



# **SQA Advanced Diploma in Business with Marketing**

## **GT36 48**

### **Course Tutor Guide (International)**

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## SQA Advanced Diploma

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# **1 Introduction**

## **1.1 Purpose of Course Tutor Guide**

This guide is aimed at staff in SQA Approved Centres who are responsible for the SQA Advanced Diploma in Business with Marketing. It will assist you in the delivery, assessment and internal verification of the SQA Advanced Diploma by providing information on setting up a course, the course framework, centre support with course delivery, teaching plans and guidance on assessment of the units within the course. It also provides information about Core Skills, graded units, quality assurance and verification.

## 2 Setting up the course

As part of the approval process, centres are expected to have internal processes for liaising with appropriate parties. Liaison with SQA is normally via the centre's SQA Co-ordinator.

It is recommended that a course team is set-up by the institution/department appointed to oversee the delivery of the course. The course team should comprise of all tutors teaching on the course and one tutor should be nominated as course team leader.

The course team would have the responsibility for overseeing the quality of delivery on the course and to ensure that academic standards are maintained. The course team would also be responsible for monitoring student progress and determining the support required for individuals that are not progressing well.

The course team should meet to discuss matters relating to course delivery, assessment and internal verification on a regular basis (usually two/three times a year) to ensure that any action points are achieved and that the course is delivered efficiently and effectively. It is good practice to maintain a record of such meetings to ensure that any action points are noted and accomplished. This will benefit centres and their students by ensuring that all students achieve their full potential whilst maintaining the appropriate standards.

It is good practice for centres to maintain a library of master folders for each of the units within the course; these may be stored electronically as long as all relevant staff have access to them as and when required. Electronic files on a secure part of the centre's network/intranet are particularly appropriate if the award is delivered across different campuses allowing all tutors to access the most up-to-date materials wherever they are located.

The master folders should contain unit specifications, teaching materials (including details of learning, teaching and assessment plans; and if appropriate, details of any integration across either teaching of units or assessment), Assessment Support Packs and re-assessments. This enables new members of staff to access this valuable resource prior to, and during, delivery of the course.

It is good practice for tutors to familiarise themselves with the units and specific requirements of the assessments prior to the start of the course. Unit specifications set out the statement of standards and evidence required for achieving each unit, along with guidance on content and assessment. Assessment Support Packs provide an instrument of assessment for each unit and suggested marking scheme.

Assessment Support Packs **must** be kept secure at all times. In the case of assessments conducted under closed-book and/or supervised conditions, students are not permitted to remove any assessment instruction or their responses from the class. For open-book assessments, students are not permitted to share their responses with others.

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All tutors delivering this course have a collective responsibility to ensure that all students are supported in a manner that meets their individual needs as they progress through the course.

## 3 The SQA Advanced Diploma Structure

### 3.1 General SQA Advanced Diploma Qualification Framework

To be awarded an SQA Advanced Diploma, the student is required to achieve **30 SQA credits** with a mixture of SCQF level 7 and level 8 units.

Each unit is assigned an **SQA credit** value of either 1 or 2. This credit value is based approximately on 80 hours of study per credit which consists of 40 hours of structured learning and a further 40 hours of student led study to consolidate and reinforce learning.

Each unit is also assigned a **Scottish Credit and Qualifications Framework (SCQF) level and credit point value**. (See below for further details regarding the SCQF).

Each unit is assigned an agreed number of SCQF credit points. One point represents a notional 10 hours of study by the student at the identified level.

#### 3.1.1 The Scottish Credit and Qualifications Framework (SCQF)

The SCQF has 12 levels ranging from National 1 at SCQF level 1, up to Doctorate at level 12. The different levels indicate the level of difficulty of a particular qualification and the difference between levels is dependent on factors such as:

- ◆ the complexity and depth of knowledge and understanding.
- ◆ links to associated academic, vocational or professional practice.
- ◆ the degree of integration, independence and creativity required.
- ◆ the range and sophistication of application/practice.
- ◆ the role(s) taken in relation to other students/workers in carrying out tasks.

#### 3.1.2 SCQF level descriptors

The SCQF level descriptors outline the general outcomes of learning at SCQF levels under five broad headings:

- ◆ Knowledge and understanding (mainly subject based)
- ◆ Practice (applied knowledge and understanding)
- ◆ Generic cognitive skills (for example evaluation, critical analysis)
- ◆ Communication, numeracy and IT skills
- ◆ Autonomy, accountability and working with others

The descriptors allow broad comparisons to be made between the outcomes of any learning and allow students, employers and the public in general to understand the range of skills and learning that should be achieved at each level. SCQF levels are increasingly used in job advertisements to help employers articulate the skills they require for a particular role and to help potential employees to highlight their skills thus ensuring the right person gets the right job.



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For SQA Advanced Diploma courses each unit is also assigned an SCQF level. These levels indicate the degree of difficulty of the work for that unit.

SCQF level 6 is approximately equivalent to sixth year of compulsory secondary education. SCQF level 7 is approximately equivalent to first year of degree level study and SCQF level 8 is approximately equivalent to second year of degree level study.

SCQF level 7 might be the level of an introductory unit in a subject area and SCQF level 8 the level of the continuing unit.

Tutors involved in the delivery and assessment of units will find the SCQF level descriptors helpful in determining the appropriate level of difficulty/complexity required. For example:

The unit Economic Issues: An Introduction (J461 47) has an **SQA credit value of 1**. This represents 80 hours of teaching and learning.

These 80 hours equal **8 SCQF points** at **SCQF level 7** (1 point = 10 hours of learning).

The unit Economics: Micro and Macro Theory and Application (J5AX 48) follows on from Economic Issues: An Introduction (J461 47) and has an **SQA credit value of 1**. This represents 80 hours of teaching and learning.

These 80 hours equal **8 SCQF points** at **SCQF level 8**.

This means that the unit progresses the students' learning to a higher level.

The unit Marketing: An Introduction (HP6N 47) has an **SQA credit value of 1**. This represents 80 hours of teaching and learning.

These 80 hours equal **8 SCQF points** at **SCQF level 7** (1 point = 10 hours of learning).

The unit Marketing Planning: Domestic Market (HP09 48) follows on from Marketing: An Introduction (HP6N 47) and Marketing Practice: An Introduction (J1GM 47) and has an **SQA credit value of 2**. This represents 160 hours of teaching and learning.

These 160 hours equal **16 SCQF points** at **SCQF level 8**.

This means that students will take longer to study this unit and progresses the student's learning to a higher level.

### 3.2 Core Skills

The Core Skills are a group of five skills that are key to learning and working in today's world. Employers have identified Core Skills as those that are most likely to be needed in any work environment. This does not mean that every job will need people who are proficient in all five Core Skills but it does mean that every job will require some level of ability in some or all of these skills.

The five Core Skills are: Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving and Working with Others. Each Core Skill is available at levels 2 to 6 of the Scottish Credit and Qualifications Framework (SCQF). A brief description of each Core Skill is detailed below. A further description of each Core Skill at the SCQF levels 2–6 is available on the SQA's website:

[www.sqa.org.uk/sqa/37790](http://www.sqa.org.uk/sqa/37790)

#### 3.2.1 Communication

Communication skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying one's own thoughts, in interacting and conversing with others, in expressing thoughts and in conveying information, feeling and opinions.

The Core Skill in Communication has two components:

- ◆ Oral Communication
- ◆ Written Communication

#### 3.2.2 Numeracy

Numeracy skills are necessary for coping with the demands of everyday life, including work and study. People need to be comfortable with numbers, and with graphs, symbols, diagrams and calculators.

The Core Skill in Numeracy has two components:

- ◆ Using Graphical Information
- ◆ Using Number

#### 3.2.3 Information and Communication Technology (ICT)

Information and Communication Technology (ICT) focuses on the ability to use Information Technology (IT) to process information in ways which will be useful in work and in the home; it is not about developing IT specialists.

The Core Skill in Information and Communication Technology (ICT) has two components:

- ◆ Accessing Information
- ◆ Providing/Creating Information

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### **3.2.4 Working with Others**

Working with Others develops the skills needed to co-operate with others in learning and working situations to identify and achieve shared goals.

The Core Skill in Working with Others has two components:

- ◆ Working Co-operatively with Others
- ◆ Reviewing Co-operative Contribution

### **3.2.5 Problem Solving**

Problem Solving develops the skills needed for tackling issues and problems in personal, social, vocational and occupational contexts.

The Core Skill in Problem Solving has three components:

- ◆ Critical Thinking
- ◆ Planning and Organising
- ◆ Reviewing and Evaluating

A table illustrating where Core Skills and Core Skills components are signposted (opportunities to achieve identified) and embedded (achievement is automatically certificated) within the SQA Advanced Diploma in Business with Marketing is provided in Appendices 1a and 1b.

## **3.3 Graded units**

In the framework of every SQA Advanced Diploma there are 3 SQA credits of graded unit. There are graded units built into the framework towards the latter part of year 1 and year 2. Depending on the SQA Advanced Diploma, there may be three individual graded units of 1 SQA credit or there may be two graded units, a 1-credit and a 2-credit. The purposes of graded units are to:

- ◆ demonstrate that the student has achieved the principal aims of the group award.
- ◆ demonstrate the student's ability to integrate the knowledge and understanding gained from other units making up the group award.
- ◆ grade student performance.

Graded units are specific to the group award and reflect its principal aims. This means that they also clearly reflect the uniqueness of the title of the group award.

The allocation of grades is as follows:

Grade A: Student has achieved a mark of 70% or above.

Grade B: Student has achieved a mark of between 60% and 69%.

Grade C: Student has achieved a mark of between 50% and 59%.

F (Fail): Student has failed to reach the required standard and achieved a mark less than 50%.

## 4 SQA Advanced Diploma Business with Marketing

### 4.1 Target audience

The SQA Advanced Diploma in Business with Marketing is designed for students who wish to pursue a career in Marketing Management<sup>1</sup> or a range of general business/management positions.

The SQA Advanced Diploma in Business with Marketing is designed to equip students with an understanding of marketing issues and practices within a changing business environment. Marketing management professionals can have a variety of roles and duties or specialise in one area, depending on the size of the organisation.

The SQA Advanced Diploma in Business with Marketing enables students to progress to further academic and professional qualifications before embarking on their career.

The SQA Advanced Diploma Business with Marketing may allow students to progress to qualifications offered by professional bodies, such as the Chartered Management Institute and the Chartered Institute of Management Accountants (CIMA). Refer to Appendix 3: **Professional Body Recognition** for more detailed information.

### 4.2 Access to the course

As with all SQA qualifications, access will be at the discretion of the centre and the following recommendations are for guidance only. It should be noted that this qualification will be taught and assessed in English.

Some examples of appropriate formal entry qualifications are specified below. They are not exhaustive or mutually exclusive and may be offered in a variety of combinations:

- ◆ An appropriate level of skill in the English language.
- ◆ Experience in the use of IT applications software.
- ◆ Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may be acceptable, as would suitable industry standard qualifications at an appropriate level.

Mature students with suitable work experience may be accepted for entry provided the enrolling centre believes they are likely to benefit from undertaking the SQA Advanced Diploma.

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<sup>1</sup> Marketing Management is a business discipline which is focused on the practical application of marketing techniques and the management of a firm's marketing resources and activities.

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### **4.3 Aims of the course**

The SQA Advanced Diploma in Business with Marketing has a range of aims relating to academic and vocational progression. These are to:

- 1 Develop suitable competencies to enter a range of administrative, commercial or managerial positions in the field of Marketing Management.
- 2 Develop student competencies in Marketing Management to support their career aspirations.
- 3 Prepare students for progression to degree courses delivered by universities.
- 4 Develop skills for independent, life-long learning.
- 5 Develop and enhance transferable skills for employability and Core Skills.
- 6 Develop and enhance transferable skills in planning, organising, critical and evaluative thinking and enable the student to investigate business issues and problems in depth.
- 7 Develop intrapersonal and interpersonal skills relevant to a range of administrative, commercial or managerial positions in Marketing Management.
- 8 Develop communication and presentation skills.
- 9 Adopt an innovative and creative approach to their work and be able to respond quickly to challenges posed by changes in the business environment.
- 10 Develop the ability to work flexibly and co-operatively with others.

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### 4.4 SQA Advanced Diploma Business with Marketing Framework

The table below shows the whole framework of units for the SQA Advanced Diploma in Business with Marketing and includes their SQA credit values and SCQF levels.

Unit title	Unit code	Credit value	SCQF level
<b>Year 1</b>			
Accounting for Business: An Introduction	J5FN 47	2	7
Business Law: An Introduction	J5AW 47	1	7
Communication: Business Communication	HP75 47	1	7
Creating a Culture of Customer Care	HP73 47	1	7
Economic Issues: An Introduction	J461 47	1	7
Business Fundamentals with Emerging Technologies	J5FK 47	2	7
Managing People and Organisations	J4DK 47	2	7
Marketing Research Theory	HP0F 47	1	7
Marketing: An Introduction	HP6N 47	1	7
Marketing Practice: An Introduction	J1GM 47	1	7
IT in Business: Spreadsheets	HP78 47	1	7
Business with Marketing: Graded Unit 1	J5TJ 47	1	7
<b>Year 2</b>			
Economics: Micro and Macro Theory and Application	J5AX 48	1	8
Business Contractual Relationships	HP6X 47	1	7
Managing Business Culture and Strategy	J5FL 48	2	8
Economics: The World Economy	J5AY 48	1	8
Project Management: Strategy, Decision Making and Risk	J5FM 48	2	8
International Marketing: An Introduction	HP76 47	1	7
Marketing Research Applications	HW93 48	1	8
Marketing Planning: Domestic Market	HP09 48	2	8
Preparing Financial Forecasts	J5B0 48	1	8
Statistics for Business	J45Y 47	1	7
Business with Marketing: Graded Unit 2	J5TK 48	2	8

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### 4.5 Core Skills

All of the revised units within this award have been assessed and validated against the Core Skills 2013 framework.<sup>2</sup>

Successful students will exit from the SQA Advanced Diploma in Business with Marketing the following Core Skills profile:

<b>Core Skill</b>	<b>Certificated exit level</b>
Communication	SCQF level 6
Numeracy	SCQF level 6
Information and Communication Technology (ICT)	SCQF level 6
Problem Solving	SCQF level 6
Working with Others	No automatic certification, but opportunities for development arise in learning activities across the whole SQA Advanced Diploma.

A table illustrating where Core Skills and Core Skills components are signposted and embedded within the SQA Advanced Diploma in Business with Marketing is provided in appendices 1a and 1b.

### 4.6 Graded unit

Students will take a 1-credit graded unit at SCQF level 7 in the first year of the SQA Advanced Diploma Group Award, and a further 2-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 with Marketing: Graded Unit 1 (J5TJ 47) Examination at SCQF level 7, 1 SQA credit.

Business with Marketing: Graded Unit 2 (J5TK 48) Project Investigation at SCQF level 8, 2 SQA credits.

Further details are provided in section 8.3.

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<sup>2</sup> Core Skills Framework: an introduction (SQA, Glasgow, 2013)

## 5 Course delivery of an SQA Advanced Diploma

### 5.1 How the course is delivered

All tutors must ensure that they deliver this course using teaching methods that engage students in ‘active learning’ to encourage them to participate in the learning activities set. All SQA qualifications are designed to enable students to develop their knowledge and skills and then they are required to apply this new knowledge/skill to a new situation. Criterion-referenced assessments assume that all parties are fully informed of the criteria that students must achieve and the assessment conditions under which the students carry out the assessment activity.<sup>3</sup>

To ensure that students are fully prepared it is essential that tutors provide as many opportunities as possible for students to be actively engaged throughout the learning process. Students should:

- ◆ be fully informed of the criteria they must achieve.
- ◆ be offered a range of learning activities to research, analyse and apply new knowledge/skills to new situations.
- ◆ be offered opportunities to experience the type of activity that they will be required to carry out as part of the summative assessment.
- ◆ be able to critically evaluate their personal contribution and to receive feedback from the tutor on how to enhance their understanding.

