

# **Group Award Specification for:**

**SQA Advanced Certificate in Business**

**Group Award code — GT2A 47**

**SQA Advanced Diploma in Business**

**Group Award code — GT2C 48**

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## **SQA Advanced Certificate/Diploma**

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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 institutions of the aims and purpose of the qualification
- provide details of the range of learners that the qualification is suitable for and the progression opportunities

The SQA Advanced Certificate and Diploma in Business have been designed to equip learners with the knowledge, understanding and skills across a range of disciplines to provide a sound basis for success in the business environment, both in employment, progression in employment or to higher level Business degree or professional qualifications.

The SQA Advanced Certificate introduces the key functions in a business organisation (eg management, economics, marketing, accounting, communication and the ability to manage change driven by emerging technologies and changes in the internal and external environments). The SQA Advanced Certificate also develops human cognitive and transferable skills that are key for success in the business environment. There are a wide range of optional units to introduce further topics or build on certain themes within the mandatory section.

The SQA Advanced Diploma builds on these key functions whilst introducing some new topics. Learners will build on the introductory Economics unit to cover micro and macro theory and application, as well as economics and policies in an international context. Learners will learn to prepare financial forecasts and will progress from management of people and organisations, to managing the culture and strategy of businesses. In line with the more strategic emphasis at SCQF level 8, the topic of project management is introduced in the context of managing risk and decision-making, making use of project management software to do so in the course of

## ***SQA Advanced Certificate/Diploma***

managing a project task. Business Law is introduced as a topic in the mandatory section to provide learners with an understanding of the legal characteristics of various forms of business organisations, the legal implications of these and an understanding of the law of contract and other forms of legislation that impact fundamentally on business organisations.

Human and cognitive transferable skills are further developed, and again there are a wide range of optional units for centres to broaden course content or develop specialist pathways according to local needs and/or articulation agreements.

The SQA Advanced Certificate and Diploma in Business are particularly suitable for learners who wish to develop a broad understanding of business, are interested in starting their own business, seeking employment, seeking progression in existing employment, planning to progress their studies without committing to a specialist area and who wish to articulate to a degree or professional qualification.

## SQA Advanced Certificate/Diploma

### 1.1 Progression pathways

Key: Not applicable to qualification type (N/A)

SCQF level	NQ	PDA	SVQ	SQA Advanced	Degree
10	N/A	N/A	N/A	N/A	Honours degree
9	N/A	N/A	N/A	N/A	3rd year degree
8	N/A	N/A	SVQ Business and Administration	SQA Advanced Diploma in Business	2nd year degree
7	N/A	PDA IT in Business PDA Business and Finance	N/A	SQA Advanced Certificate in Business	1st year degree
6	Higher Business Management NPA Business Skills NPA Enterprise and Business	N/A	SVQ Business and Administration	N/A	N/A
5	NC in Business NPA Enterprise and Employability	N/A	SVQ Business and Administration	N/A	N/A
4	NPA Enterprise and Employability	N/A	N/A	N/A	N/A

## **2 Qualification structures**

The SQA Advanced Certificate in Business requires completion of an appropriate combination of mandatory and optional units totalling 96 SCQF credit points (12 SQA Advanced credits).

A minimum of 48 SCQF credits (6 SQA Advanced credits) must be completed at SCQF level 7. This is ensured via completion of the mandatory section. The qualification structure is set out below.

<b>SQA Advanced Certificate – Mandatory Core</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Managing People and Organisations	J4DK 47	2	16	7
Marketing: An Introduction	HP6N 47	1	8	7
Economic Issues: An Introduction	J461 47	1	8	7
Accounting for Business: An Introduction or Accounting for Business: An Introduction	J5FN 47 J9CR 47*	2 2	16 16	7 7
Business Fundamentals and Emergent Technologies	J5FK 47	2	16	7
Communication: Business Communication	HP75 47	1	8	7
Business: Graded Unit 1	J5F6 47	1	8	7

\*Refer to History of Changes table

<b>Mandatory Credits</b>	<b>10</b>	<b>80</b>
<b>Mandatory Credits at SCQF Level 7 (min 48)</b>	<b>10</b>	<b>80</b>
<b>Total credits required for SQA Advanced Certificate Award</b>	<b>12</b>	<b>96</b>

## SQA Advanced Certificate/Diploma

### Administration and Management

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
IT in Business: Word Processing, Spreadsheets and Databases: An Introduction	J3NL 46	1	8	6
IT in Business: Word Processing and Presentation Applications	HP6G 47	2	16	7
IT in Business: Spreadsheets	HP78 47	1	8	7
IT in Business: Databases	HP6C 47	1	8	7
IT in Business: Advanced Spreadsheets	HP0H 48	1	8	8
IT in Business: Advanced Databases	HP0G 48	1	8	8
IT in Business: Advanced Word Processing	HP0N 48	1	8	8
Office Administration	HP69 47	1	8	7
Office Management	HP6A 48	2	16	8
Digital Technologies for Administrators	HP0M 47	1	8	7
Administrative Procedures	J5AT 46	2	16	6
Administrative Management: Personal Skills	J5AR 48	2	16	8
Managing Administrative Services	J5AS 48	2	16	8
Health and Safety Legislation: An Introduction	HR1P 47	1	8	7
Medical Terminology for Administration Staff	HX5F 47	2	16	7
Hospital Patient Administration	HX5H 47	1	8	7
GP Medical Administration	HX5G 47	1	8	7
Legal Protection of NHSS Patient Data	J5AV 48	1	8	8

## SQA Advanced Certificate/Diploma

### Business Law

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Auditing	HR15 48	2	16	8
Company Law: An Introduction	HP7J 48	1	8	8
Company Law	HR2C 48	2	16	8
Business Contractual Relationships	HP6X 47	1	8	7
Business Law: An Introduction	J5AW 47	1	8	7

### Business Management and Skills

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Managing Business Culture and Strategy	J5FL 48	2	16	8
Project Management: Strategy, Decision-Making and Risk	J5FM 48	2	16	8
Business Process Management: An Introduction	J5FG 47	1	8	7
Business Process Management	J5FF 48	2	16	8
Statistics for Business	J45Y 47	1	8	7
Functional Areas of Business	HR0V 47	1	8	7
Presentation Skills	HP79 48	1	8	8
Research Skills	J1NB 47	1	8	7

## SQA Advanced Certificate/Diploma

### Computing Science and Digital Literacy

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Social Media	J1GN 47	1	8	7
Social Media for Business	J1GP 48	1	8	7
Cyber Resilience	J45W 47	1	8	7
Data Security	J1S1 47	1	8	7
Data Science	HR9V 48	2	16	8
Big Data	HR9T 47	1	8	7
Cloud Computing	HP1Y 47	1	8	7
Mobile Technology	HR8F 48	1	8	8
Artificial Intelligence	J1CD 47	1	8	7
Emerging Technologies and Experiences	J1CJ 47	1	8	7
Internet of Things	J1CM 47	1	8	7
Blockchain	J5FJ 47	1	8	7
E-Commerce Solutions	J5FE 48	1	8	7
Internet: Introducing E-Commerce	HT22 47	1	8	7
Developing Software: An Introduction	HP1R 47	1	8	7
Web Design: An Introduction	HT5J 47	1	8	7
IT Applications Software 1	HP6L 47	1	8	7

### Economics

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Economics: Micro and Macro Theory and Application	J5AX 48	1	8	8
Economics: The World Economy	J5AY 48	1	8	8

## SQA Advanced Certificate/Diploma

### Enterprise and Business Start-up

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Preparing to Start a Business	HR3E 47	1	8	7
Preparing a Formal Business Plan	HR19 47	2	16	7
Developing Entrepreneurial Skills	HR1A 47	1	8	7
Managing Information Systems to Develop a Small Business	HR18 48	2	16	8

### Financial Services and Accounting

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Financial Services Regulatory Framework	J01Y 48	1	8	8
Financial Sector: An Introduction	J01W 47	1	8	7
Financial Reporting and Analysis	HP08 48	2	16	8
Recording Financial Transactions	HP6F 46	1	8	6
Recording Financial Information	HP04 47	1	8	7
Using Financial Accounting Software	HP10 47	1	8	7
Business Accounting	HP7K 47	2	16	7
Preparing Financial Forecasts	J5B0 48	1	8	8
Income Tax	HP15 48	1	8	8
Investment	HP1C 48	2	16	8
Principles of Insurance	HP1F 48	1	8	8
Personal and Business Lending	HP1G 48	2	16	8
Financial Services: International Transactions	J01X 48	2	16	8

## **SQA Advanced Certificate/Diploma**

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Personal Financial Services	HP17 47	2	16	7
Management Accounting Using Information Technology	HR11 47	2	16	7
Business Taxation	J11S 48	2	16	8

## **Human Resource Management**

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Human Resource Management: Introduction	J2FD 47	1	8	7
Human Resource Management: Core Activities	HR3A 47	2	16	7
Human Resource Management Practice	J45T 48	2	16	8
Individual Employment Relations: Law	HR39 47	1	8	7
Individual Employee Relations: Practice	HR38 47	1	8	7
Grievance and Discipline Handling	HP7F 48	1	8	8
Continuous Workforce Development	J491 47	2	16	7
Recruitment, Selection and Induction	J2FF 47	1	8	7
Interviewing: Skills and Practice	J2FE 47	1	8	7

## SQA Advanced Certificate/Diploma

### Leadership and Management

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Management: Organisational Leadership and Management	J5FH 48	1	8	8
Management: Strategic Change	J5FA 48	1	8	8
Management: Leadership at Work	HV2C 47	1	8	7
Managing Organisational Risks	J5F8 49	1	8	9
Managing and Working with People	J1NG 47	2	16	7
Management: Develop Strategic Plans	J5FB 48	1	8	8
Developing the Individual Within a Team	HR13 47	1	8	7
Manage Operational Resources	J1E6 47	1	8	7

### Marketing, Sales and Customer Service

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Marketing Practice: An Introduction	J1GM 47	1	8	7
Marketing Research Applications	HW93 48	1	8	8
Marketing: Brand Management	J3J5 48	1	8	8
Managing Marketing Resources	HR31 48	1	8	8
Marketing Communications: Using Digital Media	HR32 48	1	8	8
Digital Marketing Communications: An Introduction	HR33 47	1	8	7

## SQA Advanced Certificate/Diploma

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Digital Marketing Communications: Content Development	HX5J 47	1	8	7
Digital Marketing Communications: Website Tools and Techniques	HX5K 47	1	8	7
Digital Marketing: Fundamentals	HY2G 47	1	8	7
Marketing Research Theory	HP0F 47	1	8	7
International Marketing: An Introduction	HP76 47	1	8	7
International Marketing: The Mix	HP0P 48	1	8	8
Marketing Planning Domestic Market	HP09 48	2	16	8
Marketing Plan. Lead and Implement Change	HV27 48	1	8	8
Visual Communication: Social Media	HR3C 47	1	8	7
Principles and Practices of Selling	J26N 47	1	8	7
Sales Promotion	HR34 48	1	8	8
Customer Care	HR3D 46	1	8	6
Creating a Culture of Customer Care	HP73 47	1	8	7

## Personal Development

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Personal Development Planning	HP6M 47	1	8	7
Developing Skills for Personal Effectiveness	HR0G 47	1	8	7
Work Placement	HP4X 47	1	8	7

## SQA Advanced Certificate/Diploma

### Sustainable and Ethical Management and Development

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Resource Economics	HR2T 48	1	8	8
Sustainable Development	HR1R 47	1	8	7
Sustainable Resource Management: Materials and Resources	J5FC 47	2	16	7
Ethical Decision Making	J5FD 48	2	16	8
Organisational Ethics	J5F9 51	2	16	11

### Supply Chain and Procurement

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Supply Chain: An Introduction	HP5T 47	1	8	7
Supply Chain Fundamentals	HP5R 47	2	16	7
Supply Chain: Business Strategy	HP5X 48	1	8	8
Purchasing Strategy	HP62 48	2	16	8

### Languages

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
ESOL for Work: Advanced Operational	HR1G 47	3	24	7
French for Work: Basic Operational	HR22 46	3	24	6
Gaelic for Work: Basic Operational	HT3F 46	3	24	6
Gaelic for Work: Intermediate Operational	HT3G 46	3	24	6
Gaelic for Work: Advanced Operational	HT3H 47	3	24	7

## SQA Advanced Certificate/Diploma

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
German for Work: Basic Operational	HR21 46	3	24	6
German for Work: Intermediate Operational	HR24 46	3	24	6
German for Work: Advanced Operational	HR28 47	3	24	7
Italian for Work: Basic Operational	HR20 46	3	24	6
Spanish for Work: Basic Operational	HR1Y 46	3	24	6
Spanish for Work: Intermediate Operational	HR26 46	3	24	6
Spanish for Work: Advanced Operational	HR2A 47	3	24	7
Workplace Communication in English	HR1C 46	1	8	6
Communication in Spanish: Basic Operational Speaking Skills	HR2R 46	1	8	6
Communication in Spanish: Basic Operational Speaking and Listening Skills	HR2H 46	1	8	6
Communication in French: Basic Operational Speaking and Listening Skills	HR2E 46	1	8	6
Communication in German: Basic Operational Reading and Writing Skills	HR2K 46	1	8	6
Communication in German: Basic Operational Speaking and Listening Skills	HR2F 46	1	8	6

## **SQA Advanced Certificate/Diploma**

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Communication in Spanish: Basic Operational Reading and Writing Skills	HR2M 46	1	8	6
Contemporary Marketing Issues	J3J4 48*	1	8	8

**Optional Credits need for SQA Advanced Certificate**      **2**                      **16**

**Total credits needed for SQA Advanced Certificate**                      **12**                      **96**

## 2.1 SQA Advanced Diploma structure

The SQA Advanced Diploma in Business requires completion of an appropriate combination of mandatory and optional units totalling 240 SCQF credit points (30 SQA Advanced credits). A minimum of 64 SCQF credits (8 SQA Advanced credits) must be completed at SCQF level 8. This is ensured via completion of the mandatory section.

