closed book conditions.

There will be a range of knowledge and skills developed throughout this course including the following:

- ◆ Record business transactions in the books of original entry
- ◆ Post business transactions to ledger accounts using the principles of double entry book-keeping and prepare a trial balance
- ◆ Complete a VAT Return
- ◆ Awareness of marketing concept and environment along with the marketing mix of both products and services
- ◆ Awareness of nominal ledger accounts
- ◆ Knowledge of accruals, prepayments and depreciation
- ◆ Digital landscape and communication tools
- ◆ Impact of the digital and electronic landscape on marketing communications
- ◆ Role of web marketing analytics
- ◆ Participation in network communications