Tutors should develop a learning, teaching and assessment plan for each unit within the course and provide activities that students should undertake.

Each unit should have a master folder containing the unit specification, teaching materials, the teaching and assessment plan along with Assessment Support Packs and re-assessments. The teaching materials and teaching plan should provide details of activities that students should undertake. Typically they include activities such as small group/whole class discussion, group problem solving, for example analysing a case study and offering solutions based on the new learning, group project work to find examples, to research new knowledge and to present their findings to their fellow students.

The following is a list of learning activities but it is not exhaustive:

- ◆ Lectures
- ◆ Tutorials
- ◆ Study packs
- ◆ Problem-based scenarios
- ◆ Case studies
- ◆ Group/team work
- ◆ Online materials
- ◆ IT-based teaching materials
- ◆ Projects

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<sup>3</sup> For further information about different assessment activities — whether they be for formative or summative purposes, tutors may wish to read SQA’s Guide to Assessment (Publication code AA4147)



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- ◆ Quizzes
- ◆ Research and presentation of findings to fellow students
- ◆ Role play
- ◆ Short response questions, multiple-choice questions
- ◆ Create questions for other students with answers

Tutors should consider the nature of the assessment method as well as the assessment content when planning learning activities so that students are appropriately prepared.

It is the tutor's/lecturer's responsibility to explain to students what is required of them and then to direct, encourage, co-ordinate and support them to complete the activity. It is also the tutor's responsibility to ensure the resources needed are available to students. Materials should be reviewed on a regular basis to ensure they are still relevant.

Some activities could require students to work in pairs or small groups to discuss issues or to solve a given problem. Other activities could require the student to undertake some independent research outwith the classroom and to bring their findings to the next lesson and present this to the class in a report or presentation format. Some units will require the student to undertake independent reading and students should be prepared to discuss key issues within the classroom as organised and led by the tutor.

In practical skills classes, students should be directed to use practice exercises to enable them to become proficient. Tutors may demonstrate the skill first and then coach the students individually when unsure. In terms of developing independent students, in the case of information technology, students should be encouraged to independently use the online Help facilities within applications. It should be noted that even in practical classes, students should be encouraged to work in small groups and to support one another as part of the learning process; by explaining to another, a student has to reformulate and communicate the learning point, thus deepening their own learning.

When undertaking group work, students should be encouraged/directed to work with different groups each time they attempt a new task so that they get to know and work with a wide range of individuals. The groups should be given clear task activities. Tutors/lecturers should note the various roles assigned to the group members and they should set a time limit for the completion of the task.

At the end of each activity tutors should make time to receive feedback from each group so that they can assess knowledge and understanding and use the feedback session to repeat important key points and to clear up any misunderstandings. Tutors must also provide feedback to students on their performance in activities, et cetera.

Where centres have access to electronic resources such as Virtual Learning Environments, Blogs, Wikis, et cetera; tutors are encouraged to use these collaborative tools in the learning process.

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As students work through each unit in the course, they will be expected to:

- ◆ listen to instructions given to them by their tutors.
- ◆ listen to exposition and lessons given by their tutors.
- ◆ read sections of the guides as directed by their tutors.
- ◆ participate in a range of practical exercises and activities including case studies, extended response and short response questions, research and presentation.
- ◆ carry out these tasks individually, in pairs, small groups or whole class.
- ◆ test their own knowledge and understanding by completing self-assessed questions where the answers are provided.
- ◆ test their own knowledge and understanding by completing activities and submitting them to their tutors for feedback.
- ◆ receive feedback from tutors on activities that have been reviewed.
- ◆ reflect on their own learning and identify areas to develop.

### 5.2 Support for students

All tutors delivering on a course have a collective responsibility to ensure that all students are supported in a manner that meets their individual needs as they progress through the course.

Each individual tutor has a role to monitor individual students' understanding and progress at unit level and feed comments to the course team. At individual unit level, tutors may wish to use a range of mechanisms to support students and to establish if students are progressing well on the course.

## 6 SQA Advanced Diploma Business with Marketing course delivery

### 6.1 Teaching plan

The units that make up this group award are listed in section 6.2: **Overview of units**.

This section: **Teaching plan**, provides a **suggested** delivery schedule for the units and highlights the best way to sequence the units over two years. SQA strongly recommends that all centres follow one of the suggested delivery schedules as these have been designed to ensure that the appropriate subjects are delivered within the academic year and in a logical order.

When constructing this teaching plan consideration was given to the following points:

- ◆ Year 1 contains units which are mainly at SCQF level 7.
- ◆ Year 2 contains units which are mainly at SCQF level 8.
- ◆ There is a natural progression from some of the units delivered in year 1 (SCQF level 7) to equivalents being delivered in year 2 (SCQF level 8).
- ◆ Some units are 2-credit and thought must be given as to whether the unit should be covered in one semester or across the whole year.
- ◆ The graded units completed at the end of years 1 and 2 draw content from some of the other units. The units that contribute to the graded units must be delivered prior to assessment of these graded units, to ensure that sufficient learning has taken place to provide the students with a fair opportunity to achieve the graded unit at an appropriate grade.

Students will study 15 credits worth of units in each year. The weighting of these units will depend on the relationship of the relevant unit to others in terms of prior knowledge needed and/or complementary knowledge.

#### **Rationale for the suggested delivery schedules**

Two suggested delivery schedules have been given for year 1 and year 2 of the SQA Advanced Diploma in Business with Marketing: option A and option B.

The majority of the SCQF level 7 units have been included in year 1, so that students are provided with introductory knowledge and understanding of the main business areas: accounting, economics, information technology, communication and marketing.

The majority of the units in year 2 are SCQF level 8 units that will develop on the knowledge and understanding gained in year 1. Students will be able to extend their management skills through study of organisational culture and business strategy and focus on their selected specialism of marketing. There will be further development of key topics such as finance, law, world economy, statistics, ICT and management skills.

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### 6.1.1 Year 1: Suggested delivery schedule

#### Year 1: Option A

Semester 1	Semester 2
Managing People and Organisations (J4DK 47): SCQF level 7, 2 SQA credits	
Accounting for Business: An Introduction (J5FN 47): SCQF level 7, 2 SQA credits	
Business Fundamentals with Emerging Technologies (J5FK 47): SCQF level 7, 2 SQA credits	
Marketing: An Introduction (HP6N 47): SCQF level 7, 1 SQA credit	Creating a Culture of Customer Care (HP73 47): SCQF level 7, 1 SQA credit
Economic Issues: An Introduction (J461 47): SCQF level 7, 1 SQA credit	IT in Business: Spreadsheets (HP78 47): SCQF level 7, 1 SQA credit
	Communication: Business Communication (HP75 47): SCQF level 7, 1 SQA credit
Business Law: An Introduction (J5AW 47): SCQF level 7, 1 SQA credit	Marketing Research Theory (HP0F 47): SCQF level 7, 1 SQA credit
Marketing Practice: An Introduction (J1GM 47): SCQF level 7, 1 SQA credit	Business with Marketing: Graded Unit 1 (J5TJ 47): SCQF level 7, 1 SQA credit
<b>Seven units studied: seven at SCQF level 7 (4 credits completed; three units partially completed).</b>	<b>Eight units studied: eight at SCQF level 7 (11 credits completed).</b>

#### Rationale for year 1 (option A)

Option A spreads the 2-credit units Managing People and Organisations (J4DK 47), Accounting for Business: An Introduction (J5FN 47) and Business Fundamentals with Emerging Technologies (J5FK 47) over two semesters. This may assist students with the completion of their graded unit as tutors can integrate teaching and students will have better retention of information.

The prominence of open-book assessment and infrequency of examinations in many units means students may need more practice in exam techniques. Tutors should need less time for revision and be able to focus more on exam technique and study skills. The unit Economic Issues: An Introduction (J461 47) is assessed through a pass or fail examination and provides a valuable opportunity for students to prepare how best to tackle an examination ahead of the Business with Marketing: Graded Unit 1 examination at the end of semester 2.

The two introductory Marketing units are included in semester 1: Marketing: An Introduction (HP6N 47) and Marketing Practice: An Introduction (J1GM 47); giving students an earlier introduction to their specialism.

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### Key features of year 1 (option A)

- ◆ Able to introduce more subjects in semester 1.
- ◆ Variety may increase student motivation.
- ◆ Able to integrate teaching with Graded Unit 1.
- ◆ More time in Graded Unit 1 to focus on exam techniques.
- ◆ Fewer units completed in semester 1.

### Year 1: Option B

Semester 1	Semester 2
Managing People and Organisations (J4DK 47): SCQF level 7, 2 SQA credits	Marketing Practice: An Introduction (HP6N 47): SCQF level 7, 1 SQA credit
Marketing: An Introduction (HP6N 47): SCQF level 7, 1 SQA credit	Creating a Culture of Customer Care (HP73 47): SCQF level 7, 1 SQA credit
Accounting for Business: An Introduction (J5FN 47): SCQF level 7, 2 SQA credits	Marketing Research Theory (HP0F 47): SCQF level 7, 1 SQA credit
Business Fundamentals with Emerging Technologies (J5FK 47): SCQF level 7, 2 SQA credits	Business Law: An Introduction (J5AW 47): SCQF level 7, 1 SQA credit
Economics Issues: An Introduction (J461 47): SCQF level 7, 1 SQA credit	IT in Business Spreadsheets (HP78 47): SCQF level 7, 1 SQA credit
	Communication: Business Communication (HP75 47): SCQF level 7, 1 SQA credit
	Business with Marketing: Graded Unit 1 (J5TJ 47): SCQF level 7, 1 SQA credit
<b>Five units studied: five at SCQF level 7, (8 credits completed).</b>	<b>Seven units studied: seven at SCQF level 7, (7 credits completed).</b>

### Rationale for year 1 (option B)

Option B offers students a good foundation in semester 1, ensuring students have the required knowledge and skills to complete the Graded Unit 1 in semester 2.

Some units need to be delivered in sequence during year 1:

The unit Economic Issues: An Introduction (J461 47) is the introductory economics unit and so must be delivered to students before the subsequent units Economics: Micro and Macro Theory and Application (J5AX 48) and Economics: The World Economy (J5AY 48) in year 2. It is very important that students achieve the first unit before starting their second year unit. The unit Economic Issues: An Introduction (J461 47) is assessed through a pass or fail examination and provides a valuable opportunity for students to prepare how best to tackle an examination ahead of the Business with Marketing: Graded Unit 1: Examination at the end of semester 2.

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The unit Marketing: An Introduction (HP6N 47) is delivered to students before they study Marketing Practice: An Introduction (J1GM 47). This will provide students without a background in marketing an overview of the key functions before studying topics in more detail.

Communication: Business Communication (HP75 47) is particularly important as it not only teaches skills for the workplace but also enables students to critically read and understand complex written communication and produce well-structured, written reports on complex issues. This will be particularly useful for students and help them prepare for assessment in their other subjects.

All five units that contribute to Business with Marketing: Graded Unit 1 (J5TJ 47) are scheduled for delivery and completion in semester 1 and this is the key difference between options A and B. Three of the contributing units are 2 SQA credits each and centres need to carefully consider whether students will best cope with the 2-credit units being fully delivered and completed in a single semester, or whether they should be spread over two semesters as in option A.

Delivering 2-credit units in a single semester can lead to a bunching of assessments causing excessive workloads for the students, and centres when adopting an option B approach have to carefully plan when assessments and reassessments will take place.

### Key features of year 1 (option B)

- ◆ Fewer subjects in each semester.
- ◆ Earlier completion of units.
- ◆ Helps students to focus and builds confidence and motivation through earlier completion of units.
- ◆ All subjects for Graded Unit 1 covered in semester 1.
- ◆ More revision time may be required for Graded Unit 1 as key subjects have been completed in semester 1.

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### 6.1.2 Year 2: Suggested delivery schedule

#### Year 2: Option A

Semester 1	Semester 2
Managing Business Culture and Strategy (J5FL 48): SCQF level 8, 2 SQA credits	
Project Management: Strategy, Decision Making and Risk (J5FM 48): SCQF level 8, 2 SQA credits	
Marketing Planning: Domestic Marketing (HP09 48): SCQF level 8, 2 SQA credits	
Preparing Financial Forecasts (HP70 48): SCQF level 8, 1 SQA credit	Statistics for Business (J45Y 47): SCQF level 7, 1 SQA credit
Economics: Micro and Macro Theory and Application (J5AX 48): SCQF level 8, 1 SQA credit	Economics: The World Economy (J5AY 48): SCQF level 8, 1 SQA credit
Marketing Research Applications (HW93 48): SCQF level 8, 1 SQA credit	International Marketing: An Introduction (HP76 47): SCQF level 7, 1 SQA credit
	Business Contractual Relationships (HP6X 47): SCQF level 7, 1 SQA credit
Business with Marketing: Graded Unit 2 (J5TK 48): SCQF level 8, 2 SQA credits	
<b>Seven units studied: seven at SCQF level 8, (3 credits completed, four units partially completed).</b>	<b>Eight units studied: 3 at SCQF level 7, five at SCQF level 8 (12 credits completed).</b>

#### Rationale for year 2 (option A)

Managing Business Culture and Strategy (JF5L 48) is spread over two semesters and this allows students to spread their research over a longer period.

Marketing Planning: Domestic Market (HP09 48) is spread across two semesters and this could increase student motivation within the marketing specialism.

Project Management: Strategy, Decision Making and Risk (J5FM 48) is also spread over two semesters.

The spreading of the 2-credit units over two semesters allows for some single credit units to be delivered and assessed in semester 1 with the remainder in semester 2.

#### Key features of year 2 (option A)

- ◆ More subjects introduced in semester 1.
- ◆ Variety may increase student motivation.
- ◆ More time for Graded Unit 2 research.
- ◆ Fewer units completed in semester 1.

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### Year 2: Option B

Semester 1	Semester 2
Managing Business Culture and Strategy (J5FL 48): SCQF level 8, 2 SQA credits	Economics: The World Economy (J5AY 48): SCQF level 8, 1 SQA credit
Economics: Micro and Macro Theory and Application (J5AX 48): SCQF level 8, 1 SQA credit	Preparing Financial Forecasts (J5B0 48): SCQF level 8, 1 SQA credit
Marketing Research Applications (HW93 48): SCQF level 8, 1 SQA credit	
Project Management: Strategy, Decision Making and Risk (J5FM 48): SCQF level 8, 2 SQA credits	
Business Contractual Relationships (HP6X 47): SCQF level 7, 1 SQA credit	Statistics for Business (J45Y 47): SCQF level 7, 1 SQA credit
International Marketing: An Introduction (HP76 47): SCQF level 7, 1 SQA credit	Marketing Planning: Domestic Market (HP09 48): SCQF level 8, 2 SQA credits
Business with Marketing: Graded Unit 2 (J5TK 48): SCQF level 8, 2 SQA credits	
<b>Seven units studied: 2 at SCQF level 7, five at SCQF level 8 (6 credits completed, two units partially completed).</b>	<b>Six units studied: one at SCQF level 7, five at SCQF level 8 (9 credits completed).</b>

### Rationale for year 2 (option B)

The majority of units in year 2 are level 8 units.