The qualification structure is set out below.

<b>SQA Advanced Diploma – Mandatory Core</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Managing People and Organisations	J4DK 47	2	16	7
Marketing: An Introduction	HP6N 47	1	8	7
Economic Issues: An Introduction	J461 47	1	8	7
Accounting for Business: An Introduction or Accounting for Business: An Introduction	J5FN 47  J9CR 47*	2	16	7
Business Fundamentals and Emergent Technologies	J5FK 47	2	16	7
Communication: Business Communication	HP75 47	1	8	7
Business: Graded Unit 1	J5F6 47	1	8	7
Managing Business Culture and Strategy	J5FL 48	2	16	8
Economics: Micro and Macro Theory and Application	J5AX 48	1	8	8
Business Law: An Introduction	J5AW 47	1	8	7
Preparing Financial Forecasts	J5B0 48	1	8	8

## SQA Advanced Certificate/Diploma

<b>SQA Advanced Diploma – Mandatory Core</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Project Management: Strategy, Decision-making and Risk	J5FM 48	2	16	8
Business: Graded Unit 2	J5F7 48	2	16	8

<b>Mandatory Credits</b>	<b>20</b>	<b>160</b>
<b>Mandatory Credits at SCQF level 7</b>	<b>11</b>	<b>88</b>
<b>Mandatory Credits at SCQF level 8</b>	<b>9</b>	<b>72</b>
<b>Total credits required for SQA Advanced Diploma Award</b>	<b>30</b>	<b>240</b>

## SQA Advanced Certificate/Diploma

### Administration and Administrative Management

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
IT in Business: Word Processing, Spreadsheets and Databases: An Introduction	J3NL 46	1	8	6
IT in Business: Word Processing and Presentation Applications	HP6G 47	2	16	7
IT in Business: Spreadsheets	HP78 47	1	8	7
IT in Business: Databases	HP6C 47	1	8	7
IT in Business: Advanced Spreadsheets	HP0H 48	1	8	8
IT in Business: Advanced Databases	HP0G 48	1	8	8
IT in Business: Advanced Word Processing	HP0N 48	1	8	8
Office Administration	HP69 47	1	8	7
Office Management	HP6A 48	2	16	8
Digital Technologies for Administrators	HP0M 47	1	8	7
Administrative Procedures	J5AT 46	2	16	6
Administrative Management: Personal Skills	J5AR 48	2	16	8
Managing Administrative Services	J5AS 48	2	16	8
Health and Safety Legislation: An Introduction	HR1P 47	1	8	7
Medical Terminology for Administration Staff	HX5F 47	2	16	7
Hospital Patient Administration	HX5H 47	1	8	7
GP Medical Administration	HX5G 47	1	8	7
Legal Protection of NHSS Patient Data	J5AV 48	1	8	8

## SQA Advanced Certificate/Diploma

### Business Law

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Auditing	HR15 48	2	16	8
Company Law: An Introduction	HP7J 48	1	8	8
Company Law	HR2C 48	2	16	8
Business Contractual Relationships	HP6X 47	1	8	7

### Business Skills and Support Functions

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Business Process Management: An Introduction	J5FG 47	1	8	7
Business Process Management	J5FF 48	2	16	8
Statistics for Business	J45Y 47	1	8	7
Functional Areas of Business	HR0V 47	1	8	7
Presentation Skills	HP79 48	1	8	8
Research Skills	J1NB 47	1	8	7

### Computing Science and Digital Literacy

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Social Media	J1GN 47	1	8	7
Social Media for Business	J1GP 48	1	8	7
Cyber Resilience	J45W 47	1	8	7
Data Security	J1S1 47	1	8	7
Data Science	HR9V 48	2	16	8

## SQA Advanced Certificate/Diploma

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Big Data	HR9T 47	1	8	7
Cloud Computing	HP1Y 47	1	8	7
Mobile Technology	HR8F 48	1	8	8
Artificial Intelligence	J1CD 47	1	8	7
Emerging Technologies and Experiences	J1CJ 47	1	8	7
Internet of Things	J1CM 47	1	8	7
Blockchain	J5FJ 47	1	8	7
E-Commerce Solutions	J5FE 48	1	8	7
Internet: Introducing E-Commerce	HT22 47	1	8	7
Developing Software: An Introduction	HP1R 47	1	8	7
Web Design: An Introduction	HT5J 47	1	8	7
IT Applications Software 1	HP6L 47	1	8	7

## Enterprise and Business Start-up

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Preparing to Start a Business	HR3E 47	1	8	7
Preparing a Formal Business Plan	HR19 47	2	16	7
Developing Entrepreneurial Skills	HR1A 47	1	8	7
Managing Information Systems to Develop a Small Business	HR18 48	2	16	8

## SQA Advanced Certificate/Diploma

### Financial Services and Accounting

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Financial Services Regulatory Framework	J01Y 48	1	8	8
Financial Sector: An Introduction	J01W 47	1	8	7
Financial Reporting and Analysis	HP08 48	2	16	8
Recording Financial Transactions	HP6F 46	1	8	6
Recording Financial Statements	HP04 47	1	8	7
Using Financial Accounting Software	HP10 47	1	8	7
Business Accounting	HP7K 47	2	16	7
Income Tax	HP15 48	1	8	8
Investment	HP1C 48	2	16	8
Principles of Insurance	HP1F 48	1	8	8
Personal and Business Lending	HP1G 48	2	16	8
Financial Services: International Transactions	J01X 48	2	16	8
Personal Financial Services	HP17 47	2	16	7
Management Accounting Using Information Technology	HR11 47	2	16	7
Business Taxation	J11S 48	2	16	8

## SQA Advanced Certificate/Diploma

### Human Resource Management

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Human Resource Management: Introduction	J2FD 47	1	8	7
Human Resource Management: Core Activities	HR3A 47	2	16	7
Human Resource Management Practice	J45T 48	2	16	8
Individual Employment Relations: Law	HR39 47	1	8	7
Individual Employee Relations: Practice	HR38 47	1	8	7
Grievance and Discipline Handling	HP7F 48	1	8	8
Continuous Workforce Development	J491 47	2	16	7
Recruitment, Selection and Induction	J2FF 47	1	8	7
Interviewing: Skills and Practice	J2FE 47	1	8	7

### Leadership and Management

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Management: Organisational Leadership and Management	J5FH 48	1	8	8
Management: Strategic Change	J5FA 48	1	8	8
Management: Leadership at Work	HV2C 47	1	8	7
Managing Organisational Risks	J5F8 49	1	8	9
Managing and Working with People	J1NG 47	2	16	7

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<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Management: Develop Strategic Plans	J5FB 48	1	8	8
Developing the Individual Within a Team	HR13 47	1	8	7
Manage Operational Resources	J1E6 47	1	8	7

## Marketing, Sales and Customer Service

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Marketing Practice: An Introduction	J1GM 47	1	8	7
Marketing Research Applications	HW93 48	1	8	8
Marketing: Brand Management	J3J5 48	1	8	8
Managing Marketing Resources	HR31 48	1	8	8
Marketing Communications: Using Digital Media	HR32 48	1	8	8
Digital Marketing Communications: An Introduction	HR33 47	1	8	7
Digital Marketing Communications: Content Development	HX5J 47	1	8	7
Digital Marketing Communications: Website Tools and Techniques	HX5K 47	1	8	7
Digital Marketing: Fundamentals	HY2G 47	1	8	7
Marketing Research Theory	HP0F 47	1	8	7
International Marketing: An Introduction	HP76 47	1	8	7
International Marketing: The Mix	HP0P 48	1	8	8

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<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Marketing Planning Domestic Market	HP09 48	2	16	8
Marketing Plan. Lead and Implement Change	HV27 48	1	8	8
Visual Communication: Social Media	HR3C 47	1	8	7
Principles and Practices of Selling	J26N 47	1	8	7
Sales Promotion	HR34 48	1	8	8
Customer Care	HR3D 46	1	8	6
Creating a Culture of Customer Care	HP73 47	1	8	7

### Personal Development

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Personal Development Planning	HP6M 47	1	8	7
Developing Skills for Personal Effectiveness	HR0G 47	1	8	7
Work Placement	HP4X 47	1	8	7

### Sustainable and Ethical Management and Development

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Resource Economics	HR2T 48	1	8	8
Sustainable Development	HR1R 47	1	8	7
Sustainable Resource Management: Materials and Resources	J5FC 47	2	16	7
Ethical Decision Making	J5FD 48	2	16	8
Organisational Ethics	J5F9 51	2	16	11

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### Supply Chain and Procurement

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Supply Chain: An Introduction	HP5T 47	1	8	7
Supply Chain Fundamentals	HP5R 47	2	16	7
Supply Chain: Business Strategy	HP5X 48	1	8	8
Purchasing Strategy	HP62 48	2	16	8

### Languages

<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
ESOL for Work: Advanced Operational	HR1G 47	3	24	7
French for Work: Basic Operational	HR22 46	3	24	6
Gaelic for Work: Basic Operational	HT3F 46	3	24	6
Gaelic for Work: Intermediate Operational	HT3G 46	3	24	6
Gaelic for Work: Advanced Operational	HT3H 47	3	24	7
German for Work: Basic Operational	HR21 46	3	24	6
German for Work: Intermediate Operational	HR24 46	3	24	6
German for Work: Advanced Operational	HR28 47	3	24	7
Italian for Work: Basic Operational	HR20 46	3	24	6
Spanish for Work: Basic Operational	HR1Y 46	3	24	6
Spanish for Work: Intermediate Operational	HR26 46	3	24	6

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<b>SQA Advanced Certificate and Diploma – Optional Units</b>	<b>Code</b>	<b>SQA Advanced Credit</b>	<b>SCQF Credit</b>	<b>SCQF Level</b>
Spanish for Work: Advanced Operational	HR2A 47	3	24	7
Workplace Communication in English	HR1C 46	1	8	6
Communication in Spanish: Basic Operational Speaking Skills	HR2R 46	1	8	6
Communication in Spanish: Basic Operational Speaking and Listening Skills	HR2H 46	1	8	6
Communication in French: Basic Operational Speaking and Listening Skills	HR2E 46	1	8	6
Communication in German: Basic Operational Reading and Writing Skills	HR2K 46	1	8	6
Communication in German: Basic Operational Speaking and Listening Skills	HR2F 46	1	8	6
Communication in Spanish: Basic Operational Reading and Writing Skills	HR2M 46	1	8	6
Contemporary Marketing Issues	J3J4 48*	1	8	8

**Optional credits needed for SQA Advanced Diploma**

**10**

**80**

**Total credits needed for SQA Advanced Diploma**

**30**

**240**

## **3 Aims of the qualifications**

The key aims of the SQA Advanced Certificate and Diploma in Business awards are to develop knowledge and skills for progression to higher level study in Business disciplines or related employment in entry level business officer or management roles. The overall aims reflect current and evolving developments in technological change, a desire for more integrated learning about business organisations, the meta-skills/human skills agenda and greater emphasis on enterprise and self-employment.