International Marketing: An Introduction (HP76 47) builds on Marketing: An Introduction (HP6N 47) and Marketing Practice: An Introduction (J1GM 47) and develops students' knowledge and understanding in a range of marketing areas. It is followed by Marketing Planning: Domestic Market (HP09 48), as students will benefit from their increased confidence and knowledge/skill range when developing and delivering a marketing programme. Completion of Marketing Research Applications (HW93 48) in semester 1 provides students with a greater understanding of marketing issues that should assist in the completion of the Business with Marketing: Graded Unit 2 (J5TK 48) project.

Managing Business Culture and Strategy (J5FL 48) develops the business management skills introduced in year 1 in Managing People and Organisations (J4DK 47). It is completed in semester 1 and this may help students integrate their research for their Graded Unit 2: Project.

Business with Marketing Graded Unit 2 (J5TK 48) is spread over two semesters, giving students more time to complete their project. This reduces pressure on them and helps learning, as they have more time to work with organisations and appreciate the practical application of their course.



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Project Management: Strategy, Decision Making and Risk (J5FM 48) is spread over two semesters and as it develops competencies in evaluating business information, assessing risk and developing a project plan should support completion of Graded Unit 2.

### Key features of year 2 (option B)

- ◆ Fewer subjects in each semester.
- ◆ Earlier completion of units.
- ◆ Builds confidence and motivation through earlier completion of these units.
- ◆ More time to research Graded Unit 2.

## 6.2 Overview of units

An overview of each unit delivered within years 1 and 2 is given below. However, tutors should refer to the unit specification for full details of the Knowledge and/or Skills to be covered and evidence requirements. The evidence requirements clearly state the type of evidence required, the standard of evidence required and any conditions of assessment. The unit specification also contains guidance on the delivery and assessment of the unit.

### Year 1 units

#### Accounting for Business: An Introduction (J5FN 47)

This 2-credit unit focuses on the knowledge and skills students are likely to require for management of small organisations and in self-employment. In addition to some basic book-keeping and financial statements students will benefit from gaining an understanding of how prices for products and services are calculated to ensure margins on products/services, and the importance of controlling costs and inventory.

There are four outcomes in this unit. Assessments should be conducted under supervised conditions, timing is at the discretion of the centre but a maximum of 90 minutes per learning outcome is recommended, and all assessments will be marked using a threshold cut-off score.

Students are expected to complete the tasks using IT packages and blank templates should be provided. For those students who choose not to use a suitable IT package hard copy pro-forma documentation should be provided by centre.

Outcome 1 will introduce students to quoting for business in both a retail and manufacturing business environment. You will explore things such as volume discount, overhead absorption and profit margin in this outcome.

Outcome 2 deals with the important concept of inventory control and valuation using different techniques. Students will become familiar with the different methods and documentation associated with this and the effect that inventory control has on the profit of the business.

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Outcome 3 introduces basic bookkeeping concepts and some of the related documentation to give students an insight into how businesses manage their cash as well as sales and purchases on credit.

Outcome 4 brings all of this together in the form of financial statements for the business. Students will be able to see whether the business has made a profit or loss and what the financial position of the business is. There will also be the opportunity to explore how some of the aspects in the earlier outcomes impact on these statements and how profit and financial position can be improved through greater understanding of those.

### **Business Law: An Introduction (J5AW 47)**

This 1-credit unit is designed to introduce the student to several aspects of law that they may encounter in a commercial environment. The unit must introduce Scottish law to the student and differentiate the powers of Holyrood and Westminster. It explores the different legal entities of business, contract law, and key features of the laws surrounding employment and the consumer. The unit is primarily intended for students who require a general awareness of legal matters in a business context and on successful completion is not intended to render students competent to apply the law unaided.

There are three outcomes.

Outcome 1 will involve students outlining four areas of law affecting business today including consumer, employment and contract law, and Data Protection legislation.

Outcome 2 requires an explanation of the law of contract including the creation of a contract, defective contracts, misrepresentation and breach of contract.

Outcome 3 involves comparing and contrasting the legal characteristics of the various types of business organisations including sole traders and partnerships, private limited companies, public limited companies and the third sector.

To offer a balanced approach to assessment it is suggested that outcome 1 uses an open-book approach which could require the student to develop a series of information posters, leaflets, podcasts or videos. Outcome 2 may be assessed by responses to a series of small case studies. Assessment of this outcome should be supervised but open-book. Outcome 3 should also be an open-book activity. It is suggested students deliver a presentation (live or recorded) demonstrating their understanding of legal entities. This approach will allow students to demonstrate their ability to retain knowledge, and also their ability to present learning and research in a flexible and transferrable manner appropriate to the demands of early-career environments.

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### **Communication: Business Communication (HP75 47)**

This 1-credit unit is designed to help students analyse, summarise, evaluate and produce complex written communication. It also develops students' skills in presenting and responding to complex oral business information. It is recommended this unit be taught and assessed within the Business subject area. The practical skills developed and assessed in this unit may be integrated with other units.

There are three outcomes, which may be integrated with elements of the course requiring the analysis and production of complex written and/or oral communication.

Outcome 1 analyses and evaluates complex written business information and develops skills in reading and analysing complex text, summarising key information and evaluating the suitability of written text for its purpose.

Outcome 2 assists students in the production of complex written business documents. It covers selection of relevant information, sequencing for impact and effectiveness, appropriateness of language and style for formal business documents. Within the documents spelling, punctuation and grammar should be accurate. Students are also required to reference sources.

Outcome 3 requires students to present and respond to complex oral information in a business context. Students will plan and deliver an input to a formal business related event. The event may take the form of a meeting, event, webinar, et cetera.

It is possible to integrate outcome 2 and outcome 3, combining the report and meeting/event. Tutors should be advised setting up the meetings/events can be time consuming and it is recommended the report is marked at key stages and students given constructive feedback. For each outcome, assessment is undertaken in open-book conditions. Centres should ensure the authenticity of students' work.

### **Creating a Culture of Customer Care (HP73 47)**

This 1-credit unit enables students to recognise and evaluate effective customer care. The unit emphasises that customer care is a key area of importance and value to organisations and is, therefore, critical to the work of every employee.

There are two outcomes and student evidence can be gathered in a variety of ways, for example presentations, case study analysis, structured questions, oral questioning, e-portfolio, et cetera.

Outcome 1 focuses on the analysis of the factors which contribute to a culture of customer care and the achievement of high standards of customer care.

In outcome 2 students apply these principles to an organisation and evaluate its customer care strategy.

There is scope to link assessment to other units.

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### **Economic Issues: An Introduction (J461 47)**

This unit introduces students to fundamental issues in economics with a particular emphasis on the business environment. Students will consider the basic economic problem, how consumers and other economic agents address this problem, and how markets can be used to allocate resources. Students are introduced to the operation of markets and actions that can be taken to help avoid market failure. The unit introduces the theory of National Income and the circular flow of income model.

Students are required to analyse complex information on national policies and their application.

In outcome 1 students are required to explain the allocation of resources within the economy. In this they will cover aspects such as the basic economic problem, opportunity cost, determinants of demand and supply, interaction of demand and supply, and price and income elasticity.

In outcome 2 students are required to explain the theory of National Income. In this they will cover areas such as circular flow of income, injections and withdrawals, multiplier, measures of national income, difficulties in measuring national income, comparison of national income between countries and national income growth measured in monetary and real terms.

In outcome 3 students are required to explain and evaluate the role of government policy in correcting market failures. In this they will cover the role of government in correcting market failures, current Government policy, Government policy instruments, and evaluation of Government policy.

Evidence for this unit will be generated using a closed-book examination with a standard completion time of 90 minutes completed under supervised conditions. The examination will contain questions that cover all three outcomes with an appropriate balance of marks allocated to the questions for each outcome. To achieve this unit a student must gain a minimum of 50% of the available 60 marks in the examination in order to pass the unit. There are no gradings applied to the results and no remediation is permitted.

Where reassessment has to take place a different set of questions must be used on the second sitting.

The evidence requirements section of the unit specification sets out criteria which must be complied with when assessing this unit.

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### **Business Fundamentals with Emerging Technologies (J5FK 47)**

This 2-credit unit is designed to emphasise the vital impact that change in internal and external business environments have on the success or failure of business organisations and the overwhelming driving force that current and emerging technologies are playing in driving this. Business organisations that fail to evolve and adapt their models to the changing environment, be it technology, or other internal and external factors will not succeed. This unit is designed therefore to endow students with the knowledge, skills, and critical and entrepreneurial thinking to be able to visualise and appraise changes and opportunities in the business environment to allow theirs and other business organisations to survive and thrive.

Outcome 1 will help students to develop a broad overview of the trading environment that UK business must work within. Students should get a sense of the fundamental factors of the UK marketplace and be able to contextualise this in relation to the global marketplace. The use of recent and current industry and news articles will assist in keeping this outcome current and will also encourage students to become familiar with finding good sources of business data.

Outcome 2 will help students capture the dynamic nature of the internal working environment and provide a contrast to the external focus of outcome 1. Students should be able to identify their own demographic cohort and identify the types of people who fall into the other categories. Diversification should be an exciting area and the use of current internet resources will help bring this to life. This outcome provides valuable opportunities for group discussion and the sharing of experiences.

Outcome 3 will develop understanding of the need and reliance by organisations on data to inform business activity. There will be discussion around management of data and its use leading to exploring the ethical and security aspects of this. The use of case studies will be really helpful here to bring this to life. Business resilience has become extremely important and again case studies will be useful here too.

Evidence can be generated using different types of assessment. Outcomes may be assessed on an open-book or controlled condition basis either individually or combined and a possible format could be a project/portfolio for outcome 1, a report for outcome 2 and a presentation for outcome 3.

### **IT in Business: Spreadsheets (HP78 47)**

This 1-credit unit is designed to develop an understanding of spreadsheet design and how to use spreadsheet features and functions for practical use within a business organisation. There are three outcomes and open-book conditions should be used for the assessment.

Students are required to design and create a spreadsheet to meet the needs of a business. This may be based on a hypothetical case study or real-life situation. Students must apply statistical functions and present information in an appropriate format including graphically. Students are also required to evaluate the information acquired and comment meaningfully on the implications for the business.

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It is possible to carry out assessment for all outcomes (1, 2 and 3) using a single case study broken down into a number of smaller tasks. The assessment evidence may be presented in a variety of forms, for example hard copies of screenshots, e-portfolio, stored on data stick, et cetera.

### **Managing People and Organisations (J4DK 47)**

This 2-credit unit consists of three outcomes and is designed to enable students to gain an understanding of different approaches to managing an organisation in today's dynamic and complex business environment. It will introduce students whether intending to or working in an administrative, commercial or management role to current management theories and practice to enable them to use these to evaluate organisational effectiveness.

In outcome 1, students focus on the importance of organisation structure and design in relation to its environment. Students will study types of organisation, forms of structure, design models, environmental factors, organisational goals, objectives and policies and organisational theory.

In outcome 2, students will analyse factors that influence workplace performance. They will consider theoretical models and relate to employee performance and motivation. Teamwork should be encouraged and students given the opportunity to reflect on factors contributing to their team's performance in tasks set.

In outcome 3, students will analyse factors that influence managerial performance. They will examine the roles and activities of managers, ways to measure managerial performance, theories of leadership and issues relating to ethical practice. There is scope to integrate with outcome 2 and use team tasks to assist with research activities and help students explore the effectiveness of different leadership styles.

Assessment may take place on an outcome by outcome basis and the unit specification defines the evidence requirements for this approach. Alternatively a holistic assessment may be used combining the three outcomes in a single essay type format with a cut-off score and a reduced number of evidence requirements.

### **Marketing Practice: An Introduction (J1GM 47)**

This 1-credit unit, consisting of four outcomes, is designed to give students an understanding of marketing practice and the key marketing decisions that organisations face to achieve corporate objectives in this digital era. It is strongly recommended that the unit Marketing: An Introduction (HP6N 47) is passed before progression to this unit, as some of the aspects within Marketing: An Introduction (HP6N 47) are covered more in-depth here.

Each of the four outcomes deals with a different aspect of the marketing mix.

Outcome 1 looks at the product decisions of an organisation.

Outcome 2 examines how an organisation makes pricing decisions.

Outcome 3 covers the distribution decisions of an organisation.

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Outcome 4 looks at the external marketing communications decisions of an organisation.

It is recommended that this unit be assessed by a separate assessment for each outcome. Each outcome may be assessed by a set of structured questions based on a case study or other stimulus material. Ideally the same case study/stimulus material will be used for all assessments. Assessment will be conducted under supervised open-book conditions. The assessments will require the students to apply marketing theory to business situations.

### **Marketing Research Theory (HP0F 47)**

This 1-credit unit is designed to give students an understanding of the key theoretical concepts and ideas underpinning marketing research. This unit is intended as an introduction to Marketing Research Theory or as a precursor to more specialised marketing research units such as Marketing Research Applications (HW93 48). The emphasis is therefore on understanding rather than application; students are not required to undertake marketing research as part of this unit.

This is the third Marketing unit studied in year 1 of the SQA Advanced Diploma in Business with Marketing and expands on the introduction to market research covered in Marketing: An Introduction (HP6N 47) delivered in semester 1. Although students are not required to undertake marketing research as part of this unit, they will be given the underpinning theoretical concepts and ideas of marketing research.

Outcome 1 looks at the role and nature of marketing research as an important part of the marketing activity (information source for decision making). It covers the steps in the marketing research process, the industry use of research briefs and proposals, and the nature and structure of the industry (agencies/in-house, co-operation of respondents, ethics, code of practice, et cetera).

Outcome 2 looks at the key methodologies used in marketing research; secondary research, primary, observation, qualitative and quantitative research and finally experimentation. In addition to understanding the different research methodologies, students should be aware of the advantages and disadvantages of each method in relation to the type of data to be collected.

Outcome 3 covers sampling techniques and questionnaire design, including using up to date digital online technology.

Assessment for outcome 1 can take a variety of forms, for example it could be set of structured questions requiring extended responses, completed under controlled conditions. But other instruments of assessment can also be used.

Outcome 2 is assessed is on a sample basis with students explaining three research methodologies. This must include secondary research, plus two other research methodologies included in the evidence requirements. This assessment must be completed in restricted open-book and supervised conditions. Students must not know in advance which research methodologies that they will be assessed on. Different research methodologies should be sampled on each assessment occasion.

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Outcome 3 may be assessed by a market research brief or case study; with students asked to select and justify an appropriate sampling method, and then design an appropriate questionnaire to meet the objectives of the brief. Students must use up to date digital online technology when designing their questionnaire.

### Marketing: An Introduction (HP6N 47)

This 1-credit unit gives a broad introduction to marketing. There are two outcomes which should be incorporated in an integrated project. Students are required to produce a report which explains the nature of marketing and the marketing decisions taken in relation to an organisation of their choice.

The report should include an introduction that provides some brief information about the organisation they have chosen and the key characteristics of the marketing concept. Students will be required to explain the organisation's micro and macro environment. Students will explain why market research is important for the organisation, and two examples of how the organisation could collect and use market research. The examples must include one qualitative and one quantitative technique. The report will then cover an explanation of the importance and benefits of market segmentation and targeting to the organisation and the process that the organisation may use to segment and target the market. An explanation of marketing theory, supported by examples of the following, should also be included:

- ◆ Product mix decisions that the organisation has taken.
- ◆ Place: how the organisation makes the product or service available to the customer, for example channels of distribution.
- ◆ The pricing methods used by the organisation.
- ◆ The organisation's Promotional mix.
- ◆ The importance to the organisation of the role of People, Process and Physical evidence in the marketing of products or services.

The report should also show how the organisation's marketing mix responds to changing market conditions.

The unit may be assessed in a variety of ways, for example by a separate assessment for each outcome. Both assessments may take place under controlled conditions and be designed to encourage students to relate marketing theory to relevant examples. Alternatively, there is the opportunity to integrate the assessment of outcomes 1 and 2. This could be done under open-book conditions and would be based on a case study, project or other stimulus material.



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### **Business with Marketing: Graded Unit 1 (J5TJ 47)**

This 1-credit unit will provide evidence that students have met the aims of the first year of the group award. It assesses the student's ability to integrate knowledge and skills and problem solving across five of the first year units.

The purpose of this unit is to enable students to draw information from across a number of units to solve a range of business problems. Students will consolidate their understanding of mandatory units and develop problem solving and analytical skills, as well as learning to apply their knowledge to new situations. This is designed to enhance students' ability to apply what they have learned to broader, more dynamic real-life situations.

This graded unit is assessed by a closed-book examination of three hours, split into two papers featuring a combination of mandatory and optional questions.

Achievement of the unit is graded A, B or C. The pass mark is 50%.

See section 8.3 for full details.

### **Year 2 units**

#### **Economics: Micro and Macro Theory and Application (J5AX 48)**

In year 2, the introductory unit in Economics: Economic Issues: An Introduction (J4DK 47) is followed by the higher level unit Economics 1: Micro and Macro Theory and Application (J5AX 48). It is strongly recommended that the introductory unit in Economics is passed before progression to this unit.

This 1-credit is designed to build on students' knowledge of the microeconomic and macroeconomic environment. The unit exposes them to microeconomic and macroeconomic applications of theory. The unit allows the introduction of current issues in economics including mainstream and non-mainstream theories, and their application. The unit provides an opportunity for students to assess and evaluate macroeconomic issues and related policy.

There are two outcomes for this unit.

Outcome 1 introduces the costs of the firm in both the short run and the long run including fixed, variable, total, average and marginal costs. Students will study factors that influence costs in both the short run and the long run including the law of diminishing returns, economies and diseconomies of scale. The characteristics of the spectrum of market structures such as monopoly, oligopoly and perfect competition are investigated and students are introduced to the objective of profit maximisation and alternative motivations.

Outcome 2 introduces students to the macro economic environment, issues and government policy including strains and synergies which drive macroeconomic policy. Students will assess and evaluate issues affecting the larger economic environment and how government has to make decisions based on alternative scenarios and policy options. Students will study in particular the unit focuses on the problems of unemployment and inflation which have affected the UK economy in the past.

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Assessment of outcome 1 comprises an investigative exercise that will be completed under open-book unsupervised conditions. The assessment of outcomes 2 is in the form of an investigative assignment report that will be completed under open-book unsupervised conditions.

### **Business Contractual Relationships (HP6X 47)**

This 1-credit unit develops students' knowledge of the law as it applies to the business environment. It examines consumer legislation, the law in employment and the Law of Obligations.

This unit has three outcomes:

Outcome 1 explains the key statutory provisions relating to consumer protection; Sales of Goods, Unfair Contract Terms, Consumer Credit, False and Misleading Trade Descriptions and Product Liability.

Outcome 2 explains the key elements of the law in employment; contract of employment, dismissal and termination, discrimination.

Outcome 3 explains the key elements of the law of obligation; general principles of delict, negligence and defences.

Assessment for all three outcomes may be based on case studies. Assessments may be integrated. Students may compile responses from their own research. Useful websites are [www.acas.org.uk](http://www.acas.org.uk) and [www.gov.uk](http://www.gov.uk).

### **Managing Business Culture and Strategy (J5FL 48)**

This 2-credit unit builds on Managing People and Organisations (J4DK 47) from year 1 and is designed to enhance students' understanding of business strategy and how it can be developed and managed within the culture of an organisation. It highlights the dynamic nature of the business environment and the role that business strategy and organisational culture can play in improving the long-term performance of an organisation.

There are four outcomes with this unit with two assessments.

Outcome 1 assesses the relationship between organisational culture and organisational behaviour.

Outcome 2 allows students to study and explain the influence of business strategy on organisational behaviour.

Outcome 3 explains how to manage a changing business strategy effectively.

Outcome 4 analyses the behavioural skills and techniques required to manage a business strategy.

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A holistic approach will be taken for the assessment of outcomes 1, 2 and 3 and the assessment will take the form of an open-book investigative report based on questions linked to the evidence requirements for each outcome. Students should be provided with, or directed to, information about an organisation and its environment.

Outcome 4 requires the student to prepare and deliver a screen-based presentation for an audience consisting of at least one person and lasting no longer than 10 minutes. The purpose of the presentation will be to advise newly appointed Managers on the behavioural skills and techniques required during the strategic planning process.

### **Economics: The World Economy (J5AY 48)**

This 1-credit unit is designed to build further on students' knowledge of the microeconomic and macroeconomic environment by introducing them to the world economy. The unit introduces students to key features of the global economic environment, including consideration of the basic elements of international trade theory, international payments, institutions of the world economy, economies undergoing change and multinational enterprises. The unit provides an opportunity for students to analyse and evaluate these issues and concepts while utilising their research skills.

Outcome 1 introduces the basic elements of international trade theory and policy where students are introduced to the interrelationships between countries showing how international transactions take place. This theory and policy should be investigated using current examples from international trading. Students will explore the case for and against free trade, consider protectionism and examine the role of the WTO, IMF and World Bank.

Outcome 2 builds on the examination of the movement of goods and services. Students will be introduced to the way in which world trade is financed, the measurement of the UK balance of payments, patterns in trade and different exchange rate systems. This outcome will help students to develop their analytical skills when reviewing statistical information.

Outcome 3 focuses on groups of countries and their classification, and the issues that they have to confront in a globalised economy. Students will develop their knowledge of economies which are at different stages of economic development and the challenges and issues which they face.

Outcome 4 allows for the exploration of MNEs and their important role in the world economy. The outcome begins with a definition of such firms and an examination of their characteristics after which students are invited to examine the significance of the MNEs to the world economy by investigating current examples of well-known brands allowing students to put this learning into context.

Assessment can be undertaken by using one or more instruments of assessment which will allow students to develop their research skills. An investigative approach is encouraged that will require students to gather, analyse and evaluate evidence that they can present in an assignment report with a portfolio of evidence or through an oral presentation with supporting documentary evidence.

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### **Project Management: Strategy, Decision Making and Risk (J5FM 48)**

This 2-credit unit is designed to develop students' understanding of the process of project management in the workplace. Students will be required to consider the importance of information in order to make strategic decisions while assessing risks and their relative impact. Students will interpret data, apply project management theories, create a project plan and demonstrate a level of competency with project management software.

There are four outcomes:

Outcome 1: students are required to evaluate the role of business information in decision-making.

Outcome 2: students are required to assess the potential strategic risks posed to an organisation in a specific context.

Outcome 3: students are required to develop a plan to manage identified risk.

Outcome 4: students are required to plan a project using project management software.

Assessment of outcomes 1, 2 can be linked, using an appropriate case study with outcome 3 being based upon the same case or an expanded case scenario. Outcome 4 is a practical activity based on a project plan devised in outcome 3 and involves the initiation of a project plan on project management software.

### **International Marketing: An Introduction (HP76 47)**

This 1-credit unit, with two outcomes, is designed to provide students with a basic knowledge of the marketing techniques applicable to different international markets. Efforts should be made to incorporate a variety of assessment techniques such as written reports, projects, oral presentations, role plays and case studies.

In outcome 1 students are required to explain and justify reasons for international market selection; describe information sources for international market selection; outline international markets in terms of political, sociological, technological and environmental (PESTEL) factors; and explain an international marketing selection process.

In outcome 2 students are required to evaluate methods of accessing international markets and explain and justify decision making criteria for entry to international markets.

An integrative approach to assessment is encouraged. There is an opportunity to integrate the assessment for outcomes 1 and 2, or alternatively, a separate assessment covering each outcome could be used. Whether assessment of outcomes is integrated or assessed separately all evidence requirements within the unit must be covered.

Students could be given appropriate scenarios in the form of case studies on which to base extended responses to cover the requirements of the unit.

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### **Marketing Research Applications (HW93 48)**

This 1-credit unit is designed to enable the student to apply marketing research applications. It is designed to follow on from the unit Marketing Research Theory (HP0F 47). It extends the students, theoretical knowledge and give them a more practical understanding of the subject of marketing research.

There are three outcomes in this unit.

In outcome 1 students are required to conduct a qualitative research project. They will be required to produce a qualitative brief, use appropriate qualitative research options and appropriate qualitative research tools. They will also cover sampling methods for qualitative research and qualitative research data.

In outcome 2 students will plan a research survey. To do this they will produce a research survey brief by using an appropriate questionnaire while using sampling methods for survey research. Methods of questionnaire administration will also be covered.

In outcome 3 students will be required to process a research survey.

Delivery/assessment should introduce students to the realities of the post questionnaire completion stage by analysing survey data using statistical techniques including questionnaire-generated data and questionnaire findings.

Assessment for this unit can either be per outcome or partially integrated to facilitate a more holistic approach. Outcome 1 and 2 could be based around the same case study where, for example, a two-step research programme is required with data generated through qualitative research (outcome 1) being used to aid in the questionnaire construction (for outcome 2).

For outcome 3, centres could provide students with 'off-the-shelf' questionnaire results for analysis purposes. Alternatively, students could carry out the research survey designed for outcome 2 and use this as their raw data. If this is the case, the brief used for outcome 2 will need to take this into account, by making sure the research required is achievable by the student on the basis of a small-scale research survey. It is strongly recommended that students work with at least 30 completed questionnaires if this option is selected.

The realities and practicalities of conducting a piece of qualitative research should be reflected in assessments.

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### **Marketing Planning: Domestic Market (HP09 48)**

This 2-credit unit, consisting of five outcomes, is designed to enable students to evaluate the current marketing environment and develop a marketing plan suitable for the domestic market.

It requires students to research and develop a one year marketing plan required to launch a new or modified product. Students should be encouraged to make use of their own experience, particularly any work experience/placements. These could be discussed in relation to current good practice.

Outcome 1 focuses on the relationship between the marketing role, marketing analysis, marketing strategy and marketing programmes.

In outcome 2 students will be required to conduct a marketing audit.

In outcome 3 students will be required to elect and justify a strategy used to secure a competitive advantage.

Outcome 4 looks at marketing mix decisions covering product positions, brand strategies and digital technologies.

Outcome 5 looks at control systems for marketing planning. It covers the marketing budget and setting targets and review/evaluation.

The unit will be assessed by the production of a marketing plan for a new or modified product. This can be produced in stages in line with each individual outcome.

### **Preparing Financial Forecasts (J5B0 48)**

This 1-credit financial unit contains three outcomes and is designed to enable students to develop an understanding of the use of management accounting information within a business organisation. It provides students with the skills required to prepare basic management accounting reports. In addition, the unit will also enable students to learn the financial techniques used for making decisions in relation to budgeting, control and investment decision making.

Outcome 1 covers the preparation of budgets within a manufacturing environment. Students will prepare a sales budget from given data, a production budget and a cash budget covering a minimum period of six months.

Outcome 2 introduces marginal costing techniques and the concept of cost behaviour. The outcome covers fixed and variable costs, break-even analysis and the concept of limiting factors. Students will present their findings graphically using a spreadsheet package and make a recommendation to management on the best course of action based on their analysis.

Outcome 3 looks at the application of investment appraisal techniques; both traditional and discounted cash flow, costing concepts and the effects of taxation on a project. Students will use the results of their analysis to make a recommendation to management.

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Students are encouraged to use a spreadsheet package in all outcomes to complete the calculations, and a word processing package for reports and recommendations.

The learning outcomes of this unit will be assessed separately.

### **Statistics for Business (J45Y 47)**

This 1-credit unit of three outcomes introduces students to statistical concepts and descriptive statistics used in business.

In outcome 1 students will be required to explain statistical techniques for collecting data. Areas to be covered are sources of data, data collection methods, sampling methods and types of data.

In outcome 2 students will be required to use statistical techniques to analyse data, interpret data and produce forecasts. Areas to be covered are measures of central location and dispersion, displaying data, scatter diagrams, correlation and forecasting, and analysis and interpretation of data.

In outcome 3 students will be required perform hypothesis testing. Areas to be covered are normal distribution, confidence intervals, hypothesis testing and type 1 and 2 errors.

Evidence can be generated using different types of assessment. The assessment for outcome 1 will have an appropriate and defined error tolerance for each evidence requirement. An appropriate threshold score for attainment will be set for the assessments for outcomes 2 and 3.

### **Business with Marketing: Graded Unit 2 (J5TK 48)**

This 2-credit unit will provide evidence that students have met the specific aims of the group award.

It will be assessed by a project-based investigation. The project will involve the investigation of a business issue and the assessment of its implications for a business or a number of businesses.

The purpose of this unit is to enable students to draw information from across a number of units to solve a range of business problems. The term 'business' refers to any organisation operating in the private, public or third sector of the economy. Students will consolidate their understanding of mandatory units and develop problem solving and analytical skills, as well as learning to apply their knowledge to new situations. This is designed to enhance students' ability to apply what they have learned to broader, more dynamic real-life situations.

Achievement of the unit is graded A, B or C. The pass mark is 50%.

### 6.3 Opportunities for integration of units

It is envisaged that where possible centres will deliver these qualifications awards in an integrative manner to help the students appreciate the connections between the various subjects.

Integration means identifying opportunities to combine areas of learning or assessment. This could mean devising one lesson that includes teaching two related topics or devising one assessment task which assesses more than one outcome. A single assessment task could assess more than one outcome from a unit, or could bring outcomes from different units together in one task. This approach can reduce the overall number of assessment tasks needed, which is beneficial for students and for tutors.

For example, in the unit Communication: Business Communication (HP75 47), outcome 2 requires students to produce complex written business documents (which can be one or more documents) of approximately 1,500 words but which must conform to a range of standards. The content of the 'complex written business documents' are not stated and it would, therefore, be possible to select a topic from another theory-based unit, for example, Marketing: An Introduction (HP6N 47) or Managing People and Organisations (J4DK 47) to form the basis of a 'formal business report'. In this way two outcomes are assessed in a single assessment activity.

In some units there is a degree of flexibility in how units are assessed and opportunities to integrate assessment will in part be dependent on the assessment formats selected.

Other opportunities to integrate assessment as well as the integration of delivery may be possible.



## 7 Assessment in an SQA Advanced Diploma award

### 7.1 Assessment in learning and for certification

Assessment is the process of evaluating a student's learning.

Assessment takes place throughout the learning and teaching processes as well as the final assessment for certification. It can take many forms (for example: practical exercises, case studies, extended response questions) and can be used for different purposes, including identifying prior knowledge, identifying gaps in learning, providing feedback to students as well as measuring student attainment.

Assessment as part of the learning process is called **formative** assessment. It provides developmental feedback to a student and tutors so that they can adjust their plan for future learning. It is not recorded for external purposes. **Formative** assessment is often called 'Assessment for learning'.

**Summative** assessment is carried out for the purpose of certification. Through **summative assessment**, students provide evidence to demonstrate that they can achieve the evidence requirements detailed in the statement of standards of the relevant unit specification. It is generally undertaken at the end of a learning activity or programme of learning and is used to make a judgement on the student's overall attainment.