### **3.1 General aims of the qualifications**

The general aims for these awards are to:

1. develop transferable core skills and opportunities to develop meta-skills to support personal development and the needs of employers
2. enable articulation routes to higher level Business education programmes
3. develop knowledge and skills in a range of specialist disciplines to support career and further study options in those areas, eg Marketing, Accounting or Economics
4. develop knowledge, independent study and research skills for academic study

### **3.2 Specific aims of the qualifications**

#### **3.2.1 Aims of the SQA Advanced Certificate**

The specific aims of SQA Advanced Certificate in Business are to:

1. develop knowledge and skills of core business functions to enable access to employment in entry level commercial, officer, supervisory or managerial positions in business organisations
2. develop knowledge and skills to facilitate progression in commercial, officer or supervisory career paths
3. foster innovation and creativity to enable learners to adapt to changes in the business environment
4. provide a grounding in knowledge, skills and creative thinking required to start a business

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5. develop and apply knowledge and skills across a range of business disciplines in an integrated manner to the analysis of business situations

### **3.2.2 Aims specific to the SQA Advanced Diploma**

The specific aims of SQA Advanced Diploma in Business build on and extend the range and depth of those of the SQA Advanced Certificate, to:

1. develop greater range and depth of knowledge of core and specialist business functions from a managerial and strategic perspective
2. further develop research, critical thinking, management and organisational skills
3. develop skills in analysis and evaluation of business issues and the ability to interpret and express them in an integrated and holistic manner
4. develop knowledge and application of business law at an introductory level
5. enable progression to intermediate/advanced level commercial, supervisory or managerial positions in business organisations
6. develop knowledge of business and economic issues in an international context
7. develop knowledge underpinning SVQ in Business and Administration at SCQF level 8

### **3.3 Graded units**

The purpose of the graded units is to assess the learner's ability to retain and integrate the knowledge and skills gained in the mandatory units; to assess that the learner has met the principal aims of the group award and to grade the learner's achievement. A graded unit is assessed and a grade of A, B or C awarded to learners who successfully achieve the unit.

Learners undertake a one credit graded unit at SCQF level 7 in the SQA Advanced Certificate / 1st year SQA Advanced Diploma, and a further two-credit graded unit at SCQF level 8 in the second year of the SQA Advanced Diploma group award.

The graded units take the form of:

- *Business: Graded Unit 1* (J5F6 47) Examination at SCQF level 7
- *Business: Graded Unit 2* (J5F7 48) Project Investigation at SCQF level 8

### **3.3.1 Business: Graded Unit 1 overview**

*Business: Graded Unit 1* (J5F6 47) is a closed-book examination lasting three hours comprising two papers worth 40% and 60% of the marks respectively. This unit covers the integration of a range of knowledge and skills achieved through study of the mandatory units but focusing on the key units *Accounting for Business: An Introduction* (J9CR 47), *Economic Issues: An Introduction* (J461 47), *Managing People and Organisations* (J4DK 47), *Marketing: An Introduction* (HP6N 47) and *Business Fundamentals with Emerging Technologies* (J5FK 47). The addition of *Business Fundamentals with Emerging Technologies* (J5FK 47) ensures that the Graded Unit 1 remains relevant and reflective of current business models and practices primarily driven by digital technology.

### **3.3.2 Business: Graded Unit 1 assessment**

*Business: Graded Unit 1* (J5F6 47) is assessed through an examination based upon a seen case study provided to learners up to three weeks prior to the assessment date. The unit involves the examination of integrative knowledge and understanding of business and also knowledge and understanding of five primary areas of business. The first section in the paper contains two compulsory integrative type questions. The addition of a fifth contributing unit allows for greater learner choice in the second part of the paper where learners can now select three questions from five, rather than the previous four. Delivery is best served by consistent allocation to each subject area, not on the basis of credit values of the units of recommended entry. There should be substantial scope to prepare learners for Graded Unit 1 from the outset of the course, rather than commencing only when delivery of the unit itself begins. However assessment of Graded Unit 1 should take place towards the end of the SQA Advanced Certificate / Diploma year 1 programme to ensure that learners have covered the topics that will be assessed within the graded unit.

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### **3.3.3 Business: Graded Unit 2 overview**

*Business: Graded Unit 2* (J5F7 48) is a project investigation to be completed on an open-book basis over a period of time. This unit covers the integration of a range of knowledge and skills achieved throughout the mandatory units of the SQA Advanced Diploma, ie *Accounting for Business: An Introduction* (J9CR 47), *Preparing Financial Forecasts* (J5B0 48), *Economic Issues: An Introduction* (J461 47), *Economics: Micro and Macro Theory and Application* (J5AX 48), *Economics: The World Economy* (J5AY 48), *Marketing: An Introduction* (HP6N 47), *Managing People and Organisations* (J4DK 47), *Business Fundamentals with Emerging Technologies* (J5FK 47), *Managing Business Culture and Strategy* (J5FL 48), *Project Management: Strategy, Decision Making and Risk* (J5FM 48), *Communication: Business Communication* (HP75 47), *Business Law: An Introduction* (J5AW 47), etc.

In addition to the integration of knowledge and skills needed to complete the project investigation, learners will develop their skills in planning, negotiation, research, analysis, time management and problem solving. The Core Skill of *Problem Solving* at SCQF level 6 is embedded and therefore automatically certificated on successful completion of the unit.

The planning stage of the project is worth 24% of the overall mark, the developing stage 54% and the evaluation stage 22%. A pass mark of 50% for each stage is required to achieve the overall unit.

### **3.3.4 Business: Graded Unit 2 assessment**

The project investigation promotes the skills of planning, negotiation and evaluation within the context of a business issue or issues. It is important that learners have a suitable foundation upon which to conduct a meaningful project. Delivery of the project in the SQA Advanced Diploma second year ensures that learners have a wide range of topics around which the project can be based and then linked to one or more organisations.

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In addition to the appropriate knowledge drawn from the mandatory units, the project investigation also requires planning and research skills, greater independent learning, referencing and the ability to solve problems and analyse information. The planning and evaluative nature of the project encourages learners to develop these higher level skills.

The project investigation provides the learner with the opportunity to draw on concepts and issues that may arise out of the content of the mandatory section of the SQA Advanced Diploma in Business framework. Common topic areas extend from the study of Economics, Marketing, Management and Finance and Business Culture, with learners able to choose from a large range of organisational issues that they can link to knowledge and understanding gained from the group award.

## **4 Recommended entry to the qualifications**

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 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:

### **Relevant Business qualifications**

- Business Management Higher at SCQF level 6
- NPA in Business Skills at SCQF level 6
- NC in Business at SCQF level 5\*

### **Other qualifications and relevant experience**

- relevant National Qualifications or National Qualification group awards at SCQF level 5 or 6
- an SVQ at level 2 (SCQF 5/6) or 3 (SCQF 6/7) in a relevant occupational area
- equivalent vocational qualifications from other awarding bodies
- good communication and analytical skills
- good level of digital literacy
- relevant work experience

For learners whose first language is not English, it is recommended that they possess English for Speakers of Other languages (ESOL) at SCQF level 5 or an overall score of 5.5 in IELTS.

\*The structure of NC Business at SCQF level 5 allows centres to design their programmes to include up to four credits at SCQF level 6 by selecting appropriate units from the optional section. It is recommended centres use this model where possible if using the NC Business as a means of providing a smooth progression to SQA Advanced Certificate/Diploma in Business.

### **Work experience**

Those with relevant work experience may be accepted for entry if the enrolling centre is satisfied that the learner has a reasonable expectation of successfully completing the qualification. This may be established through a written application, face-to-face interview or other means as deemed appropriate by the centre.

### **Entry to Year 2**

SQA Advanced Diploma In order to achieve the SQA Advanced Diploma in Business learners must gain a total of 30 SQA Advanced Credits from the appropriate parts of the qualification structure. Access to SQA Advanced Diploma typically varies between a requirement to have a minimum of between 12 and 15 credits, usually including all of the SQA Advanced Certificate in Business mandatory units.

### **4.1 Core Skills entry profile**

The Core Skills entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify whether additional learning support needs should 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. There are numerous optional units within the SQA Advanced Certificate and Diploma in Business Group Awards that could be used to develop areas of potential weakness.

It is recommended that learners possess the following minimum Core Skills or equivalent on entry to the SQA Advanced Certificate or Diploma in Business Group Awards.

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<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	5	Report writing; extended responses; essays; letter writing; participating in meeting(s); evaluating information
Numeracy	5	Basic financial statements; graphical information, spreadsheets — basic arithmetic cell formulae
Information and communication technology (ICT)	4	Word processing: templates, embedding graphics, form design; business presentations, spreadsheets.
Problem solving	4	Planning, organising, investigating, evaluation, analysis.
Working with others	4	Team working; group discussion, group presentation, peer review

## 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 more generic skills, known as Core Skills, through this qualification.

The SQA Advanced Certificate and Diploma in Business prepare learners for entry to a wide range of positions in employment. Below is a small selection of those where progression is possible directly or with further study or experience:

<b>Manager</b>	<b>Officer</b>	<b>General</b>
Business Development Manager	Project Officer	Sales Co-ordinator
Assistant Manager (various sectors)	Purchasing Officer	Business Analyst
Business Change Manager	Marketing Officer	Business Advisor
Operations Manager	Business Support Officer	Team Leader/Supervisor (various sectors)
Business Account Manager	Communications Officer	Business Executive Trainee
Corporate Office Manager	Business Systems Officer	Commercial Insight Analyst
Project Manager	Business Intelligence Officer	Campaign Analyst
Local Authority Service Manager	Assistant Audit Officer	Operations Analyst

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The SQA Advanced Diploma has a managerial focus which enables learners to progress more quickly to supervisory/management roles. SQA Advanced Diploma learners, through their choice of options, can prepare for a career (or further studies) in a number of specialist areas, for example, Human Resource Management, Marketing, and Financial Services.

## 5.1 Mapping of qualification aims to units

**Note:** For details of the aims, see section [3.1 General aims of the qualification](#) and section [3.2 Specific aims of the qualification](#).

### Mapping of mandatory units to the aims of the SQA Advanced Certificate and Diploma

Unit code	Unit title	General aims	Specific aims
J9CR 47	Accounting for Business: An Introduction	1, 2, 3	1, 2, 3, 4
HP6N 47	Marketing: An Introduction	1, 2, 3, 4	1, 2, 3, 4
J461 47	Economic Issues: An Introduction	1, 2, 3, 4	1, 2, 4
J5AX 48	Economics: Micro and Macro Theory and Application	1, 2, 3, 4	1, 2, 3, 5, 7
J5AY 48	Economics: The World Economy	1, 2, 3, 4	1, 3, 5, 6
J5FM 48	Project Management: Strategy, Decision Making and Risk	1, 2, 3	1, 2, 3, 5, 7
HP75 47	Communication: Business Communication	1, 2, 4	1, 2
J4DK 47	Managing People and Organisations	1, 2, 3, 4	1, 2
J5FK 47	Business Fundamentals with Emerging Technologies	1, 2	1, 2, 3, 4
J5F6 47	Business: Graded Unit 1	1, 2, 4	1, 2
J5FL 48	Managing Business Culture and Strategy	1, 2, 3, 4	1, 2, 3, 5
J5AW 47	Business Law: An Introduction	1, 2, 3, 4	3, 4, 5
J5B0 48	Preparing Financial Forecasts	1, 2, 3, 4	1, 2, 3, 5, 7
J5F7 48	Business: Graded Unit 2	1, 2, 3, 4	2, 3, 5

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

The links identified below may provide knowledge evidence or underpinning knowledge for the SVQ in Business and Administration GM31 24 at SCQF level 8 in whole or in part. The scope and alignment depend critically on the specific context of the SVQ delivery. This table is indicative and not exhaustive.