### 7.2 Assessment planning of an SQA Advanced Diploma

All SQA Advanced Diploma qualifications are **summatively assessed** using a mix of continuous unit assessment and graded unit assessments. It is helpful for students, the course team and the internal verifiers if the course team if they have an overview of when summative assessments are likely to occur. It is, therefore, common practice for a course team, prior to the start of course delivery to agree the overall learning, teaching and assessment plan for the course. Part of this process requires tutors to agree when each unit in the course will be **summatively assessed**.

In situations where units of a course are being delivered in parallel, it is important that course teams make sure that the assessment load placed on students is manageable, although it is recognised that by its very nature summative assessments will occur towards the end of learning.

### 7.3 Planning the unit summative assessment

For each unit, it is helpful for tutors/assessors to draw up a unit assessment plan which:

- ◆ describes what is to be assessed.
- ◆ notes what assessment methods will be used.
- ◆ describes how the assessments are to be administered, for example practical, online, et cetera.
- ◆ defines opportunities for integrating assessment.
- ◆ provides a timetable for when the assessment will take place.
- ◆ notes arrangements that need to be made to take account of additional support needs or prior learning.
- ◆ describes the measures to be taken to ensure that the evidence produced is authentic and current.
- ◆ describes how and when requirements for record-keeping and quality assurance processes will be met.

### 7.4 Negotiating summative assessments with the students

Ultimately, it is up to the tutor to determine when a student is ready for summative assessment (within the agreed time constraints of the course timetable). A good way of gauging if a student is ready for assessment is to use a **practice assessment** (a final formative assessment which mirrors the summative assessment in terms of assessment method and an aspect of the evidence requirement where appropriate but it must not contain the same task detail as the summative assessment).

The tutor can use this assessment to identify the level of an individual student's competence and the outcome can help the tutor determine if the student is ready to attempt the summative assessment or if the student still has gaps in knowledge and understanding that need to be addressed through further work.

It is good practice to communicate assessment plans to students as early as possible in the course so that they know what to expect. A copy of the **proposed Course Assessment Plan** may be given to students at the start of the course, often during course induction. Thereafter, it is up to each tutor to make sure that students receive early warning of when assessment is likely to take place.

### 7.5 Summative Assessment Support Packs

Assessment Support Packs are produced by SQA and are made available to centres for all units in this SQA Advanced Diploma. Assessment Support Packs are intended solely for the purpose of assessment of students against the standards given in the unit specifications. **They must not be released prior to the assessment or be distributed for any other purpose. It is the centre's responsibility to maintain the security of all Assessment Support Packs. This includes retaining all Assessment Support Pack material within centres after assessment has taken place.**

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A unit Assessment Support Pack will contain:

- ◆ details of the conditions under which the assessment is to be carried out.
- ◆ assessment tasks for each outcome.
- ◆ a marking scheme or model answer.
- ◆ checklists (where appropriate).

It is vital that tutors:

- ◆ adhere to the conditions for the assessment, that is open-book, closed-book, controlled conditions.
- ◆ mark assessments consistently in line with the marking scheme or model answer provided.
- ◆ keep all Assessment Support Packs secure so that they can be used for future student assessments.

Once the student has completed the summative assessment, it is good practice for tutors to mark their work quickly and provide constructive feedback.

### **7.6 Accounting units: summative Assessment Support Packs: Error Tolerance Guidance**

Within some Accounting units an error tolerance is allowed within the assessments whilst in some a cut-off score is specified. The unit specification and Assessment Support Pack, for each unit will state the approach to be used. In those units using an error tolerance approach the unit specification and Assessment Support Pack states the number of errors allowed for each outcome. Errors are classified as either an 'arithmetic/computational error' or an 'error principle'. Appendix 4: **Error Tolerance Guidance Notes** contains further guidance.

## 8 SQA Advanced Diploma in Business with Marketing Assessment Strategy and Plan

### 8.1 SQA Advanced Diploma in Business with Marketing Assessment Strategy

Most units can be assessed using different formats, whilst some such as the graded units have a prescribed format. 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.

Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Accounting for Business: An Introduction J5FN 47</b>  2 SQA Unit credits	<b>Outcome description</b> Produce a quotation for a potential customer, building in the required level of profit.	Complete inventory control documentation and arrive at a value for inclusion in the financial statements.	Prepare bookkeeping records for a business.	Prepare basic financial statements from accounting information for internal use.
	<b>Assessment conditions</b> Supervised conditions, cut-off score with access to a provided spreadsheet blank template.	Supervised conditions, cut-off score with access to a provided spreadsheet blank template.	Supervised conditions, cut-off score with access to a provided spreadsheet blank template.	Supervised conditions, cut-off score with access to a provided spreadsheet blank template.

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Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Business Law: An Introduction</b> <b>J5AW 47</b>  1 SQA Unit credit	<b>Outcome description</b> Outline the significance of four areas of law affecting business today.	Explain the law of contract.	Compare and contrast the legal characteristics of the various types of business organisations.	
	<b>Assessment conditions</b> Open-book conditions.	Supervised open-book conditions.	Open-book conditions.	
<b>Communication: Business Communication</b> <b>HP75 47</b>  1 SQA Unit credit	<b>Outcome description</b> Analyse and evaluate complex written business information.	Produce complex written business documents.	Present and respond to complex oral information in a business context.	
	<b>Assessment conditions</b> Open-book conditions. Analyse, summarise and evaluate a complex text.	Open-book conditions. Write complex business documents totalling a minimum of 1,500 words.	Open-book conditions. Plan for and take part in a formal presentation or meeting.	

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Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Creating a Culture of Customer Care</b> <b>HP73 47</b>  1 SQA Unit credit	<b>Outcome description</b> Analyse factors contributing to a culture of customer care.	Evaluate the customer care strategy of an organisation.		
	<b>Assessment conditions</b> Open-book, restricted response questions.	Open-book. Report linked to case study.		
<b>Economic Issues: An Introduction</b> <b>J461 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain the allocation of resources within the economy.	Explain the theory of National Income.	Explain and evaluate the role of government policy in correcting market failures.	
	<b>Assessment conditions</b> Supervised closed-book conditions, combined outcomes examination.	Supervised closed-book conditions, combined outcomes examination.	Supervised closed-book conditions, combined outcomes examination.	

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Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Marketing Research Theory HP0F 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain the role and nature of marketing research.	Explain market research methodologies.	Demonstrate the use of digital, online market research tools.	
	<b>Assessment conditions</b> Extended response questions. Restricted open-book (access to some notes).	Extended response questions. Restricted open-book (access to some notes).	Practical task: design a questionnaire using digital software.	
<b>Business Fundamentals with Emerging Technologies J5FK 47</b>  2 SQA Unit credits	<b>Outcome description</b> Explain contemporary factors influencing the external business environment.	Explain contemporary factors affecting the internal business environment.	Discuss the impact of current technology on business operations.	
	<b>Assessment conditions</b> Open-book conditions, portfolio.	Open-book conditions, report.	Open-book conditions, presentation.	

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Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>IT in Business: Spreadsheets HP78 47</b>  1 SQA Unit credit	<b>Outcome description</b> Design and create a spreadsheet to meet the needs of a business.	Apply statistical functions and present information in an appropriate format.	Present spreadsheet data in graphical format and evaluate information.	
	<b>Assessment conditions</b> Open-book practical task(s). May be one large task divided into smaller tasks.	Open-book practical task(s). May be one large task divided into smaller tasks.	Open-book practical task(s). May be one large task divided into smaller tasks.	
<b>Managing People and Organisations J4DK 47</b>  2 SQA Unit credits	<b>Outcome description</b> Explain the importance of organisation structure and design in relation to its environment.	Analyse factors that influence workplace performance.	Analyse factors that influence managerial performance.	
	<b>Assessment conditions</b> Open-book conditions, outcome by outcome or holistic assessment across all outcomes.	Open-book conditions, outcome by outcome or holistic assessment across all outcomes.	Open-book conditions, outcome by outcome or holistic assessment across all outcomes.	



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Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Marketing: An Introduction HP6N 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain the nature of marketing and its importance in organisations.	Explain marketing decisions for a product based and a service organisation.		
	<b>Assessment conditions</b> Open-book conditions outcome by outcome or integrated, based on a case study, project or other stimulus material.	Open-book conditions, outcome by outcome or integrated, based on a case study, project or other stimulus material.		
<b>Marketing Practice: An Introduction J1GM 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain the product decisions of an organisation.	Explain the pricing decisions of an organisation.	Explain the distribution decisions of an organisation.	Explain the external marketing communication decisions of an organisation.
	<b>Assessment conditions</b> Open-book conditions. Case study with structured questions. Integrate outcomes. 1, 2, 3, 4.	Open-book conditions. Case study with structured questions. Integrate outcomes. 1, 2, 3, 4.	Open-book conditions. Case study with structured questions. Integrate outcomes. 1, 2, 3, 4.	Open-book conditions. Case study with structured questions. Integrate outcomes. 1, 2, 3, 4.

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Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Business with Marketing: Graded Unit 1 J5TJ 47</b>  1 SQA Unit credit	<b>Outcome description</b> There are no outcomes within a graded unit.			
	<b>Assessment conditions</b> Closed-book three hour single event examination marked out of 100 with students 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.			

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Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Economics: Micro and Macro Theory and Application</b> <b>J5AX 48</b>  1 SQA Unit credit	<b>Outcome description</b> Explain the costs of the firm and the market structures within which firms operate.	Assess the impact of macroeconomic issues and evaluate related government macroeconomic policy.		
	<b>Assessment conditions</b> Open-book unsupervised conditions in a single investigative exercise assessment.	Sample basis, open-book unsupervised conditions investigative assignment report.		
<b>Business Contractual Relationships</b> <b>HP6X 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain the protection provided to individuals when entering into a consumer credit agreement.	Explain the key elements of the law in employment.	Explain the key elements of the Law of Obligations.	
	<b>Assessment conditions</b> Open-book Case study with questions.	Open-book. Case study with questions.	Open-book. Case study with questions.	

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Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Managing Business Culture and Strategy</b> <b>J5FL 48</b>  2 SQA Unit credits	<b>Outcome description</b> Assess the relationship between organisational culture and organisational behaviour.	Explain the influence of business strategy on organisational behaviour.	Explain how to manage a changing business strategy effectively.	Analyse the behavioural skills and techniques required to manage a business strategy.
	<b>Assessment conditions</b> Open-book conditions, outcome by outcome or combining outcomes.	Open-book conditions, outcome by outcome or combining outcomes.	Open-book conditions, outcome by outcome or combining outcomes.	Open-book conditions, outcome by outcome or combining outcomes.
<b>Economics: The World Economy</b> <b>J5AY 48</b>  1 SQA Unit credit	<b>Outcome description</b> Explain international trade and the role of trade organisations.	Analyse the operations of the international monetary system.	Analyse issues facing developing countries.	Assess the importance of multinational enterprises (MNEs) in the world economy.
	<b>Assessment conditions</b> Open-book conditions, outcome by outcome or combined outcome investigative task.	Open-book conditions, outcome by outcome or combined outcome investigative task.	Open-book conditions, outcome by outcome or combined outcome investigative task.	Open-book conditions, outcome by outcome or combined outcome investigative task.

## SQA Advanced Diploma

Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Project Management: Strategy, Decision Making and Risk J5FM 48</b>  2 SQA Unit credits	<b>Outcome description</b> Evaluate the role of business information in decision-making.	Assess the potential strategic risks posed to an organisation in a specific context.	Develop a plan to manage identified risk.	Plan a project using project management software.
	<b>Assessment conditions</b> Open-book conditions, combined report for outcomes 1 and 2.	Open-book conditions, combined report for outcomes 1 and 2.	Open-book conditions, report and draft project plan.	Open-book conditions, project management software project plan.
<b>International Marketing: An Introduction HP76 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain the criteria used for international market selection.	Evaluate methods used for assessing international markets.		
	<b>Assessment conditions</b> Open-book report.	Open-book report.		

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Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Preparing Financial Forecasts</b> <b>J5B0 48</b>  1 SQA Unit credit	<b>Outcome description</b> Prepare and analyse budget statements for decision making and cash management.	Analyse the impact of price and costs on break-even analysis for decision making.	Assess the viability of a project using investment and project appraisal techniques.	
	<b>Assessment conditions</b> Open-book, supervised conditions, time bound budgets exercise three errors allowed for figures.	Open-book, supervised conditions, time bound impact of prices and costs exercise , three errors allowed for figures.	Open-book, supervised conditions, time bound investment and project appraisal exercise, four errors allowed for figures.	
<b>Marketing Research Applications</b> <b>HW93 48</b>  1 SQA Unit credit	<b>Outcome description</b> Conduct a qualitative research project.	Plan a quantitative research survey that will utilise digital, online software.	Process a quantitative survey utilising digital, online software.	
	<b>Assessment conditions</b> Integrate outcomes 1 and 2. Open-book report on a case study.	Integrate outcomes 1 and 2. Open-book report on a case study.	Research survey report. Open-book.	

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Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Statistics for Business J45Y 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain statistical techniques for collecting data.	Use statistical techniques to analyse data, interpret data and produce forecasts.	Perform hypothesis testing.	
	<b>Assessment conditions</b> Closed-book restricted response questions.	Open-book controlled conditions, practical tasks.	Open-book controlled conditions, practical tasks.	

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Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
<b>Marketing Planning: Domestic Market HP09 48</b>  2 SQA Unit credits	<b>Outcome description</b> Explain how the marketing planning process works.	Conduct a marketing audit for an organisation.	Select and justify a strategy for an organisation to secure competitive advantage.	Specify the marketing mix for the implementation of specific product strategies.	Select control systems for a marketing plan.
	<b>Assessment conditions</b> Staged report. Structured questions on a case study.	Staged report. Structured questions on a case study.	Staged report. Structured questions on a case study.	Staged report. Structured questions on a case study.	Staged report. Structured questions on a case study.
<b>Business with Marketing: Graded Unit 2 J5TK 48</b>  2 SQA Unit credits	<b>Outcome description</b> There are no outcomes within a graded unit.				
	<b>Assessment conditions</b> Open-book conditions three stage project investigation marked out of 100 with students graded at A, B, and C using the standard SQA grade bands.				



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### 8.2 SQA Advanced Diploma in Business with Marketing Course Assessment Plan

Suggested course assessment schedules for year 1 (option A) and year 2 (option A) are found in Appendices 3a and 3b.

They are based on two semesters of 17 weeks. Where centres have different lengths of semester, they should amend the schedules accordingly.

If centres decide to deliver units in a different order, for example year 1 and/or year 2 (option B), they should amend the schedules accordingly.

### 8.3 SQA Advanced Diploma in Business with Marketing graded unit assessments

Business with Marketing: Graded Unit 1 (J5TJ 47) Examination at SCQF level 7, 1 SQA credit.

Business with Marketing: Graded Unit 2 (J5TK 48) Project Investigation at SCQF level 8, 2 SQA credits.

**Graded Unit 1** is a closed-book examination lasting three hours comprising two sections 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:

- J5FN 47 Accounting for Business: An Introduction
- J461 47 Economic Issues: An Introduction
- J4DK 47 Managing People and Organisations
- HP6N 47 Marketing: An Introduction
- J5FK 47 Business Fundamentals with Emerging Technologies

This assessment should take place towards the end of the year 1 programme to ensure that students have covered the topics which will be assessed within the graded unit.

**Graded Unit 2** 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 selected units of the SQA Advanced Diploma:

- J5FN 47 Accounting for Business: An Introduction
- J5B0 48 Preparing Financial Forecasts
- J461 47 Economic Issues: An Introduction
- J5AX 48 Economics: Micro and Macro Theory and Application
- J5AY 48 Economics: The World Economy
- HP6N 47 Marketing: An Introduction
- J4DK 47 Managing People and Organisations
- J5FL 48 Managing Business Culture and Strategy

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J5FK 48	Business fundamentals with Emerging Technologies
J5FM 48	Project Management: Strategy, Decision Making and Risk
HP78 47	IT in Business: Spreadsheets
HP75 47	Communication: Business Communication
J5AW 47	Business Law: An Introduction
HP6X 47	Business Contractual Relationships
J45Y 47	Statistics for Business

In addition to the integration of knowledge and skills needed to complete the project investigation, students 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.

### 8.4 What happens if a student does not achieve an assessment?

If a student fails to demonstrate competence in a summative assessment, it is good practice to communicate this to them quickly. Tutors should take time to individually feedback to students where they went wrong. Having given feedback, tutors should then advise students on what they need to do to prepare for re-assessment.

The student then undertakes additional work as discussed with the tutor, this is called remediation. It is when the student revises class work or practises skills covered in class **before** they attempt the re-assessment. It is important that students do get time to consolidate their knowledge and understanding before being re-assessed.

Re-assessment may take a variety of forms.

- ◆ For some assessments, students may be allowed to provide additional information, for example if a student has submitted a report based on a piece of independent research, they would be allowed to add the missing evidence and resubmit the report. The new information should be highlighted in such a way to show that it had been added, for example underlined, coloured and dated in the margin.
- ◆ For practical tasks related to their use of information technology, students may be permitted to correct work and resubmit, the original submission and the re-submission should both be kept.
- ◆ For multiple-choice, short response and graded units, students may be required to attempt a completely new assessment instrument.

Where specific action has to be taken for re-assessment details will be noted in the unit specification and tutors must be familiar with the unit specification requirements for re-assessment.

It is important to note that re-assessment does **not** always require that students complete a full new assessment. Re-assessment may (and often does) allow students to re-attempt the part of the outcome that they have not completed to a standard which meets the unit specification.

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For units other than graded units, SQA provides only **one** summative assessment and it is extremely important that centres produce their own **alternative** assessments. These assessments can be used for re-assessment purposes.

Once a draft assessment has been prepared by the centre it should first be quality checked by centre staff (internally verified) and submitted to SQA for prior-verification to ensure that it is fit for purpose.

If a student fails to reach the pass mark in the Graded Unit 1: Examination then he/she should be allowed to sit an alternative examination before the beginning of the next session to allow progression to year 2. Students must complete all aspects of the new assessment instrument. Students must pass the graded unit on the second attempt.

## **9 Quality Assurance**

SQA is committed to providing qualifications and support to match the needs of individuals, society and the economy of Scotland and internationally. SQA believes that global interaction in education and training benefits our customers, clients, partners and SQA through the sharing of expertise and experience.

SQA has a balanced portfolio of qualifications that is inclusive, facilitates progression, reflects Scotland's educational, economic, social and cultural needs and changes, and supports education and training worldwide.

SQA works in partnership with our approved centres to achieve our shared goals of excellence and consistency. This ensures that SQA's qualifications continue to meet the requirements all users of our qualifications.

SQA's quality assurance models are designed to ensure that assessment decisions made to national standards are correct and consistent, and that national standards are maintained. We are committed to maintaining an assessment and quality system that is easy to understand, effectively administered, publicly accountable, and cost-effective to operate.

As well as working with centres to manage and enhance the quality of SQA qualifications, SQA routinely monitors its own performance. SQA establishes processes that need to be followed and submit these to regular auditing. This includes systematic evaluation and review of the effectiveness of our quality management processes. SQA also monitors standards across all our qualifications over time, to ensure consistency. Feedback from stakeholders is an integral part of SQA's review activities.

SQA is subject to external audit by a number of agencies, including the Scottish Government.

## **10 Verification**

### **10.1 Introduction**

SQA regularly monitors centres to ensure that they have the resources and expertise to assess students against the qualification criteria. SQA's quality assurance processes have been developed to ensure that national standards are applied to internally assessed units or course components.

To maintain the credibility of SQA qualifications, we rely on effective collaboration with centres to ensure national standards are maintained across all qualifications at all levels.

Verification is the procedure that SQA uses to make sure that centres' assessment decisions are valid and reliable and are in line with national standards.

### **10.2 Why do we need verification?**

Verification is one of a range of Quality Assurance measures used by SQA to confirm that:

- ◆ centres' assessment decisions are sound (that is valid, reliable and practicable).
- ◆ national standards are being uniformly applied.
- ◆ assessments are accurately and consistently applied across all students and levels.

This ensures qualifications and certification are credible with all students being assessed to a common standard.

### **10.3 Internal verification**

Centres are responsible for the internal verification of their assessments. This means that centres should have an internal verification system; a system of having quality checks in place, which can be operated throughout the centre. Each tutor who is responsible for the assessment of students and/or internal verification of student material should:

- ◆ be made aware of their centre's quality assurance procedures.
- ◆ comply with these procedures.

## **SQA Advanced Diploma**

Centres will appoint staff members to be internal verifiers. Internal verifiers will ensure that assessors apply standards of assessment uniformly and consistently. They should keep records of internal verification activity for external verifiers to access. Examples of records include:

- ◆ evidence of planned verification for the semester which conforms to the centre's verification strategy.
- ◆ minutes of meetings where assessment work is examined and where discussion about acceptable standards is noted and decisions recorded.
- ◆ internal verification forms showing which students' work has been verified and the outcome. Note that where an assessor carries out observations, internal verifiers should also observe the assessor.
- ◆ evidence of discussion and support of assessors, particularly where student work has not been accepted by the internal verifier.
- ◆ evidence of reporting back to the course team, any recommendations/actions required and evidence that these are acted upon.

### **10.4 External verification**

To ensure national consistency in assessment decisions, SQA appoints experienced teachers/lecturers who have good, recent experience in the delivery and assessment of their subject to carry out external verification in centres. SQA will notify the SQA Co-ordinator if your centre has been selected for verification.

SQA wants to encourage centres and staff to see verification in a positive light, as a valuable Quality Improvement tool.

## Appendix 1a: Core Skills Year 1

<b>X Auto</b>	<b>Automatic</b> certification of the Core Skill at SCQF level <b>X</b>
<b>X O</b>	<b>Opportunity</b> to develop the Core Skill at SCQF level <b>X</b>

Year 1  Unit title and code	Communication			Numeracy		ICT		Problem Solving			Working With Others	
	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Accounting for Business: An Introduction J5FN 47	6 O				5 Auto			6 Auto				
Business Law: An Introduction J5AW 47	6 O	6 O	6 O			5 O	5 O	6 Auto				
Communication: Business Communication HP75 47	6 Auto	6 Auto	6 Auto			6 O	6 O	6 O	6 O	6 O	6 O	6 O
Creating a Culture of Customer Care HP73 47	6 O	6 O	6 O					6 O		6 O		
Economic Issues: An Introduction J461 47	6 O	6 O						5 O				
Marketing Research Theory HP0F 47	6 O	6 O			6 O	6 O	6 O	6 O	6 O			

Year 1 Unit title and code	Communication			Numeracy		ICT		Problem Solving			Working With Others	
	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Business Fundamentals with Emerging Technologies J5FK 47	6 0	6 0	6 0					6 0	6 0	6 0		
IT in Business Spreadsheets HP78 47				5 Auto	5 Auto			5 Auto	5 0	5 0		
Managing People and Organisations J4DK 47	6 0	6 0						5 Auto		6 0		
Marketing: An Introduction HP6N 47	6 0	6 0	6 0					6 0	6 0	6 0		
Marketing Practice: An Introduction J1GM 47	6 0	6 0				6 0		6 0		6 0		
Business with Marketing: Graded Unit 1 J5TJ 47	There are no Core Skills signposted or embedded in this unit, but there are opportunities for development.											



## Appendix 1b: Core Skills Year 2

<b>X Auto</b>	<b>Automatic</b> certification of the Core Skill at SCQF level <b>X</b>
<b>X O</b>	<b>Opportunity</b> to develop the Core Skill at SCQF level <b>X</b>

Year 2  Unit title and code	Communication			Numeracy		ICT		Problem Solving			Working With Others	
	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Economics: Micro and Macro Theory and Application J5AX 48	6 O	6 O				6 O		6 O		6 O		
Business Contractual Relationships HP6X 47	6 O	6 O	6 O			5 O	5 O	6 O	6 O	6 O		
Managing Business Culture and Strategy J5FL 48	6 O	6 O	6 O			5 O	5 O	6 O				
Economics: The World Economy J5AY 48	6 O	6 O	6 O			6 O	6 O	6 Auto				
Project Management: Strategy, Decision Making and Risk J56E 35					5 O			5 O				
International Marketing: An Introduction HP76 47	6 O	6 O				5 O		6 Auto		6 O		

Year 2 Unit title and code	Communication			Numeracy		ICT		Problem Solving			Working With Others	
	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Preparing Financial Forecasts J5B0 48				6 Auto	6 Auto			6 Auto				
Marketing Research Applications HW93 48		6 0	6 0	6 0	6 0			6 Auto	6 Auto	6 Auto		
Statistics for Business J45Y 47				6 0	6 0							
Marketing Planning: Domestic Market HP09 48	6 0	6 0		6 0	6 0	6 0	6 0	6 Auto				
Business with Marketing: Graded Unit 2 J5TK 48	6 0	6 0	6 0	6 0	6 0	6 0	6 0	6 Auto	6 Auto	6 Auto	6 0	6 0

## Appendix 2a: Year 1, Semesters 1 and 2: Assessment Plan (Option A)

### Semester 1

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Managing People and Organisations (J4DK 47) 2 SQA Unit credits over 2 semesters																	
Accounting for Business: An Introduction (J5FN 47) 2 SQA Unit credits over 2 semesters								X									X
Business Fundamentals with Emerging technologies (J5FK 47) 2 SQA Unit credits over 2 semesters											X						
Marketing: An Introduction (HP6N 47)							X										X
Economic Issues: An Introduction (J461 47)													X* 1,2,3				
Business Law: An Introduction (J5AW 47)						X					X						X
Marketing Practice: An Introduction (J1GM 47)				X				X				X					X

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.

## Year 1, Semester 2: Assessment Plan (Option A)

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Managing People and Organisations (J4DK 47) 2 SQA Unit credits over 2 semesters									X*								
Accounting for Business: An Introduction (J5FN 47) 2 SQA Unit credits over 2 semesters						X							X				
Business Fundamentals with Emerging technologies (J5FK 47) 2 SQA Unit credits over 2 semesters					X								X				
Creating a Culture of Customer Care (HP73 47)							X								X		
IT in Business: Spreadsheets (HP78 47)						X								X			
Communication: Business Communication (HP75 47)					X					X					X		
Marketing Research Theory (HP0F 47)					X						X				X		
Business with Marketing: Graded Unit 1 (J5TJ 47)								X Practice					X Summative			X Resit	

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.

## Appendix 2a: Year 1, Semesters 1 and 2: Assessment Plan (Option B)

### Semester 1

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Managing People and Organisations (J4DK 47) 2 SQA Unit credits over 2 semesters														X* 1,2,3			
Marketing: An Introduction (HP6N 47)							X									X	
Accounting for Business: An Introduction (J5FN 47) 2 SQA Unit credits over 2 semesters					X				X				X				X
Business Fundamentals with Emerging technologies (J5FK 47) 2 SQA Unit credits over 2 semesters							X				X				X		
Economic Issues: An Introduction (J461 47)													X* 1,2,3				

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.

## Year 1, Semester 2: Assessment Plan (Option B)

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Marketing Research Theory (HP0F 47)					X						X						
Creating a Culture of Customer Care (HP73 47)							X								X		
Marketing Practice: An Introduction (J1GM 47)				X				X				X					X
Business Law: An Introduction (J5AW 47)						X					X						X
IT in Business: Spreadsheets (HP78 47)						X								X			
Communication: Business Communication (HP75 47)					X					X						X	
Business with Marketing: Graded Unit 1 (J5TJ 47)								X Practice						X Summative			X Resit

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.

## Appendix 2b: Year 2, Semesters 1 and 2: Assessment Plan (Option A)

### Semester 1

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Managing Business Culture and Strategy (J5FL 48) 2 SQA Unit credits over 2 semesters																	
Project Management: Strategy, Decision Making and Risk (J5FM 48) 2 SQA Unit credits over 2 semesters													X				
Preparing Financial Forecasts (J5B0 48)							X				X				X		
Economics: Micro and Macro Theory and Application (J5AX 48)						X								X			
Marketing Research Applications (HW93 48)					X				X					X			
Marketing Planning: Domestic Market (HP09 48)								X						X			
Business with Marketing: Graded Unit 2 (J5TK 48)										X	Brief						

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.

## Year 2, Semester 2: Assessment Plan (Option A)

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Managing Business Culture and Strategy (J5FL 48) 2 SQA Unit credits over 2 semesters		X* 1,2,3									X						
Project Management: Strategy, Decision Making and Risk (J5FM 48) 2 SQA Unit credits over 2 semesters			X							X							
Statistics for Business (J45Y 47)						X					X					X	
Marketing Planning: Domestic Market (HP09 48)				X					X				X				
International Marketing: An Introduction (HP76 47)							X							X			
Business Contractual Relationships (HP6X 47)					X					X					X		
Economics: The World Economy (J5AX 48)													X				
Business with Marketing: Graded Unit 2 (J5TK 48)								X Deve- loping					X Eval- uation				

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.

SQA Advanced Diploma in Business with Marketing (GT36 48)

Course Tutor Guide (International)



## Appendix 2b: Year 2, Semesters 1 and 2: Assessment Plan (Option B)

### Semester 1

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Economics: Micro and Macro Theory and Application (J5AX 48)						X								X			
Managing Business Culture and Strategy (J5FL 48) 2 SQA Unit credits over 2 semesters										X* 1,2,3				X			
Marketing Research Applications (HW93 48)					X				X					X			
Project Management: Strategy, Decision Making and Risk (J5FM 48) 2 SQA Unit credits over 2 semesters													X				
Business Contractual Relationships (HP6X 47)					X					X					X		
International Marketing: An Introduction (HP76 47)							X							X			
Business with Marketing: Graded Unit 2 (J5TK 48)										X Brief							

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.

## Year 2, Semester 2: Assessment Plan (Option B)

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Economics: The World Economy (J5AY 48)													X				
Preparing Financial Forecasts (J5B0 48)							X				X				X		
Marketing Planning: Domestic Market (HP09 48)				X			X		X			X		X			
Project Management: Strategy, Decision Making and Risk (J5FM 48) 2 SQA Unit credits over 2 semesters			X							X							
Statistics for Business (J45Y 47)						X					X						X
Business with Marketing: Graded Unit 2 (J5TK 48)								X Deve- loping					X Eval- uation				

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.

## **Appendix 3: Professional Body Recognition**

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

Students 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 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:  
**[www.managers.org.uk/membership/join-cmi/become-a-member](http://www.managers.org.uk/membership/join-cmi/become-a-member)**

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

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

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

As of the 1st 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:  
**[www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/Scottish-Qualifications-Authority-9740](http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/Scottish-Qualifications-Authority-9740)**

## Appendix 4: Error Tolerance Guidance Notes

### Background

A range of **SQA Advanced Accounting units** are included in a number of the SQA Advanced Diploma fixed frameworks. The following units use an error tolerance approach in making assessment decisions:

HP6F 46	Recording Financial Transactions
HP04 47	Recording Financial Information
HP08 48	Financial Reporting and Analysis
HP05 48	Management Accounting for Decision Making
J5B0 48	Preparing Financial Forecasts
HP5H 47	Cost Accounting

The unit, Accounting for Business: An Introduction J5FN 47 uses a cut-off score approach in making assessment decisions.