Unit code	Unit title	National Occupational Standards (NOS) code/SVQ unit
J4DK 47	Managing People and Organisations	Manage Work in a Business Environment FE75 04 Manage People's Performance at Work H58X 04 Build Teams H683 04
HP6N 47	Marketing: An Introduction	Use Information to Take Effective Decisions H8H1 04 Explore Innovation in a Business Environment H98D 04
J461 47	Economic Issues: An Introduction	Monitor and Evaluate Trends and Events that Affect Organisations HL45 04
J9CR 47	Accounting for Business: An Introduction	Manage the Use of Financial Resources H5K4 04 Manage Physical Resources H58W 04 Manage Budgets H68K 04
J5FK 47	Business Fundamentals and Emergent Technologies	Explore Innovation in a Business Environment H98D 04 Monitor and Evaluate Trends and Events that Affect Organisations HL45 04 Engage Audiences Through Digital, Including Social Media HL48 04 Plan Change HK2A 04
HP75 47	Communication: Business Communication	Engage Internal Audiences HL49 04 Develop Knowledge and Make it Available HL41 04 Manage Communications in a Business Environment FE76 04 Communicate Information and Knowledge H8GX 04

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Unit code	Unit title	National Occupational Standards (NOS) code/SVQ unit
J5F6 47	Business: Graded Unit 1	Evaluate and Solve Business Problems FE12 04
J5AX 48	Economics: Micro and Macro Theory and Application	Monitor and Evaluate Trends and Events that Affect Organisations HL45 04
J5AY 48	Economics: The World Economy	Monitor and Evaluate Trends and Events that Affect Organisations HL45 04
J5B0 48	Preparing Financial Forecasts	Manage the Use of Financial Resources H5K4 04 Manage Physical Resources H58W 04 Manage Budgets H68K 04
J5AW 47	Business Law: An Introduction	Invite Tenders and Select Contractors FE1E 04 Monitor and Evaluate the Performance of Contractors HL44 04 Prepare Specifications for Contracts FE1C 04 Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements H8H3 04
J5FM 48	Project Management: Strategy, Decision-making and Risk	Manage Work in a Business Environment FE75 04 Use Information to Take Effective Decisions H8H1 04 Manage Business Processes FM5P 04 Manage Projects H8H0 04 Evaluate and Solve Business Problems FE12 04
J5FL 48	Managing Business Culture and Strategy	Provide Leadership in Your Area of Responsibility H8GY 04 Manage Work in a Business Environment FE75 04 Negotiate in a Business Environment FE14 04 Explore Ideas for Innovation in a Business Environment H89D 04 Monitor and Evaluate Trends and Events that Affect Organisations HL45 04 Plan Change HK2A 04 Implement Change FM4X 04 Evaluate and Solve Business Problems FE12 04

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Unit code	Unit title	National Occupational Standards (NOS) code/SVQ unit
J5F7 48	Business: Graded Unit 2	Manage and be Accountable for Own Performance in a Business Environment FE74 04 Manage Projects H8H0 04 Develop Knowledge and Make it Available HL41 04 Communicate Information and Knowledge H8GX 04 Monitor and Evaluate Trends and Events that Affect Organisations HL45 04 Evaluate and Solve Business Problems FE12 04 Assisting in Improving Organisational Performance HL47 04

### 5.3 Mapping of Core Skills development opportunities across the qualifications

#### Core Skills certification and signposting within mandatory units

<b>SCQF X — Auto</b>	Automatic certification of the Core Skill at SCQF level X
<b>SCQF X — O</b>	Opportunity to develop the Core Skill at SCQF level X
<b>N/A</b>	Not applicable to unit

#### Core Skill Communication components: Written (Reading), Written (Writing), Oral

Unit code	Unit title	Communication components
J9CR 47	Accounting for Business: An Introduction	Written (Reading) – SCQF 6 (O) Written (Writing) – SCQF 6 (O)
J461 47	Economic Issues: An Introduction	Written (Reading) – SCQF 6 (O) Written (Writing) – SCQF 6 (O)
HP6N 47	Marketing: An Introduction	Written (Reading) – SCQF 6 (O) Written (Writing) – SCQF 6 (O) Oral– SCQF 6 (O)
J5FK 47	Business Fundamentals with Emerging Technologies	Written (Reading) – SCQF 6 (O) Written (Writing) – SCQF 6 (O)

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<b>Unit code</b>	<b>Unit title</b>	<b>Communication components</b>
J4DK 47	Managing People and Organisations	Written (Reading) – SCQF 6 (O) Written (Writing) – SCQF 6 (O)
HP75 47	Communication: Business Communication	Written (Reading) – SCQF 6 (Auto) Written (Writing) – SCQF 6 (Auto) Oral – SCQF 6 (Auto)

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Unit code	Unit title	Communication components
J5FL 48	Managing Business Culture and Strategy	Written (Reading) – SCQF 6 (O) Written (Writing) – SCQF 6 (O) Oral – SCQF 6 (O)
J5AW 47	Business Law: An Introduction	Written (Reading) – SCQF 6 (O) Written (Writing) – SCQF 6 (O) Oral – SCQF 6 (O)
J5AX 48	Economics: Micro and Macro Theory and Application	Written (Reading) - SCQF 6 (O) Written (Writing) - SCQF 6 (O)
J5AY 48	Economics: The World Economy	Written (Reading) - SCQF 6 (O) Written (Writing) - SCQF 6 (O) Oral - SCQF 6 (O)
J5B0 48	Preparing Financial Forecasts	N/A
J56FM 48	Project Management: Strategy, Decision Making and Risk	N/A
J5F7 48	Business: Graded Unit 2	Written (Reading) - SCQF 6 (O) Written (Writing) - SCQF 6 (O) Oral - SCQF 6 (O)

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### Core Skill Numeracy components: Using Number, Using Graphical Information

Unit code	Unit title	Numeracy components
J9CR 47	Accounting for Business: An Introduction	N/A
J461 47	Economic Issues: An Introduction	N/A
HP6N 47	Marketing: An Introduction	N/A
J5FK 47	Business Fundamentals with Emerging Technologies	N/A
J4DK 47	Managing People and Organisations	N/A
HP75 47	Communication: Business Communication	N/A

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### SQA Advanced Diploma Year 2

Unit code	Unit title	Numeracy components
J5FL 48	Managing Business Culture and Strategy	N/A
J5AW 47	Business Law: An Introduction	N/A
J5AX 48	Economics: Micro and Macro Theory and Application	N/A
J5AY 48	Economics: The World Economy	N/A
J5B0 48	Preparing Financial Forecasts	Using Number – SCQF 6 (Auto) Using Graphical Information – SCQF 6 (Auto)
J56FM 48	Project Management: Strategy, Decision Making and Risk	Using Number – SCQF 5 (O)
J5F7 48	Business: Graded Unit 2	Using Number – SCQF 6 (O) Using Graphical Information – SCQF 6 (O)

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### Core Skill Information and Communication Technology (ICT) components:

Accessing Information, Providing / Creating Information

Unit code	Unit title	Information and Communication Technology (ICT) components
J9CR 47	Accounting for Business: An Introduction	N/A
J461 47	Economic Issues: An Introduction	N/A
HP6N 47	Marketing: An Introduction	N/A
J5FK 47	Business Fundamentals with Emerging Technologies	N/A
J4DK 47	Managing People and Organisations	N/A
HP75 47	Communication: Business Communication	Accessing Information – SCQF 6 (O) Providing / Creating Information – SCQF 6 (O)

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<b>Unit code</b>	<b>Unit title</b>	<b>Information and Communication Technology (ICT) components</b>
J5FL 48	Managing Business Culture and Strategy	Accessing Information – SCQF 5 (O) Providing / Creating Information – SCQF 5 (O)
J5AW 47	Business Law: An Introduction	Accessing Information – SCQF 5 (O) Providing / Creating Information – SCQF 5 (O)
J5AX 48	Economics: Micro and Macro Theory and Application	Accessing Information – SCQF 5 (O) Providing / Creating Information – SCQF 5 (O)
J5AY 48	Economics: The World Economy	Accessing Information – SCQF 6 (O) Providing / Creating Information – SCQF 6 (O)
J5B0 48	Preparing Financial Forecasts	N/A
J56FM 48	Project Management: Strategy, Decision Making and Risk	N/A
J5F7 48	Business: Graded Unit 2	Accessing Information – SCQF 6 (O) Providing / Creating Information – SCQF 6 (O)

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**Core Skill Problem Solving components:** Critical Thinking, Planning and Organising, Reviewing and Evaluating

Unit code	Unit title	Problem Solving components
J9CR 47	Accounting for Business: An Introduction	Critical Thinking - SCQF 6 (O)
J461 47	Economic Issues: An Introduction	Critical Thinking - SCQF 5 (O)
HP6N 47	Marketing: An Introduction	Critical Thinking - SCQF 6 (O) Planning and Organising - SCQF 6 (O) Reviewing and Evaluating - SCQF 6 (O)
J5FK 47	Business Fundamentals with Emerging Technologies	Critical Thinking - SCQF 6 (O) Planning and Organising - SCQF 6 (O) Reviewing and Evaluating - SCQF 6 (O)
J4DK 47	Managing People and Organisations	Critical Thinking - SCQF 5 (Auto) Reviewing and Evaluating - SCQF 6 (O)
HP75 47	Communication: Business Communication	Critical Thinking - SCQF 6 (O) Planning and Organising - SCQF 6 (O) Reviewing and Evaluating - SCQF 6 (O)

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### SQA Advanced Diploma Year 2

Unit code	Unit title	Problem Solving components
J5FL 48	Managing Business Culture and Strategy	Critical Thinking - SCQF 6 (O)
J5AW 47	Business Law: An Introduction	Critical Thinking – SCQF 6 (Auto)
J5AX 48	Economics: Micro and Macro Theory and Application	Critical Thinking – SCQF 6 (Auto)
J5AY 48	Economics: The World Economy	Critical Thinking – SCQF 6 (Auto)
J5B0 48	Preparing Financial Forecasts	Critical Thinking – SCQF 6 (Auto)
J56FM 48	Project Management: Strategy, Decision Making and Risk	Critical Thinking – SCQF 5 (Auto)
J5F7 48	Business: Graded Unit 2	Critical Thinking - SCQF 6 (Auto) Planning and Organising - SCQF 6 (Auto) Reviewing and Evaluating - SCQF 6 (Auto)

## SQA Advanced Certificate/Diploma

**Core Skill Working with Others components:** Working Co-operatively with Others, Reviewing Co-operative Contribution

Unit code	Unit title	Working with Others components
J9CR 47	Accounting for Business: An Introduction	N/A
J461 47	Economic Issues: An Introduction	N/A
HP6N 47	Marketing: An Introduction	N/A
J5FK 47	Business Fundamentals with Emerging Technologies	N/A
J4DK 47	Managing People and Organisations	N/A
HP75 47	Communication: Business Communication	Working Co-operatively with Others - SCQF 6 (O) Reviewing Co-operative Contribution - SCQF 6 (O)

## SQA Advanced Certificate/Diploma

### SQA Advanced Diploma Year 2

Unit code	Unit title	Working with Others components
J5FL 48	Managing Business Culture and Strategy	N/A
J5AW 47	Business Law: An Introduction	N/A
J5AX 48	Economics: Micro and Macro Theory and Application	N/A
J5AY 48	Economics: The World Economy	N/A
J5B0 48	Preparing Financial Forecasts	N/A
J56FM 48	Project Management: Strategy, Decision Making and Risk	N/A

## **SQA Advanced Certificate/Diploma**

<b>Unit code</b>	<b>Unit title</b>	<b>Working with Others components</b>
J5F7 48	Business: Graded Unit 2	Working Co-operatively with Others – SCQF 6 (Auto) Reviewing Co-operative Contribution – SCQF 6 (Auto)

## **5.4 Assessment strategy for the qualifications**

Most units can be assessed using different formats, whilst some such as the graded units have a prescribed format. Assessment load in the mandatory units compared to comparable units in the preceding SQA Advanced Business awards is provided to illustrate the improved manageability of assessment across the two awards. Readers must refer to the relevant unit specifications to identify what formats can be changed and which are fixed, where outcomes might be combined and for full information regarding assessment conditions.

In addition to reduction of content, the adaptation of evidence requirements in some units aligned to approaches used in the SQA Advanced Enhancements Pilot (eg sampling, threshold scores, assessment matrices) will further reduce assessment loading as it will reduce the amount of re-assessment required.