An Error Tolerance statement is provided within each unit under the evidence requirements for each outcome. This statement clearly indicates the acceptable number of errors (that is the threshold) a student may make within the evidence they produce. Centres must note:

- ◆ The Error Tolerance approach is only applicable to the units listed above and where indicated within the unit specification.
- ◆ It is the centre's responsibility to ensure that they use most current unit specification at the time of assessment. Error Tolerances may be reviewed and amended from time to time.

### Error Tolerance Guidance Notes

Following extensive consultation and feedback from stakeholders SQA has developed two types of error which fall within the guidance. These are:

- ◆ Errors of Principle, and
- ◆ Arithmetic or Computational errors

To help assessors develop an understanding of the use of Error Tolerances, SQA has produced a list for each category. The information which follows is not an exhaustive list, but a guidance note to assist assessors in making assessment decisions. As with all SQA qualifications, the professional judgement of the assessor is paramount and remains at the centre of all assessment decisions.

In addition to the list provided, an example of marked scripts for two outcomes of two units is also available to illustrate the marking of assessments under the Error Tolerance guidelines. This can be downloaded from SQA's secure website. This document **must** be retained in a secure manner in the same way that all SQA produced Assessment Support Packs (ASPs) must be treated.

## Types of errors

Commonly in the unit specifications, two types of errors will be mentioned: Arithmetic/Computational errors and Errors of Principle.

### Arithmetic/Computational errors

Common types of errors which are likely to be classified as arithmetic are:

- ◆ Transposition errors
- ◆ Errors where students write 'add' but subtract the figure instead
- ◆ Incorrect processing of £000s where a Trial Balance, for example, is presented in £000 but the notes to the accounts provide the full figures and the student has included the full figure, including the £000
- ◆ Incorrect totals: the individual figures may be correct but the addition and subtraction has been incorrectly completed
- ◆ Running balances in ledger accounts not correctly identified as Debit or Credit
- ◆ Incorrect calculations of inventory in inventory valuation tasks
- ◆ Incorrect application of time multiplied by rate, for example in wages calculations
- ◆ Incorrect calculation of proportions in overhead analysis

### Errors of Principle

Common types of errors which are likely to be classified as errors of principle are:

- ◆ Error of commission
- ◆ Error of omission
- ◆ Reversal of entries
- ◆ Incorrect classification of items in financial statements, for example Trade Payables included in current assets
- ◆ Incorrect use of inventory valuation methods, that is FIFO instead of LIFO
- ◆ Inclusion of depreciation in a Cash Budget
- ◆ Wrong equations used in variances
- ◆ Wrong figures selected for ratios
- ◆ Gross figures entered in the general ledger
- ◆ VAT calculations not correct
- ◆ Inappropriate method of apportionment
- ◆ When preparing master budgets, incorrect figures included in final accounts, for example figure for materials consumed included rather than materials purchased
- ◆ Depreciation calculations incorrectly carried out, that is reducing balance rather than straight line
- ◆ Incorrect calculation of contribution
- ◆ Outputs and inputs reversed in VAT
- ◆ Process costs calculated not taking wastage into account
- ◆ Ledger balances posted to the Trial Balance incorrectly, that is credit balances on inventory accounts; sales in the DR column
- ◆ Capital allowances incorrectly identified

## Appendix 5: New Terminology to Comply with FRS 102 Requirements

<b>UK Terminology</b> (In alphabetical order)	<b>International Terminology</b>
Accruals	Other payables
Balance sheet	Statement of financial position
Bank and cash	Cash and cash equivalents
Cash flow statement	Statement of cash flows
Cost of goods sold	Cost of sales
Creditors: amounts falling due within one year (heading)	Current liabilities
Equity or capital	Equity
Final accounts	Financial statements
Fixed assets	Non-current assets
Goodwill, et cetera	Intangible assets
Interest payable	Finance costs
Interest receivable	Investment revenues
Investments	Investment property
Land and buildings	Property
Loans repayable after one year	Bank loan (also other loans)
Loans repayable within one year	Bank overdrafts and loans
Long term liabilities Creditors: amounts falling due after more than one year	Non-current liabilities
Net loss	Loss for the year
Net profit	Profit for the year
Prepayments	Other receivables
Profit and loss account	Income statement
Profit and loss appropriation account	There is no appropriation account; this is partly replaced by the statement of changes in equity
Proposed dividends	No proposed dividends as only dividends that have been approved are included
Sales	Revenue (where used in income statements)
Stocks of raw materials and finished goods	Inventory
Sundry expenses	Other operating expenses
Sundry income	Other operating income
Trade creditors	Trade payables
Trade debtors	Trade receivables
Trading and profit and loss account	Income statement

## Appendix 6: Suggested Layouts for Financial Statements

These layouts are **suggestions** only and are not prescriptive.

Other suitable alternatives which conform to the general principles of FRS 102 will be acceptable.

### SOLE TRADER

<b>J Bloggs — Sole Trader</b>		
<b>Income Statement for the year ended 31 December</b>		
	£	£
Revenue <i>[net of Discount Allowed]</i>		150,000
<u>Cost of goods sold</u>		
Opening inventory	12,000	
Add: Purchases <i>[net of Discount Received]</i>	<u>68,000</u>	
	80,000	
<u>Less: closing inventory</u>	<u>14,000</u>	
		<u>66,000</u>
<b>Gross profit</b>		<b>84,000</b>
<u>Less: Expenses</u>		
Rent and rates	1,400	
Heat and light	1,600	
Wages and salaries	8,800	
Loan interest	1,200	
Van expenses	900	
Depreciation	2,000	
Sundry expenses	<u>3,000</u>	
		<u>18,900</u>
		65,100
Other operating income: Commission Received		<u>2,000</u>
<b>Profit for the year</b>		<b><u><u>67,100</u></u></b>

<b>J Bloggs — Sole Trader</b>		
<b>Statement of Financial Position at 31 December</b>		
	£	£
<b><u>Non-current assets</u></b>		
Property, plant and equipment		60,000
<b><u>Current assets</u></b>		
Inventories	14,000	
Trade receivables	32,000	
Other receivables	8,000	
Bank and Cash	<u>4,000</u>	
		<u>58,000</u>
<b>Total Assets</b>		<b><u><u>118,000</u></u></b>
<b>Capital</b>		
Opening balance		36,000
Add: Profit for year		<u>67,100</u>
		103,100
Less: Drawings		<u>5,000</u>
		98,100
<b><u>Non-current liabilities</u></b>		
Loan		8,300
<b><u>Current liabilities</u></b>		
Trade payables	6,000	
Other payables	4,300	
Bank overdraft	<u>1,300</u>	
		<u>11,600</u>
<b>Total Equity and Liabilities</b>		<b><u><u>118,000</u></u></b>



## PARTNERSHIP

### Blogg & Blagg — Partnership

#### Income Statement and Appropriation Account for the year ended 31 December

	£	£
Revenue <i>[net of Discount Allowed]</i>		150,000
<u>Cost of goods sold</u>		
Opening inventory	12,000	
Add: Purchases <i>[net of Discount Received]</i>	<u>68,000</u>	
	80,000	
Less: closing inventory	<u>14,000</u>	
		<u>66,000</u>
<b>Gross profit</b>		<b>84,000</b>
<u>Less: Expenses</u>		
Rent and rates	1,400	
Heat and light	1,600	
Wages and salaries	8,800	
Loan interest	1,200	
Van expenses	900	
Depreciation	2,000	
Sundry expenses	<u>3,000</u>	
		<u>18,900</u>
		65,100
Other operating income: Commission Received		<u>2,000</u>
<b>Profit for the year</b>		<b>67,100</b>
<b>Interest on drawings</b>		
Blogg	500	
Blagg	<u>600</u>	1,100
		68,200
<b>Salary</b>		
Blogg		12,200
<b>Interest on Capital</b>		
Blogg	5,000	
Blagg	<u>4,000</u>	9,000
		<u><b>47,000</b></u>
<b>Profit share</b>		
Blogg 60%	28,200	
Blagg 40%	<u>18,800</u>	
		<u><b>47,000</b></u>

<b>Blogg &amp; Blagg — Partnership</b>		
<b>Statement of Financial Position at 31 December</b>		
	£	£
<b>Non-current assets</b>		
Property, plant and equipment		60,000
<b>Current assets</b>		
Inventories	14,000	
Trade receivables	32,000	
Other receivables	8,000	
Bank and Cash	<u>4,000</u>	
		<u>58,000</u>
<b>Total Assets</b>		<b><u><u>118,000</u></u></b>
<b>Capital Accounts</b>		
Blogg	22,000	
Blagg	<u>20,000</u>	
		42,000
<b>Current Accounts</b>		
Blogg <i>note</i> <sup>4</sup>	26,000	
Blagg <i>note</i>	<u>30,100</u>	
		56,100
<b>Non-current liabilities</b>		
Loan		8,300
<b>Current liabilities</b>		
Trade payables	6,000	
Other payables	4,300	
Bank overdraft	<u>1,300</u>	
		<u>11,600</u>
<b>Total Equity and Liabilities</b>		<b><u><u>118,000</u></u></b>

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<sup>4</sup> Working note required to calculate closing Current Account balances.

**MEDIUM-SIZED LIMITED COMPANY****Medium Ltd — Limited Company****Income Statement for the year ended 31 December**

	£	£
Revenue <i>[net of Discount Allowed]</i>		150,000
<u>Less: Cost of Sales</u>		
Opening inventory	12,000	
Add: Purchases <i>[net of Discount Received]</i>	<u>68,000</u>	
	80,000	
Less: closing inventory	<u>14,000</u>	
		<u>66,000</u>
<b>Gross profit</b>		<b>84,000</b>
<u>Less: Expenses</u>		
Rent and rates	1,400	
Heat and light	1,600	
Wages and salaries	8,800	
Van expenses	900	
Depreciation	2,000	
Sundry expenses	<u>3,000</u>	
		<u>17,700</u>
		66,300
Other operating income		2,000
Profit/loss on disposal of operations		<u>0</u>
<b>Operating profit</b> <i>[profit before interest and tax]</i>		<b>68,300</b>
Finance income/investment income <i>[interest receivable and similar income]</i>		0
Finance costs <i>[interest payable and similar charges]</i>		<u>-1,200</u>
<b>Profit on ordinary activities before taxation</b>		<b>67,100</b>
Taxation		<u>0</u>
<b>Profit on ordinary activities after taxation and profit for the financial year</b> <i>[to SOCE]</i>		<b>67,100</b>
<b>Other comprehensive income</b>		
Actuarial losses on defined benefit pension plans	<i>minus</i>	0
Deferred tax movement relating to actuarial losses	<i>plus</i>	<u>0</u>
<b>Total comprehensive income for the year</b>		<b><u>67,100</u></b>

<b>Medium Ltd — Limited Company</b>		
<b>Statement of Financial Position at 31 December</b>		
	<b>£</b>	<b>£</b>
<b><u>Non-current assets</u></b>		
Intangible assets		0
Property, plant and equipment		60,000
Investments		0
		<u>60,000</u>
<b><u>Current assets</u></b>		
Inventories	14,000	
Trade receivables	32,000	
Other receivables	8,000	
Bank and Cash	4,000	
		<u>58,000</u>
<b>Total Assets</b>		<b><u>118,000</u></b>
<b><u>Capital and Reserves</u></b>		
Ordinary Share Capital		16,000
Share premium		4,000
General reserve		6,100
Retained earnings		72,000
<b>Equity</b> <i>see SOCE</i>		<b><u>98,100</u></b>
<b><u>Non-current liabilities</u></b>		
Loan		8,300
<b><u>Current liabilities</u></b>		
Trade payables	6,000	
Other payables	4,300	
Bank overdraft	1,300	
		<u>11,600</u>
<b>Total Equity and Liabilities</b>		<b><u>118,000</u></b>

<b>Medium Ltd — Limited Company</b>					
<b>Statement of Changes in Equity</b>					
	<b>Share Capital</b>	<b>Share Premium</b>	<b>Retained Earnings</b>	<b>General Reserve</b>	<b>Total Equity</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Balance at 1 January	16,000	4,000	5,300	6,100	31,400
<b>Changes in Equity for 2XXX</b>					
Issue of share capital	0	0			0
Transfers				0	0
Profit for year			67,100		67,100
Dividends			-400		-400
<b>Balance at 31 December</b>	<b>16,000</b>	<b>4,000</b>	<b>72,000</b>	<b>6,100</b>	<b>98,100</b>

## **Worked Example of Question for a PLC conforming to FRS 102**

(The Statement of Financial Position included in this example is slightly different from the others contained in this Appendix. Large PLCs usually have *much more going on* re the complexity and movements in their capital and especially reserves so tend to present it last. It is a question of relevance and style to the organisation involved.)

**Public Limited Company****BOSS plc****The following Trial Balance has been extracted from the books as at 31 December 2014**

	<b>£000</b>	<b>£000</b>
Trade receivables	1,200	
Trade payables		408
Inventory                    1 January 2014	160	
Revenue		3,700
Purchases of goods for resale	1,820	
Retained earnings		300
Freehold land	980	
Property	600	
Depreciation: Property    1 January 2014		40
Plant and Machinery	900	
Depreciation: Plant and Machinery 1 January 2014		300
Distribution costs	120	
Deferred taxation		140
Corporation tax		30
Cash at bank and in hand	100	
Administration expenses	488	
Interim dividend paid on Ordinary Shares	80	
Non-current asset investments	280	
Dividends from investments		40
Ordinary Shares of £1		1,000
4% Preference Shares of £1 fully paid		600
8% Debentures		200
Preference dividend paid	24	
Other receivables	36	
Other payables		12
Allowance for doubtful debts		34
Loss on discontinued operations	16	
	<b><u>6,804</u></b>	<b><u>6,804</u></b>

## Required:

From the Trial Balance and additional information, together with your knowledge of UK Companies Act legislation and relevant accounting standards, you are required to complete a 'draft' set of financial statements for the year ended \_\_\_\_\_ .

Note that there is no requirement for comparative figures or a Statement of Cash Flows.