## SQA Advanced Certificate/Diploma

Key - does not apply to this unit (N/A)

<b>SQA Advanced Certificate – Mandatory Unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Managing People and Organisations J4DK 47</p> <p>2 SQA Advanced credits</p>	<p><b>Outcome description</b> Explain the importance of organisation structure and design in relation to its environment</p> <p><b>Assessment conditions</b> Open-book conditions, outcome by outcome or holistic assessment across all outcomes</p> <p><b>Example assessment format</b> Holistic assessment — Essay with achievement of 50% of the available marks or more</p>	<p><b>Outcome description</b> Analyse factors that influence workplace performance</p> <p><b>Assessment conditions</b> Open-book conditions, outcome by outcome or holistic assessment across all outcomes</p> <p><b>Example assessment format</b> Holistic assessment — Essay with achievement of 50% of the available marks or more</p>	<p><b>Outcome description</b> Analyse factors that influence managerial performance</p> <p><b>Assessment conditions</b> Open-book conditions, outcome by outcome or holistic assessment across all outcomes</p> <p><b>Example assessment format</b> Holistic assessment — Essay with achievement of 50% of the available marks or more</p>	<p>N/A</p>

**SQA Advanced Certificate/Diploma**

<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Marketing: An Introduction HP6N 47 1 SQA Advanced credit</p>	<p><b>Outcome description</b> Explain the nature of marketing and its importance in organisations</p> <p><b>Assessment conditions</b> Open-book conditions outcome by outcome or integrated, based on a case study, project or other stimulus material</p> <p><b>Example assessment format</b> A set of structured questions based on a given case study. Updated to include use of digital technology</p>	<p><b>Outcome description</b> Explain marketing decisions for a product based and a service organisation</p> <p><b>Assessment conditions</b> Open-book conditions outcome by outcome or integrated, based on a case study, project or other stimulus material</p> <p><b>Example assessment format</b> A set of structured questions based on a given case study. Updated to include use of digital technology</p>	<p>N/A</p>	<p>N/A</p>

**SQA Advanced Certificate/Diploma**

<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Economic Issues: An Introduction J461 47 1 SQA Advanced credit</p>	<p><b>Outcome description</b> Explain the allocation of resources within the economy</p> <p><b>Assessment conditions</b> Supervised closed-book conditions</p> <p><b>Example assessment format</b> 60 mark examination with achievement at 30 marks or more</p>	<p><b>Outcome description</b> Explain the theory of National Income</p> <p><b>Assessment conditions</b> Supervised closed-book conditions</p> <p><b>Example assessment format</b> 60 mark examination with achievement at 30 marks or more</p>	<p><b>Outcome description</b> Explain and evaluate the role of government policy in correcting market failures</p> <p><b>Assessment conditions</b> Supervised closed-book conditions</p> <p><b>Example assessment format</b> 60 mark examination with achievement at 30 marks or more</p>	<p>N/A</p>

**SQA Advanced Certificate/Diploma**

<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Accounting for Business: An Introduction J9CR 47</p> <p>2 SQA Advanced credits</p>	<p><b>Outcome description</b></p> <p>Produce a quotation for a potential customer, building in the required level of profit</p> <p><b>Assessment conditions</b></p> <p>Supervised conditions with access to a provided spreadsheet blank template</p> <p><b>Example assessment format</b></p> <p>Practical task with achievement at 70% or more of the available marks. Use of spreadsheet recommended</p>	<p><b>Outcome description</b></p> <p>Complete inventory control documentation and arrive at a value for inclusion in the financial statements</p> <p><b>Assessment conditions</b></p> <p>Supervised conditions with access to a provided spreadsheet blank template</p> <p><b>Example assessment format</b></p> <p>Practical task with achievement at 70% or more of the available marks. Use of spreadsheet recommended</p>	<p><b>Outcome description</b></p> <p>Prepare bookkeeping records for a business</p> <p><b>Assessment conditions</b></p> <p>Supervised conditions with access to a provided spreadsheet blank template</p> <p><b>Example assessment format</b></p> <p>Practical task with achievement at 70% or more of the available marks. Use of spreadsheet recommended</p>	<p><b>Outcome description</b></p> <p>Prepare basic financial statements from accounting information for internal use</p> <p><b>Assessment conditions</b></p> <p>Supervised conditions with access to a provided spreadsheet blank template</p> <p><b>Example assessment format</b></p> <p>Practical task with achievement at 70% or more of the available marks. Use of spreadsheet recommended</p>

**SQA Advanced Certificate/Diploma**

<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Business Fundamentals with Emerging Technologies J5FK 47</p> <p>2 SQA Advanced credits</p>	<p><b>Outcome description</b> Explain contemporary factors influencing the external business environment</p> <p><b>Assessment conditions</b> Open-book conditions</p> <p><b>Example assessment format</b> Project/portfolio</p>	<p><b>Outcome description</b> Explain contemporary factors affecting the internal business environment</p> <p><b>Assessment conditions</b> Open-book conditions</p> <p><b>Example assessment format</b> Report</p>	<p><b>Outcome description</b> Discuss the impact of current technology on business operations.</p> <p><b>Assessment conditions</b> Open-book conditions</p> <p><b>Example assessment format</b> Individual Presentation</p>	<p>N/A</p>

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Communication: Business Communication HP75 47</p> <p>1 SQA Advanced credit</p>	<p><b>Outcome description</b></p> <p>Analyse and evaluate complex written business information</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Analyse, summarise and evaluate a complex text</p>	<p><b>Outcome description</b></p> <p>Produce complex written business documents</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Write complex business documents totalling a minimum of 1,500 words</p>	<p><b>Outcome description</b></p> <p>Present and respond to complex oral information in a business context</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Plan for and take part in a formal presentation or meeting</p>	<p>N/A</p>

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Business: Graded Unit 1 HP75 47</p> <p>1 SQA Advanced credit</p>	<p><b>Outcome description</b></p> <p>There are no outcomes within a graded unit</p> <p><b>Assessment conditions</b></p> <p>Closed-book examination</p> <p><b>Assessment Format</b></p> <p>A closed-book three hour single event examination marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands. The examination is based on a case study of an organisation that is provided up to three weeks prior to the examination. The timing and assessment conditions for Graded Units are fixed for all SQA Graded Unit examinations.</p>	<p><b>Outcome description</b></p> <p>There are no outcomes within a graded unit</p> <p><b>Assessment conditions</b></p> <p>Closed-book examination</p> <p><b>Assessment Format</b></p> <p>A closed-book three hour single event examination marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands. The examination is based on a case study of an organisation that is provided up to three weeks prior to the examination. The timing and assessment conditions for Graded Units are fixed for all SQA Graded Unit examinations.</p>	<p><b>Outcome description</b></p> <p>There are no outcomes within a graded unit</p> <p><b>Assessment conditions</b></p> <p>Closed-book examination</p> <p><b>Assessment Format</b></p> <p>A closed-book three hour single event examination marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands. The examination is based on a case study of an organisation that is provided up to three weeks prior to the examination. The timing and assessment conditions for Graded Units are fixed for all SQA Graded Unit examinations.</p>	<p><b>Outcome description</b></p> <p>There are no outcomes within a graded unit</p> <p><b>Assessment conditions</b></p> <p>Closed-book examination</p> <p><b>Assessment Format</b></p> <p>A closed-book three hour single event examination marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands. The examination is based on a case study of an organisation that is provided up to three weeks prior to the examination. The timing and assessment conditions for Graded Units are fixed for all SQA Graded Unit examinations.</p>

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Managing Business Culture and Strategy J5FL 48 2 SQA Advanced credits</p>	<p><b>Outcome description</b> Assess the relationship between organisational culture and organisational behaviour</p> <p><b>Assessment conditions</b> Open-book conditions, outcome by outcome or combining outcomes</p> <p><b>Example assessment format</b> Investigative report</p>	<p><b>Outcome description</b> Explain the influence of business strategy on organisational behaviour</p> <p><b>Assessment conditions</b> Open-book conditions, outcome by outcome or combining outcomes</p> <p><b>Example assessment format</b> Investigative report</p>	<p><b>Outcome description</b> Explain how to manage a changing business strategy effectively.</p> <p><b>Assessment conditions</b> Open-book conditions, outcome by outcome or combining outcomes</p> <p><b>Example assessment format</b> Investigative report</p>	<p><b>Outcome description</b> Analyse the behavioural skills and techniques required to manage a business strategy.</p> <p><b>Assessment conditions</b> Open-book conditions, outcome by outcome or combining outcomes</p> <p><b>Example assessment format</b> Presentation</p>

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Economics: Micro and Macro Theory and Application J5AX 48</p> <p>1 SQA Advanced credit</p>	<p><b>Outcome description</b> Explain the costs of the firm and the market structures within which firms operate</p> <p><b>Assessment condition</b> Open-book unsupervised conditions in a single assessment</p> <p><b>Example assessment Format</b> Investigative exercise</p>	<p><b>Outcome description</b> Assess the impact of macroeconomic issues and evaluate related government macroeconomic policy</p> <p><b>Assessment condition</b> Sample basis, open-book unsupervised conditions</p> <p><b>Example assessment Format</b> Investigative assignment report</p>	<p>N/A</p>	<p>N/A</p>

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Economics: The World Economy J5AY 48</p> <p>1 SQA Advanced credit</p>	<p><b>Outcome description</b></p> <p>Explain international trade and the role of trade organisations</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Outcomes may be assessed together or outcome by outcome to complete an investigative task</p>	<p><b>Outcome description</b></p> <p>Analyse the operations of the international monetary system</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Outcomes may be assessed together or outcome by outcome to complete an investigative task</p>	<p><b>Outcome description</b></p> <p>Analyse issues facing developing countries</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Outcomes may be assessed together or outcome by outcome to complete an investigative task</p>	<p><b>Outcome description</b></p> <p>Assess the importance of multinational enterprises (MNEs) in the world economy</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Outcomes may be assessed together or outcome by outcome to complete an investigative task</p>

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Business Law: An Introduction J5AW 47</p> <p>1 SQA Advanced credit</p>	<p><b>Outcome description</b></p> <p>Outline the significance of four areas of law affecting business today</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Posters/leaflets/interactive media</p>	<p><b>Outcome description</b></p> <p>Explain the law of contract</p> <p><b>Assessment conditions</b></p> <p>Supervised open-book conditions</p> <p><b>Example assessment format</b></p> <p>Application of contract law to assess situation and outcomes of mini case studies</p>	<p><b>Outcome description</b></p> <p>Compare and contrast the legal characteristics of the various types of business organisations</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example assessment format</b></p> <p>Group presentation.</p>	<p>N/A</p>

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
Preparing Financial Forecasts J5B0 48  1 SQA Advanced credit	<p><b>Outcome description</b></p> <p>Prepare and analyse budget statements for decision making and cash management</p> <p><b>Assessment conditions</b></p> <p>Open-book, supervised conditions, time bound, three errors allowed for figures</p> <p><b>Example assessment format</b></p> <p>Budgets exercise</p>	<p><b>Outcome description</b></p> <p>Analyse the impact of price and costs on break-even analysis for decision making</p> <p><b>Assessment conditions</b></p> <p>Open-book, supervised conditions, time bound, three errors allowed for figures</p> <p><b>Example assessment format</b></p> <p>Impact of prices and costs exercise</p>	<p><b>Outcome description</b></p> <p>Assess the viability of a project using investment and project appraisal techniques</p> <p><b>Assessment conditions</b></p> <p>Open-book, supervised conditions, time bound, four errors allowed for figures</p> <p><b>Example assessment format</b></p> <p>Investment and project appraisal exercise</p>	N/A

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Project Management: Strategy, Decision-making and Risk J5FM 48</p> <p>2 SQA Advanced credits</p>	<p><b>Outcome description</b> Evaluate the role of business information in decision-making</p> <p><b>Assessment conditions</b> Open-book conditions</p> <p><b>Example assessment format</b> Structured questions and risk assessment exercise</p>	<p><b>Outcome description</b> Assess the potential strategic risks posed to an organisation in a specific context</p> <p><b>Assessment conditions</b> Open-book conditions</p> <p><b>Example assessment format</b> Structured questions and risk assessment exercise</p>	<p><b>Outcome description</b> Develop a plan to manage identified risk</p> <p><b>Assessment conditions</b> Open-book conditions</p> <p><b>Example assessment format</b> Practical project planning and scheduling exercise using software</p>	<p><b>Outcome description</b> Plan a project using project management software</p> <p><b>Assessment conditions</b> Open-book conditions</p> <p><b>Example assessment format</b> Practical project planning and scheduling exercise using software</p>

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<b>SQA Advanced Certificate — Mandatory unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
<p>Business: Graded Unit 2 J5F7 48</p> <p>2 SQA Advanced credits</p>	<p><b>Outcome description</b></p> <p>There are no outcomes within a graded unit</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example Assessment format</b></p> <p>Three stage project investigation marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands</p>	<p><b>Outcome description</b></p> <p>There are no outcomes within a graded unit</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example Assessment format</b></p> <p>Three stage project investigation marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands</p>	<p><b>Outcome description</b></p> <p>There are no outcomes within a graded unit</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example Assessment format</b></p> <p>Three stage project investigation marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands</p>	<p><b>Outcome description</b></p> <p>There are no outcomes within a graded unit</p> <p><b>Assessment conditions</b></p> <p>Open-book conditions</p> <p><b>Example Assessment format</b></p> <p>Three stage project investigation marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands</p>

### 5.4.1 Digital literacy — Entry

Entrants to the SQA Advanced Certificate/Diploma in Business should have a good level of digital literacy prior to embarking on the course, as would be the case with literacy, numeracy and other core and human cognitive skills (see Section 4 *Recommended Entry to the qualifications*). This may be evidenced by prior achievement of lower-level units in digital subjects, either as options within group awards or on a stand-alone basis, or unaccredited or informal evidence. The majority of assessments will be word processed and centres are likely to make use of VLEs, and in the wake of the COVID-19 Pandemic, make more use of online and digital learning resources.

The SQA Advanced Certificate/Diploma year 1 unit, *Accounting for Business: An Introduction* (J9CR 47) recommends that spreadsheets are used to generate assessment evidence. This will require a basic level of familiarity with spreadsheets and arithmetic functions to perform basic calculations. Some knowledge of formatting would be an advantage, however blank templates may be provided by centres. If there is a shortfall in learners' level of knowledge and skills in relation to this, then short informal sessions may be provided to equip learners adequately. A formula sheet may also be provided as the unit assesses Accounting knowledge and skills, not the ability to manipulate spreadsheets.

There are a wide range of Computing and IT units that may be selected to complement and support delivery. These can be referred to in section 2.0 *Qualification Structures*. In terms of examples, *IT in Business: Word Processing, Spreadsheets and Databases: An Introduction* J3NL 46 could be used to equip learners with a good grounding in Spreadsheet design and functions, as well as developing Word Processing Skills which could be integrated with assessments that require report writing, in particular the unit *Communication: Business Communication* HT7K 47. As an alternative, or for progression into SQA Advanced Diploma year 2, there are more advanced optional units — *IT in Business: Spreadsheets* HP78 47 and *IT in Business: Word Processing and Presentation Applications* HP6G 47 at SCQF level 7 among others.

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### **5.4.2 Digital skills — Development**

Learners will engage with various forms of digital technology in the course of their learning and assessment and therefore naturally develop their knowledge and skills in these areas. There are mandatory units where SQA recommends, and is developing ASPs to encourage, use of digital technology to enhance these skills in tandem with the unit content. In addition there are a wide range of digital, IT and Computing optional units that can be selected to prioritise this area as they see fit.

#### **Spreadsheets**

*IT in Business: Spreadsheets* HP78 47 is significantly more advanced in complexity than the SCQF level 6 unit and is wider in scope being dedicated solely to spreadsheets. Again, learners may require some remedial learning to achieve the unit, however if delivered prior, or in tandem with the introductory Accounting unit, it could support learners remedial learning for the basic level of knowledge and skills needed to manipulate spreadsheets adequately to complete the Accounting assessments. Use of spreadsheets is mandatory in the Accounting unit *Management Accounting Using Information Technology* HR11 47, There is also potential for spreadsheets to be used with the unit *Preparing Financial Forecasts* J5B0 48.

#### **Word processing**

*IT in Business: Word Processing and Presentation Applications* HP6G 47 is also significantly more advanced and wider in scope than its SCQF Level 6 counterpart, but has benefits in terms of supporting and integrating report writing and business communication in various units that are assessed via formal business report writing (eg *Communication: Business Communication* HP75 47, *Business Fundamentals and Emerging Technologies* J5FK 47, *Managing Business Culture and Strategy* J5FL 48, *Economics: Micro and Macro Theory and Application* J5AX 48) as well as essay writing and referencing of sources.

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### **Presentation software**

Communication: Business Communication HP75 47, Business Fundamentals with Emerging Technologies J5FK 47, Managing Business Culture and Strategy J5FL 48 and Business Law: An Introduction J5AW 47 all have explicitly identified opportunities for the use of a presentation for assessment evidence and therefore the opportunity to develop knowledge and skills in the use of presentation software, be it, PC-based or online. SQA ASPs are in development that include presentation as an assessment instrument.

### **Social media**

The mandatory unit Business Fundamentals with Emerging Technologies J5FK 47 will cover this area (among other technologies) that is increasingly influential in the external environment and the way in which businesses operate. If centres wish to extend the focus on Social Media as part of their programmes there are optional units Digital Technologies for Administrators HP0M 47, Social Media J1GN 47 and Social Media for Business J1GP 48 available. Social Media can be integrated as part of delivery for Marketing: An Introduction HP6N 47 where a focus on digital marketing is recommended.

### **Extended digital pathways**

In addition to these examples there are a range of introductory units in IT, Digital and Computing Science designed for non-specialists that centres could select as a means of building on the topics in *Business Fundamentals with Emerging Technologies* J5FK 47 unit if they wish to develop a course with more emphasis on this area eg *Big Data* HR9T 47, *Cyber Resilience* J45W 47, *Data Security* J1S1 47, *Mobile Technology* HR8F 48, *E-Commerce Solutions* J5FE 48, *Artificial Intelligence* J1CD 47, *Internet of Things* J1CM 47, *Web Design: An Introduction* HT5J 47 etc. Such units should be delivered in the context of their impact on the business environment rather than focusing solely on technical aspects.

### **Practical Approaches to Digital Delivery**

The SQA Advanced Certificate/Diploma year 1 unit *Business Fundamentals and Emerging Technologies* J5FK 47 introduces a sample of digital topics in a holistic way, integrating them with their impact on the internal and external business environment and therefore on how business operate and must evolve in response to ceaseless change to thrive and survive. The unit also illustrates the growing opportunities for entrepreneurship via digital

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resources such as E-bay, Amazon and on-demand services that provide individuals with access to markets and means of production. Centres should expose learners to examples of these technologies in a hands-on practical environment as much as possible and encourage them to investigate them, ideally to explore ideas of their own. Assessment is designed to be learner-led, therefore learners will research such technologies and evaluate specific examples where emerging technology has disrupted or otherwise significantly impacted an industry or organisation. Evidence can be generated by means of a portfolio and offers a good opportunity to integrate with aspects of content across the SQA Advanced Certificate and Diploma to consolidate holistic knowledge and skills in managing businesses of all sizes, either in part or in self-employment.

Learners may use blogs or other online services such as Google Forms, Glide Apps and Voki to generate and record their evidence. Youtube videos or similar could be used to record verbal evidence in the form of presentations or professional discussion. There are a multitude of synergies across practical digital resources that could be incorporated into delivery and assessment.

## 6 Guidance on approaches to delivery and assessment

Suggested delivery schedules have been included in **Section 6.1** but the choice of delivery pattern is at the discretion of the centre. It is anticipated that centres will ensure that as much of the relevant mandatory content as possible is covered prior to commencing delivery of the graded unit.

Centres should ensure that when planning a course delivery programme, it reflects the needs and requirements of the learners. Centres will be able to customise course programmes through the optional section of the framework but should, wherever possible, develop delivery schedules that enable learners to build on knowledge and understanding and gain a holistic view of business.

The qualifications can be delivered in a number of ways:

- full-time
- full-time fast track
- day release
- part-time evening
- open learning
- online

A combination of these modes can also be used. For example, learners may wish to study on a half-day/one evening basis or combine evening, or day release study with some online or other open learning provision. Such combined mode study may enable learners to complete the awards within a shorter time period, for example it is possible to devise a combined mode programme to allow part-time students (who currently have a 12 credit SQA Advanced Certificate) to complete all the required credits for the SQA Advanced Diploma award in two years. For both the SQA Advanced Certificate and Diploma Group Award a similar approach can be used. However given that the SQA Advanced Diploma Group Award contains several units at SCQF level 8, greater emphasis is placed on learners working with less supervision in order to develop their analytical and research skills; therefore delivery and teaching should reflect this.

## **SQA Advanced Certificate/Diploma**

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

- lectures
- virtual learning environments
- problem based scenarios
- digital resources
- exploration of contemporary issues
- case studies
- group work
- projects
- investigations
- study packs

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

The evidence requirements within the mandatory units focus on the knowledge/skills that learners should perform/use and the assessment conditions are not prescribed in the majority of the units. This means that there is some flexibility as to when and how the evidence is gathered thereby reducing the possibility of assessing similar evidence on more than one occasion.

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**

As highlighted in the previous section there are many different potential modes of delivery. It is not possible to illustrate all possibilities for sequencing the delivery of units and the following examples are for illustrative purposes only, and are not exhaustive.

In both a two semester and three block delivery sequencing it is possible to teach double credit units over the whole year, or to double their teaching so they are completed over a shorter period. Centres need to consider the approach that will benefit their learners the most.

It is essential that units that require knowledge and understanding from other units are taught in the correct order. For example centres choosing to deliver *Research Skills* would deliver it before or in tandem with the start of *Business: Graded Unit 2*. It is possible to deliver SCQF level 8 units in year one and centres are advised to start the learners with level 7 units.

There are five units that contribute directly to the new *Business: Graded Unit 1* and it is essential that these units are taught prior to the assessment of the graded unit. In the two semester example that follows, the two credit units have been scheduled across the two semesters and it is important that when adopting such an approach that the centre ensures that all content directly related to *Business: Graded Unit 1* is delivered timeously so as not to adversely impact on learner performance in the examination.

When planning the sequencing of units in year 1 only 12 credits are needed for the SQA Advanced Certificate but many centres offer 15 credits in year 1 assuming learners will progress onto the SQA Advanced Diploma year. When following this plan the centre needs to decide which semester should contain 7 credits and which will have 8. There is no definitive correct answer with some centres preferring to ease learners into their course and offer 7 credits in semester 1, whilst others prefer to offer 8 credits in semester 1 in order to lighten the load round Graded Unit 1.

## SQA Advanced Certificate/Diploma

### Two Semester Delivery Option

#### SQA Advanced Certificate in Business (year 1 includes options to attain 15 credits for progression to year 2)

Key: N/A – not applicable

<b>Semester One</b>	<b>SQA Advanced Credits</b>	<b>Semester Two</b>	<b>SQA Advanced Credits</b>
<i>Marketing: An Introduction*</i>	1	<i>Business: Graded Unit 1</i>	1
<i>Accounting for Business: An Introduction*</i>	→	<i>Accounting for Business: An Introduction*</i>	2
<i>Managing People and Organisations*</i>	→	<i>Managing People and Organisations*</i>	2
<i>Business Fundamentals with Emerging Technologies*</i>	→	<i>Business Fundamentals with Emerging Technologies*</i>	2
<i>Economic Issues: An Introduction*</i>	1	Optional unit	1
<i>Communication: Business Communication</i>	1	Optional unit	1
Optional unit	1	Optional unit	1
		Optional unit	1

Total SQA Advanced Certificate credits = 15

\*Units directly contributing to Business: Graded Unit 1

## SQA Advanced Certificate/Diploma

### SQA Advanced Diploma in Business (year 2)

<b>Semester One</b>	<b>SQA Advanced Credits</b>	<b>Semester Two</b>	<b>SQA Advanced Credits</b>
<i>Managing Business Culture and Strategy</i>	→	<i>Managing Business Culture and Strategy</i>	2
<i>Economics: Micro and Macro Theory and Application</i>	1	<i>Economics: The World Economy</i>	1
<i>Business: Graded Unit 2</i>	→	<i>Business: Graded Unit 2</i>	2
<i>Business Law: An Introduction</i>	1	Optional unit	1
<i>Preparing Financial Forecasts</i>	1	Optional unit	1
<i>Project Management: Strategy, Decision Making and Risk</i>	→	<i>Project Management: Strategy, Decision Making and Risk</i>	2
Optional unit	1	Optional unit	1
		Optional unit	1

Total SQA Advanced credits = 15

## SQA Advanced Certificate/Diploma

### Three Block Delivery Option

Teaching over a three block year assumes a higher number of taught hours per subject each block than per semester in the semester system.