- |    |   |           |
|----|---|-----------|
| 1  | Inventories at 31 December was estimated to be worth (valued at the lower of cost of NRV)   | 180,000   |
| 2  | During the year Plant and Machinery was acquired for  | 300,000   |
| 3  | Government grants are due to be received relating to the acquisition of the Plant and Machinery during the year. No record has yet been made of this in the accounts.   | 60,000    |
| 4  | Depreciation is to be provided on the basis of:<br><br>Property: 50 years on a SLN basis. Depreciation to be apportioned: 70% to production; 20% to distribution; 10% to administration<br><br>Plant and Machinery: 20% on a RBM basis. Plant and machinery relates to production.<br><br><b>Note:</b> A full year's depreciation is charged in the year of acquisition and no depreciation is charged in the year of disposal. |           |
| 5  | The freehold land was purchased several years ago when the company moved premises. On 30 June 2013 the land was valued on an open market basis by qualified surveyors at<br><br>The directors wish to incorporate this into the accounts.   | 1,400,000 |
| 6  | Corporation tax on profits on ordinary activities for the year ended 31 December is estimated at  | 180,000   |
| 7  | Administration expenses include auditors' remuneration of   | 34,000    |
| 8  | The debenture interest should be accrued  |           |
| 9  | The allowance for doubtful debts should be adjusted to 2% of net debtors.   |           |
| 10 | Deferred tax should be increased by   | 48,000    |
| 11 | A legal claim for damages due to faulty products is pending. It is probable that the company may have to pay this claim of  | 44,000    |



**Statement of Comprehensive Income**

<b>Continuing operations</b>	<b>£000</b>
Revenue	3,700
Cost of Sales	<u>-1,960</u>
<b>Gross profit</b>	<b>1,740</b>
Operating expenses	<u>-602</u>
<b>Profit from operations</b>	<b>1,138</b>
Finance costs	-16
Fair value adjustment	0
Investment income	<u>40</u>
<b>Profit before tax</b>	<b>1,162</b>
Taxation	<u>-198</u>
<b>Profit for year</b>	<b>964</b>
<b>Discontinued operations</b>	
Loss from discontinued operations	<u>-16</u>
<b>Total profit for the period</b>	<b>948</b>
<b>Other comprehensive income:</b>	
Revaluation gain	<u>420</u>
<b>Total comprehensive income</b>	<b><u>1,368</u></b>

BOSS plc	
Statement of Financial Position	
<b>Non-current assets</b>	<b>£000</b>
Intangible assets	0
Property, plant and equipment	2,428
Investments	280
	<b>2,708</b>
<b>Current assets</b>	
Inventories	180
Trade and other receivables	1,272
Cash and cash equivalents	100
	<b>1,552</b>
<b>Total assets</b>	<b>4,260</b>
<b>Current liabilities</b>	
Trade and other payables	-420
Deferred income	-12
Financial liabilities	-16
Current tax liabilities	-180
	<b>-628</b>
<b>Non-current liabilities</b>	
Provisions	-44
Deferred income	-36
Financial liabilities	-200
Deferred tax liabilities	-188
<b>Total liabilities</b>	<b>-1,096</b>
<b>Net Assets</b>	<b>3,164</b>
<b>Shareholders' equity</b>	
Called up share capital	1,600
Share premium account	0
Revaluation reserve	420
Retained earnings	1,144
<b>Equity shareholders' funds</b>	<b>3,164</b>
<b>Total equity</b>	<b>3,164</b>

## Statement of Changes in Equity for the year ended

	Share Capital £000	Retained Earnings £000	Share Premium £000	Revaluation Reserve £000	Total £000
<b>Balance as at 1 January 20xx</b>	1,600	300	0	0	1,900
Gain on revaluation of land and buildings				420	420
Share issue	0		0		0
Profit/loss for the year		948			948
Dividends		-104			-104
<b>Balance as at 31 December 20xx</b>	<u>1,600</u>	<u>1,144</u>	<u>0</u>	<u>420</u>	<u>3,164</u>

## Property, Plant and Equipment

### Tangible Non-Current Assets

#### Cost/Valuation

	Land	Property	P&M	Total
As at 1 January	980	600	600	2,180
Additions	0	0	300	300
Revaluations	420	0		420
Disposals	0	0		0
<b>As at 31 December</b>	<u>1,400</u>	<u>600</u>	<u>900</u>	<u>2,900</u>

#### Depreciation

As at 1 January		40	300	340
Charge for year		12	120	132
Relating to disposals				0
<b>As at 31 December</b>	<u>0</u>	<u>52</u>	<u>420</u>	<u>472</u>

#### Net Book Value

<b>As at 31 December</b>	<u>1,400</u>	<u>548</u>	<u>480</u>	<u>2,428</u>
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## Workings

<b>Cost of Sales</b>				<b>£000</b>
<i>i</i>	Opening inventory			160
	Purchases of goods for resale			1,820
	Government grant receivable [60 * 20%]			-12
	Depreciation	Property	70%	8
		P&M		120
	Provision for Liability			44
				<u>2,140</u>
	Less: Closing inventory			-180
				<u><b>1,960</b></u>

<b>Distribution costs</b>				
<i>ii</i>	As per trial balance			120
	Depreciation	Property	20%	2
				<u>122</u>

<b>Administration expenses</b>				
<i>iii</i>	As per trial balance			488
	Depreciation	Property	10%	1
	Bad debt provision - decrease			-10
				<u>479</u>

<b>Operating expenses</b>				
<i>iv</i>	Distribution costs			122
	Administration expenses			479
				<u>602</u>

<b>v Finance costs</b>				
	Debenture Interest [200 * 8%]			16

<b>vi Taxation</b>				
	Tax for year			180
	Adjustment for over-provision			-30
	Transfer to deferred taxation			48
				<u>198</u>

<b>vii Deferred tax</b>				
	As per TB			140
	Increase in deferred taxation			48
				<u>188</u>

<b>viii Provisions</b>			
Deferred taxation as per TB			140
Deferred taxation - increase			48
Contingent liability			44
			<u>232</u>
<b>ix Current liabilities</b>			
Trade creditors			408
Other payables			12
			<u>420</u>
<b>x Deferred income</b>			
Government grant receivable	<b>CL</b>		<b>12</b>
Deferred income	<b>NCL</b>	[60 – 24]	<b>36</b>
			<u>48</u>
<b>xi Current tax liabilities</b>			
Tax for year			<b>180</b>
<b>xii Trade and other receivables</b>			
Trade receivables			1,200
BDP	[1,200 * 2% = 24 ]		<u>-24</u>
As per trial balance			1,176
			<u>34</u>
			<b>-10</b>
Prepayments and accrued income			36
Government grant			60
			<u>1,272</u>

## JOURNALS

			Dr	Cr
<b>1</b>	Inventory	<b>SFP</b>	180	
	Cost of Sales (Closing Inventory)	<b>SCI</b>		180
	<i>Being value of closing inventory at the year end</i>			
<b>2</b>	Trade and other receivables	<b>SFP</b>	60	
	Cost of sales	<b>SCI</b>		12
	Deferred income	<b>SFP</b>		12
		<b>SFP</b>		36
	<i>Being government grant receivable</i>			
<b>3</b>	Cost of sales	<b>SCI</b>	128	
	Distribution costs	<b>SCI</b>	2	
	Administration expenses	<b>SCI</b>	1	
	Depreciation	<b>SFP</b>		12
	Property	<b>SFP</b>		120
	P&M			
	<i>Being depreciation charges for the year</i>			
<b>4</b>	Freehold land	<b>SFP</b>	420	
	Revaluation reserve	<b>SFP</b>		420
	<i>Being revaluation of freehold land</i>			
<b>5</b>	Taxation	<b>SCI</b>	180	
	Current tax liabilities	<b>SFP</b>		180
	<i>Being corporation tax estimate for the year</i>			
<b>6</b>	Finance costs	<b>SCI</b>	16	
	Financial liabilities	<b>SFP</b>		16
	<i>Being accrued debenture interest</i>			
<b>7</b>	BDP	<b>SFP</b>	10	
	Administration expenses	<b>SCI</b>		10
	<i>Being adjustment to BDP</i>			
<b>8</b>	Taxation	<b>SCI</b>	48	
	Deferred tax	<b>SFP</b>		48
	<i>Being increase in deferred taxation</i>			
<b>9</b>	Cost of Sales	<b>SCI</b>	44	
	Provisions	<b>SFP</b>		44
	<i>Being claim for damages</i>			

## Statement of Financial Position as at 31 December

	Year 1		Year 2	
	£000	£000	£000	£000
<b>Non-Current Assets</b>				
Intangible non-current assets		260		700
Property, plant and equipment		710		1,800
Investments		1,400		1,400
		<u>2,370</u>		<u>3,900</u>
<b>Current Assets</b>				
Inventories	520		660	
Trade receivables	890		1,200	
Investments	240		240	
Other receivables	2		10	
Bank	60		80	
Cash	0		0	
	<u>1,712</u>		<u>2,190</u>	
<b>Less: Current liabilities</b>				
Trade payables	700		900	
Overdraft	11		152	
Corporation tax	120		200	
Debenture interest	10		10	
Income tax due	2		2	
Other payables	5		22	
Proposed dividends				
Ordinary	200		70	
Preference	10		10	
	<u>1,058</u>		<u>1,366</u>	
<b>Net current assets</b>		<u>654</u>		<u>824</u>
		3,024		4,724
<b>Less: Non-Current Liabilities</b>				
Debentures		<u>900</u>		<u>1,000</u>
<b>Total net assets</b>		<u><u>2,124</u></u>		<u><u>3,724</u></u>
<b>Capital and Reserves</b>				
Ordinary share capital	1,300		1,600	
Preference share capital	100		120	
		<u>1,400</u>		<u>1,720</u>
Share premium	0		50	
General reserve	200		448	
Retained profit	524		1,506	
		<u>724</u>		<u>2,004</u>
		<u><u>2,124</u></u>		<u><u>3,724</u></u>

**Notes to the accounts:**

1	Non-Current Asset disposal:	<b>£000</b>
	Net book value	160
	Sold for	210
2	Depreciation charge for year	120

**Required: Prepare a Statement of Cash Flows for the year to year 2.**



**STATEMENT OF CASH FLOWS**

Statement of Cash Flows for year ended 31 December .....		
	Note	£000
<b>Cash flows from operating activities</b>		
Profit for the financial year		1,520
<i>Adjustments for:</i>		
Depreciation of property, plant and equipment		120
Gain/Loss on disposal		-50
Interest paid		0
Interest received		0
Taxation		0
Decrease/(increase) in trade and other receivables		-310
Decrease/(increase) in prepayments		-8
Decrease/(increase) in inventories		-140
Increase/(decrease) in trade payables		200
Increase/(decrease) in trade accruals		17
<b>Cash from operations</b>		<b>1,349</b>
Interest paid		-10
Income taxes paid		-120
<b>Net cash generated from operating activities</b>		<b>1,219</b>
<b>Cash flows from investing activities</b>		
Proceeds from sale of equipment		210
Purchases of property, plant and equipment		-1,370
Purchases of intangible assets		-440
Interest received		0
<b>Net cash from investing activities</b>		<b>-1,600</b>
<b>Cash flows from financing activities</b>		
Issue of ordinary share capital		300
Issue of preference share capital		20
Increase in share premium		50
Issues/Repayment of borrowings		100
Dividends paid		-210
<b>Net cash used in financing activities</b>		<b>260</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		
		<b>-121</b>
Cash and cash equivalents at beginning of year		289
<b>Cash and cash equivalents at end of year</b>		<b>168</b>

## Workings

Asset		NBV
NCA	s/y	710
	Less: Disposals	<u>160</u>
		550
	Less: Depreciation	<u>120</u>
		430
	Acquisitions	<u><b>1,370</b></u>
	e/y	<u><u>1,800</u></u>

Total Acquisitions	
Intangible	440
NCA	<u>1,370</u>
	<b>1,810</b>

Total Receipts	
NCA	<u>210</u>
	<b>210</b>
NCA	
Net book value	160
Receipt	<u>210</u>
<b>Gain/loss on disposal</b>	<u><b>-50</b></u>

Profit for financial year		£000
Retained profit	Year 2	1,506
Retained profit	Year 1	<u>-524</u>
		982
<b>Add back:</b>		
Proposed dividends		80
General reserve		248
Corporation tax		200
Debenture interest		<u>10</u>
		<u><b>1,520</b></u>

	Yr 2	Yr 1	Change
Bank	80	60	20
Cash	0	0	0
	-		
Overdraft	<b>152</b>	<b>-11</b>	<b>-141</b>
Investments	<u>240</u>	<u>240</u>	<u>0</u>
	<b>168</b>	<b>289</b>	<b>-121</b>

## Appendix 7: Summary of Commonly Used Ratios within SQA Advanced Diploma Accounting units

For Accounting units at SCQF levels 6, 7 and 8, these are the most commonly used ratios, but other alternatives are acceptable in line with current practice.

### Profitability Ratios

'Profit before interest' is profit before interest and tax where applicable.

$$\text{Gross Profit ratio} = \frac{\text{Gross Profit}}{\text{Net Sales (Revenue)}} \times 100$$

(also known as Gross Profit percentage)

$$\text{Mark up} = \frac{\text{Gross Profit}}{\text{Cost of Sales}} \times 100$$

$$\text{Operating Profit ratio} = \frac{\text{Profit Before Interest}}{\text{Net Sales (Revenue)}} \times 100$$

(also known as Operating Profit percentage)

$$\text{Return on Capital Employed (ROCE)} = \frac{\text{Profit Before Interest}}{\text{Capital Employed}} \times 100$$

$$\text{Return on Equity} = \frac{\text{Profit After Preference Dividends}}{\text{Ordinary Shares + Reserves}} \times 100$$

$$\text{Return on Total Assets} = \frac{\text{Profit Before Interest}}{\text{Non-current Assets + Current Assets}} \times 100$$

$$\text{Operating Expenses to Revenue ratio} = \frac{\text{Operating Expenses}}{\text{Net Sales (Revenue)}} \times 100$$

$$\text{Non-current Asset Turnover} = \frac{\text{Net Sales (Revenue)}}{\text{Total Net Book Value of Non-current Assets}}$$

## Liquidity Ratios

$$\text{Current ratio} = \frac{\text{Current Assets}}{\text{Current Liabilities}}$$

$$\text{Acid Test (or Quick) ratio} = \frac{\text{Current Assets} - \text{Inventory}}{\text{Current Liabilities}}$$

## Efficiency Ratios

$$\text{Trade Receivables Turnover} = \frac{\text{Trade Receivables}}{\text{Credit Sales}} \times 365 \text{ days}$$

(also known as Average Collection Period)

$$\text{Trade Payables Turnover} = \frac{\text{Trade Payables}}{\text{Credit Purchases}} \times 365 \text{ days}$$

(also known as Average Payment Period)

$$\text{Inventory Turnover} = \frac{\text{Average Inventory} *}{\text{Cost of Goods Sold}} \times 365 \text{ days}$$

$$* \text{Average Inventory} = (\text{Opening Inventory} + \text{Closing Inventory}) / 2$$

OR

$$\text{Rate of Inventory Turnover (times per year)} = \frac{\text{Cost of Goods Sold}}{\text{Average Inventory}}$$

$$\text{Working Capital Cycle} = \text{Trade Receivables Turnover} + \text{Inventory Turnover} - \text{Trade Payables Turnover}$$

$$\text{Working Asset Turnover} = \frac{\text{Net Working Assets} *}{\text{Net Sales (Revenue)}} \times 100$$

$$* \text{Net Working Assets} = \text{Inventories} + \text{Trade Receivables} - \text{Trade Payables}$$

## Capital Structure Ratios

$$\text{Interest Cover (times)} = \frac{\text{Profit before Interest}}{\text{Finance Costs (Interest Payable)}}$$

$$\text{Gearing ratio} = \frac{\text{Fixed Cost Capital}}{\text{Total Capital}} \times 100$$

$$\text{OR} = \frac{\text{Non-current Liabilities} + \text{Preference Share Capital}}{\text{Issued Ordinary Share Capital} + \text{all Reserves} + \text{Non-current Liabilities} + \text{Preference Shares}} \times 100$$

## Investment Ratios

$$\text{Earnings per Share} = \frac{\text{Profit after Tax} - \text{Preference Dividend}}{\text{No of Issued Ordinary Shares}}$$

$$\text{Price Earnings ratio} = \frac{\text{Market Price per Share}}{\text{Earnings per Share}}$$

$$\text{Dividend Yield} = \frac{\text{Ordinary Dividend}}{\text{Market Price per Ordinary Share}} \times 100$$

$$\text{Dividend Cover} = \frac{\text{Profit for the Year} - \text{Preference Dividend}}{\text{Ordinary Dividend}}$$

$$\text{Dividend per Share} = \frac{\text{Ordinary Dividend}}{\text{No of Issued Ordinary Shares}}$$