### SQA Advanced Certificate in Business (year 1 includes options to attain 15 credits for progression to year 2)

Block One	SQA Advanced Credits	Block Two	SQA Advanced Credits	Block Three	SQA Advanced Credits
<i>Managing People and Organisations*</i>	→	<i>Managing People and Organisations*</i>	2	<i>Business: Graded Unit 1</i>	1
<i>Marketing: An Introduction*</i>	1	<i>Economic Issues: An Introduction*</i>	1	<i>Communication: Business Communication</i>	1
<i>Business Fundamentals with Emerging Technologies*</i>	→	<i>Business Fundamentals with Emerging Technologies*</i>	2	Optional unit	1
<i>Accounting for Business: An Introduction*</i>	→	<i>Accounting for Business: An Introduction*</i>	2	Optional unit	1
Optional unit	1	Optional unit	1	Optional unit	1

Total SQA Advanced credits = 15

\*Units directly contributing to *Business: Graded Unit 1*

## SQA Advanced Certificate/Diploma

### SQA Advanced Diploma in Business (year 2)

Block One	SQA Advanced Credits	Block Two	SQA Advanced Credits	Block Three	SQA Advanced Credits
<i>Managing Business Culture and Strategy</i>	→	<i>Managing Business Culture and Strategy</i>	2	Optional unit	1
<i>Economics: Micro and Macro Theory and Applications</i>	1	<i>Economics: The World Economy</i>	1	Optional unit	1
Optional unit*	1	<i>Business: Graded Unit 2*</i>		<i>Business: Graded Unit 2*</i>	2
<i>Preparing Financial Forecasts</i>	1	<i>Business Law: An Introduction</i>	1	Optional unit	1
<i>Project Management: Strategy, Decision Making and Risk</i>	→	<i>Project Management: Strategy, Decision Making and Risk</i>	2	Optional unit	1

Total SQA Advanced credits = 15

\*It is common practice to integrate the unit *Research Skills* with *Business: Graded Unit 2*. This can be delivered before Graded Unit 2 or in tandem. When delivering in tandem it is common for centres to deliver Graded Unit 2 across the three blocks.

## **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:

- SQA Advanced 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 license 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 may be found on our website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

## **SQA Advanced Certificate/Diploma**

### **6.2.1 Professional recognition**

#### **Chartered Management Institute (CMI)**

Learners completing the SQA Advanced Diploma in Business are currently eligible for the Associate Grade of the Chartered Management Institute (CMI) with the designatory letters ACMI. SQA Advanced Diploma in Business graduates who also have three years management experience are currently eligible for the Member Grade with the designatory letters MCMI. For more information see <https://www.managers.org.uk/membership/become-a-member/>

#### **Chartered Banker Institute (CBI)**

The Chartered Institute of Bankers for Scotland currently accept holders of SQA Advanced Certificate and Diploma directly into their higher level qualification leading to MCIBS (Member of the Chartered Institute of Bankers in Scotland). For more information see <https://www.charteredbanker.com/>

#### **Chartered Institute of Management Accountants (CIMA)**

As of the 1 October 2020 CIMA accredited programmes will be given exemptions in line with the new global CIMA accreditation policy. Please see the following link for the list of qualification exceptions <https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/Scottish-Qualifications-Authority-9740/>

### **6.3 Opportunities for e-assessment**

Centres are encouraged to use new technologies to support and enhance the delivery and assessment of the SQA Advanced Certificate/Diploma in Business Group Awards. Unit content has been written as flexibly as possible to allow for a range of assessment methods, including e-technologies to be used. More information about online resources available via SQA's SOLAR project can be found at the website <https://www.sqasolar.org.uk/mini/27322.html>

### **6.4 Supporting materials**

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

## **6.5 Resource requirements**

Delivery of the SQA Advanced Certificate and Diploma in Business requires access to a range of up-to-date ICT equipment to facilitate and enable suitable learning, teaching and assessment. This includes access to the internet with as few restrictions as possible. Centres should keep up-to-date with developments in legislation and business practices relevant to the knowledge and skills within the group awards.

## 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](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All instruments of assessment used within these group awards 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](http://www.sqa.org.uk)).

## 8 Glossary of terms

**Embedded Core Skills:** 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:

- Candidates 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).

**Graded unit:** Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**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 candidates 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.

## **SQA Advanced Certificate/Diploma**

**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](http://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 SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and SQA Advanced Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced 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:** These contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** These refer to opportunities to develop Core Skills in learning and teaching, but are not automatically certificated.

## 9 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 Connect to confirm that they are using the most 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 candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date
05	Revision of Unit: Accounting for Business: An Introduction (J5FN 47) will finish on 31/07/2027 and has been replaced by Accounting for Business: An Introduction (J9CR 47) which started on 01/08/25	10/12/25
04	Addition of Optional Unit: The inclusion of J3J4 48 Contemporary Marketing Issues added to the optional section of ACD Business frameworks	19/06/24
03	Removal of Optional Unit: HP7A 48: Information and Communication Technology in Business removed from both frameworks.	06/03/23
02	Correction to Unit Title: The correct title of unit J5FC 47 is Sustainable Resource Management: Materials and Resources	22/11/22

**Acknowledgements** \*

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

**Further information**

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000.

Alternatively, complete our [Centre Feedback Form](#).

## **10 General information for learners**

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

The SQA Advanced Certificate and Diploma in Business Group Awards are designed to enable you to develop the skills and knowledge that will facilitate your entry to and development within the world of business. They will enable you to acquire skills and knowledge in key business functions such as Management, Marketing, and Finance as well as developing knowledge and skills in Economics, Communication, Problem Solving and the influence of technology on the business environment and businesses themselves.

The group awards also provide a grounding for those intending to, or interested in, starting their own business by integrating a Business Fundamentals unit with other topics within the group awards and exploring the digital business models that are available and emerging to facilitate access to markets and means of production. You will also complete an introductory Accounting unit to equip you to manage cash flow, inventory and how to cost and price products and services.

Towards the end of the SQA Advanced Certificate (or SQA Advanced Diploma year 1) you will complete a graded unit examination based on the subjects Economic Issues: An Introduction, Managing People and Organisations, Marketing: An Introduction, Business Fundamentals with Emerging Technologies and Accounting for Business: An Introduction.

The SQA Advanced Diploma introduces legal knowledge required to operate in a business environment, such as the different legal personalities a business can have and their legal implications, law of contract and consumer, employment and data protection law. The SQA Advanced Diploma builds on many of the topics in the SQA Advanced Certificate, while progressing to a higher level including managing business culture and strategy, project management and decision-making based on strategy and risk, preparing financial forecasts and building on Economic theory and application at micro and macro level as well as globally.

## ***SQA Advanced Certificate/Diploma***

Throughout the second year of the SQA Advanced Diploma you will complete a project based on an investigation of an organisation or issue affecting a number of organisations of your choice. The project will consist of three stages, planning, developing and evaluating. The project should draw on knowledge, skills and principles from a number of units across the SQA Advanced Diploma Group Award. You should receive some guidance from your lecturer in the choice of topic for your project investigation.

**Appendix 1: Mapping of meta-skills against the mandatory units of SQA Advanced Certificate and Diploma in Business**

**Mapping of meta-skills against the mandatory units of SQA Advanced Certificate in Business**

Key: Meta Skill is directly relevant to unit (✓), Meta Skill is not applicable to this unit (N/A)

**Self Management**

<b>Unit title</b>	<b>Focusing</b>	<b>Integrity</b>	<b>Adapting</b>	<b>Initiative</b>
Accounting for Business: An Introduction	✓	N/A	✓	N/A
Marketing: An Introduction	✓	N/A	✓	N/A
Economic Issues: An Introduction	✓	N/A	✓	N/A
Communication: Business Communication	✓	✓	✓	✓
Managing People and Organisations	✓	✓	✓	N/A
Business Fundamentals with Emerging Technologies	✓	N/A	✓	N/A
Business: Graded Unit 1	✓	N/A	✓	✓

## SQA Advanced Certificate/Diploma

### Social Intelligence

<b>Unit title</b>	<b>Communicating</b>	<b>Feeling</b>	<b>Collaborating</b>	<b>Leading</b>
Accounting for Business: An Introduction	✓	N/A	✓	N/A
Marketing: An Introduction	✓	N/A	✓	N/A
Economic Issues: An Introduction	✓	N/A	✓	N/A
Communication: Business Communication	✓	✓	✓	✓
Managing People and Organisations	✓	✓	✓	✓
Business Fundamentals with Emerging Technologies	✓	✓	✓	N/A
Business: Graded Unit 1	✓	N/A	✓	N/A

## SQA Advanced Certificate/Diploma

### Innovation

<b>Unit title</b>	<b>Curiosity</b>	<b>Creativity</b>	<b>Sense Making</b>	<b>Critical Thinking</b>
Accounting for Business: An Introduction	✓	✓	N/A	N/A
Marketing: An Introduction	✓	✓	N/A	N/A
Economic Issues: An Introduction	✓	✓	N/A	✓
Communication: Business Communication	✓	✓	N/A	N/A
Managing People and Organisations	✓	✓	N/A	N/A
Business Fundamentals with Emerging Technologies	✓	✓	✓	N/A
Business: Graded Unit 1	✓	✓	N/A	✓

## SQA Advanced Certificate/Diploma

### Mapping of the additional mandatory units of the SQA Advanced Diploma against meta-skills

Key: Meta Skill is directly relevant to unit (✓), Meta Skill is not applicable to this unit (N/A)

#### Self Management

Unit title	Focusing	Integrity	Adapting	Initiative
Economics: Micro and Macro Theory and Application	✓	N/A	✓	N/A
Economics: The World Economy	✓	N/A	✓	✓
Business: Graded Unit 2	✓	✓	✓	✓
Project Management: Strategy, Decision Making and Risk	✓	N/A	✓	N/A
Managing Business Culture and Strategy	✓	N/A	✓	N/A
Business Law: An Introduction	✓	N/A	✓	N/A
Preparing Financial Forecasts	✓	N/A	✓	N/A

## SQA Advanced Certificate/Diploma

### Social Intelligence

<b>Unit title</b>	<b>Communicating</b>	<b>Feeling</b>	<b>Collaborating</b>	<b>Leading</b>
Economics: Micro and Macro Theory and Application	✓	N/A	✓	N/A
Economics: The World Economy	✓	N/A	✓	N/A
Business: Graded Unit 2	✓	✓	✓	✓
Project Management: Strategy, Decision Making and Risk	✓	N/A	✓	N/A
Managing Business Culture and Strategy	✓	✓	✓	✓
Business Law: An Introduction	✓	N/A	✓	N/A
Preparing Financial Forecasts	✓	N/A	✓	N/A

## SQA Advanced Certificate/Diploma

### Innovation

<b>Unit title</b>	<b>Curiosity</b>	<b>Creativity</b>	<b>Sense Making</b>	<b>Critical Thinking</b>
Economics: Micro and Macro Theory and Application	✓	✓	N/A	N/A
Economics: The World Economy	✓	✓	✓	
Business: Graded Unit 2	✓	✓	✓	✓
Project Management: Strategy, Decision Making and Risk	✓	✓	✓	✓
Managing Business Culture and Strategy	✓	✓	N/A	N/A
Business Law: An Introduction	✓	✓	N/A	N/A
Preparing Financial Forecasts	✓	✓	✓	N/A

Per unit rationale for the mapping of the meta-skills

Unit: Accounting for Business: An Introduction

Self-Management	Meta-skill characteristics	Rationale
<b>Focusing</b> — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
<b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	Meta-skill characteristics	Rationale
<b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
<b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	All mandatory units can be delivered using learner-centred teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.

## SQA Advanced Certificate/Diploma

<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts	<ul style="list-style-type: none"><li>• Observation</li><li>• Questioning</li><li>• Information sourcing</li><li>• Problem recognition</li></ul>	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
<b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	<ul style="list-style-type: none"><li>• Imagination</li><li>• Idea generation</li><li>• Visualising</li><li>• Maker mentality</li></ul>	N/A

Unit: Marketing: An Introduction

Self-Management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
Social intelligence	Meta-skill characteristics	Rationale
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>
<p><b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems</p>	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	<p>All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.</p>

**SQA Advanced Certificate/Diploma**

<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<p><b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.</p>
<p><b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning</p>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.</p>

Unit: Economic Issues: An Introduction

Self-Management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
Social intelligence	Meta-skill characteristics	Rationale
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>
<p><b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems</p>	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	<p>All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.</p>

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<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<p><b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.</p>
<p><b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning</p>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.</p>
<p><b>Critical thinking</b> — The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions</p>	<ul style="list-style-type: none"> <li>• Deconstruction</li> <li>• Logical thinking</li> <li>• Judgement</li> <li>• Computational thinking</li> </ul>	<p>Learners will study a specific government policy, interpret the aim of the policy, and assess its effectiveness.</p>

**Unit: Communication: Business Communication**

<b>Self-Management</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<p><b>Focusing</b> — The ability to manage cognitive load by — filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Integrity</b> — Acting in an honest and consistent manner based on a strong sense of self and personal values</p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Ethics</li> <li>• Self-control</li> </ul>	<p>The Unit invites learners to be self-aware, exert self-control and respect others.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
<p><b>Initiative</b> — Readiness to get started and act on opportunities built on a foundation of self-belief</p>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Independent thinking</li> <li>• Risk taking</li> <li>• Decision making</li> <li>• Self-belief</li> <li>• Self-motivation</li> <li>• Responsibility</li> <li>• Enterprising</li> </ul>	<p>Learners are encouraged to think independently and be motivated to express their self-belief.</p>

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<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
<b>Feeling</b> — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Social conscience</li> </ul>	Opportunities exist for learners to express their feelings and views whilst appreciating those of others.
<b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
<b>Leading</b> — The ability to lead others by inspiring them with a clear vision and motivating them to realise this	<ul style="list-style-type: none"> <li>• Inspiring others</li> <li>• Influencing</li> <li>• Motivating others</li> <li>• Developing others</li> <li>• Change catalyst</li> </ul>	The unit involves presenting and responding to a complex oral presentation and provides an opportunity to inspire and influence others.
<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
<b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

**Unit: Managing People and Organisations**

<b>Self-Management</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Focusing</b> — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
<b>Integrity</b> — Acting in an honest and consistent manner based on a strong sense of self and personal values	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Ethics</li> <li>• Self-control</li> </ul>	The Unit requires learners to understand the importance of ethical practice within business and how it can be best applied.
<b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.

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<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Feeling</b> — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Social conscience</li> </ul>	The Unit helps develop learners understanding of different views and how best to accommodate other perspectives in the workplace.
<b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
<b>Leading</b> — The ability to lead others by inspiring them with a clear vision and motivating them to realise this	<ul style="list-style-type: none"> <li>• Inspiring others</li> <li>• Influencing</li> <li>• Motivating others</li> <li>• Developing others</li> <li>• Change catalyst</li> </ul>	The Unit content will cover the many aspects of management and allow learners to develop their own approaches to motivating and leading others.
<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
<b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Business Fundamentals with Emerging Technologies

Self-Management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
Social intelligence	Meta-skill characteristics	Rationale
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>
<p><b>Feeling</b> — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account</p>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Social conscience</li> </ul>	<p>Learners will engage with each other and evaluate different perspectives with regard to emerging technologies.</p>

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<p><b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems</p>	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	<p>All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.</p>
<p><b>Innovation</b></p>	<p><b>Meta-skill characteristics</b></p>	<p><b>Rationale</b></p>
<p><b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.</p>
<p><b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning</p>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.</p>
<p><b>Sense making</b> — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information</p>	<ul style="list-style-type: none"> <li>• Pattern recognition</li> <li>• Holistic thinking</li> <li>• Synthesis</li> <li>• Opportunity recognition</li> <li>• Analysis</li> </ul>	<p>Learners will research and evaluate emerging technologies in a rapidly changing and dynamic business environment.</p>

Unit: Business: Graded Unit 1

Self-Management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
<p><b>Initiative</b> — Readiness to get started and act on opportunities built on a foundation of self-belief</p>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Independent thinking</li> <li>• Risk taking</li> <li>• Decision making</li> <li>• Self-belief</li> <li>• Self-motivation</li> <li>• Responsibility</li> <li>• Enterprising</li> </ul>	<p>Learners must be enterprising, motivated and develop self-belief in preparing for the examination.</p>
Social intelligence	Meta-skill characteristics	Rationale
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>

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<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
<b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.
<b>Critical thinking</b> — The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions	<ul style="list-style-type: none"> <li>• Deconstruction</li> <li>• Logical thinking</li> <li>• Judgement</li> <li>• Computational thinking</li> </ul>	Learners will be provided with a case study profiling a business and its activities. They will have to evaluate and draw conclusions and answer a range of questions under examination conditions.

Unit: Economics: Micro and Macro Theory and Application

Self-Management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
Social intelligence	Meta-skill characteristics	Rationale
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>

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<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems	<ul style="list-style-type: none"> <li>Relationship building</li> <li>Team working and collaboration</li> <li>Social perceptiveness</li> <li>Global and cross-cultural competence</li> </ul>	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Information sourcing</li> <li>Problem recognition</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
<b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	<ul style="list-style-type: none"> <li>Imagination</li> <li>Idea generation</li> <li>Visualising</li> <li>Maker mentality</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

### Unit: Economics: The World Economy

<b>Self-Management</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Focusing</b> — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	<ul style="list-style-type: none"> <li>Sorting</li> <li>Attention</li> <li>Filtering</li> </ul>	All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.

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<b>Self-Management</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
<p><b>Initiative</b> — Readiness to get started and act on opportunities built on a foundation of self-belief</p>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Independent thinking</li> <li>• Risk taking</li> <li>• Decision making</li> <li>• Self-belief</li> <li>• Self-motivation</li> <li>• Responsibility</li> <li>• Enterprising</li> </ul>	<p>The assessment motivates learners to research topics, develop independent thinking and take responsibility for their learning and development.</p>
<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>
<p><b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems</p>	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	<p>All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.</p>

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<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<p><b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.</p>
<p><b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning</p>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.</p>
<p><b>Sense making</b> — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information</p>	<ul style="list-style-type: none"> <li>• Pattern recognition</li> <li>• Holistic thinking</li> <li>• Synthesis</li> <li>• Opportunity recognition</li> <li>• Analysis</li> </ul>	<p>Learners will assess information, identify trends and potential causes and assess their potential impact.</p>

Unit: Business Graded Unit 2

Self-Management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Integrity</b> — Acting in an honest and consistent manner based on a strong sense of self and personal values</p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Ethics</li> <li>• Self-control</li> </ul>	<p>The unit involves interaction with others including external organisations. Learners have to understand ethics and act honestly and with integrity.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
<p><b>Initiative</b> — Readiness to get started and act on opportunities built on a foundation of self-belief</p>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Independent thinking</li> <li>• Risk taking</li> <li>• Decision making</li> <li>• Self-belief</li> <li>• Self-motivation</li> <li>• Responsibility</li> <li>• Enterprising</li> </ul>	<p>Learners must independently complete an investigative project. The Unit fosters motivation and develops skills that require self-belief, responsibility and decision making.</p>

<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
<b>Feeling</b> — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Social conscience</li> </ul>	Learners have to conduct an investigative project with an open-mind, and must respect the views of others and be prepared to conclude on the basis of evidence rather than preconceived ideas and values.
<b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
<b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

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<b>Sense making</b> — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information	<ul style="list-style-type: none"><li>• Pattern recognition</li><li>• Holistic thinking</li><li>• Synthesis</li><li>• Opportunity recognition</li><li>• Analysis</li></ul>	Learners will undertake an investigative project that will involve collecting and analyzing data, interpreting and concluding.
<b>Critical thinking</b> — The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions	<ul style="list-style-type: none"><li>• Deconstruction</li><li>• Logical thinking</li><li>• Judgement</li><li>• Computational thinking</li></ul>	Learners will undertake an investigative project that will involve collecting and analyzing data, interpreting, concluding and making recommendations.

**Unit: Project Management: Strategy, Decision Making and Risk**

<b>Self-management</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Focusing</b> — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
<b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
<b>Social intelligence</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
<b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.

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Innovation	Meta-skill characteristics	Rationale
<p><b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.</p>
<p><b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning</p>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.</p>
<p><b>Sense making</b> — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information</p>	<ul style="list-style-type: none"> <li>• Pattern recognition</li> <li>• Holistic thinking</li> <li>• Synthesis</li> <li>• Opportunity recognition</li> <li>• Analysis</li> </ul>	<p>This Unit will involve the learners assessing complex information, interpreting the scenario and creating a project plan that addresses an issue whilst considering risk.</p>
<p><b>Critical thinking</b> — The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions</p>	<ul style="list-style-type: none"> <li>• Deconstruction</li> <li>• Logical thinking</li> <li>• Judgement</li> <li>• Computational thinking</li> </ul>	<p>Learners will study a complex business scenario, evaluate the situation and apply a strategy when developing a plan that considers risk.</p>

Unit: Managing Business Culture and Strategy

Self-management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
Social intelligence	Meta-skill characteristics	Rationale
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>
<p><b>Feeling</b> — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account</p>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Social conscience</li> </ul>	<p>Opportunities exist for learners to express their feelings and views whilst appreciating those of others, and assessing how best to foster a diverse and tolerant work culture.</p>

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<p><b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems</p>	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	<p>All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.</p>
<p><b>Leading</b> — The ability to lead others by inspiring them with a clear vision and motivating them to realise this</p>	<ul style="list-style-type: none"> <li>• Inspiring others</li> <li>• Influencing</li> <li>• Motivating others</li> <li>• Developing others</li> <li>• Change catalyst</li> </ul>	<p>Learners will study leadership and assess the importance of developing staff in an environment subject to change.</p>
<p><b>Innovation</b></p>	<p><b>Meta-skill characteristics</b></p>	<p><b>Rationale</b></p>
<p>Curiosity — The desire to know or learn something in order to inspire new ideas and concepts</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.</p>
<p>Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning</p>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.</p>

Unit: Business Law: An Introduction

Self-management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
Social intelligence	Meta-skill characteristics	Rationale
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>
<p><b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems</p>	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	<p>All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.</p>

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<b>Innovation</b>	<b>Meta-skill characteristics</b>	<b>Rationale</b>
<p><b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts</p>	<p>Observation Questioning Information sourcing Problem recognition</p>	<p>All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.</p>
<p><b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning</p>	<p>Imagination Idea generation Visualising Maker mentality</p>	<p>All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.</p>

Unit: Preparing Financial Forecasts

Self-management	Meta-skill characteristics	Rationale
<p><b>Focusing</b> — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change</p>	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Attention</li> <li>• Filtering</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.</p>
<p><b>Adapting</b> — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change</p>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Critical reflection</li> <li>• Adaptability</li> <li>• Self-learning</li> <li>• Resilience</li> </ul>	<p>All the mandatory SQA Advanced units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.</p>
Social intelligence	Meta-skill characteristics	Rationale
<p><b>Communicating</b> — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas</p>	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Listening</li> <li>• Giving information</li> <li>• Storytelling</li> </ul>	<p>All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.</p>
<p><b>Collaborating</b> — The ability to work in coordination with others to convey information and tackle problems</p>	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Team working and collaboration</li> <li>• Social perceptiveness</li> <li>• Global and cross-cultural competence</li> </ul>	<p>All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.</p>

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Innovation	Meta-skill characteristics	Rationale
<p><b>Curiosity</b> — The desire to know or learn something in order to inspire new ideas and concepts</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Information sourcing</li> <li>• Problem recognition</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.</p>
<p><b>Creativity</b> — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning</p>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Idea generation</li> <li>• Visualising</li> <li>• Maker mentality</li> </ul>	<p>All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.</p>
<p><b>Sense making</b> — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information</p>	<ul style="list-style-type: none"> <li>• Pattern recognition</li> <li>• Holistic thinking</li> <li>• Synthesis</li> <li>• Opportunity recognition</li> <li>• Analysis</li> </ul>	<p>This unit will require learners to make financial forecasts based upon an analysis of complex information and data.</p>