



Description for Global Trade and Business

1. Business Law: An Introduction

Unit title: Business Law: An Introduction

Unit code:HP6Y47

Unit purpose:This Unit is designed to introduce the candidate to the framework of law as it applies within the business environment. The Unit will examine the sources of Scottish law, the contractual relationships between individuals, the contractual relationships between individuals and businesses, and the distinction between types of business relationships. It is primarily intended for candidates who require a knowledge of legal matters in a business context.

On completion of this Unit, the candidate will be able to:

1. Explain the main sources of Scots business law
2. Explain the law of contract
3. Distinguish the legal characteristics of the various types of business organisations and relationships

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

Recommended prior knowledge and skills:Entry to this Unit is at the discretion of the centre. However it would be beneficial if candidates possess good communication skills. These may be demonstrated by the achievement of the Core Skill *Communication* at SCQF level 6, or Higher English or equivalent.

Core skills:here are opportunities in this Unit to develop the Core Skills of *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, and *Information and Communication Technology* at SCQF level 5, although there is no automatic certification of Core Skills or Core Skills components.

Assessment:Assessment for all three Outcomes may take the form of open-book assessments based on stimulus material, either a case study, restricted response questions or a combination of both. Candidates may compile responses from their own research. Assessments may be integrated between Outcomes.

(1)Outcome 1: Explain the main sources of Scots business law

Legislation

Judicial precedent

Institutional writers

Custom

(2)Outcome 2: Explain the law of contract

Creation of a contract

Defective contracts



Misrepresentation

Breach of contract

Remedies for breach of contract

(3) Outcome3: Distinguish the legal characteristics of the various types of business organisations and relationships

- 1 The distinction between sole traders, partnerships and incorporated bodies.
- 2 The advantages and disadvantages of different types of business organisations in a legal context.
- 3 General legal provisions relating to management of business organisations
- 4 Implications of contractual arrangements on business organisations.
- 5 The authority and liability of partners.

Evidence requirements for the unit

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- 1 identify and describe the sources of legislation that are binding in Scots law, quoting at least one example.
- 2 explain precedent as it is used in Scots law.
- 3 explain institutional writing and its role in Scots law.
- 4 explain custom and its role in Scots law

(2) Outcome 2

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- 1 identify and describe the essential elements of a contract
- 2 explain the processes of contract formation
- 3 explain Illegality, Errors and Misrepresentation as they relate to a contract
- 4 Identify and explain two types of Breach of Contract
- 5 identify the relevant remedies arising from a Breach of Contract

(3) Outcome 3

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- 1 identify the different types of business organisation and distinguish between their authority, liability and ability to manage their businesses, and enter into contracts.



2 identify and explain the advantages and disadvantages of different types of business organisation in relation to their legal requirements.

References

1. Robin M. White (2007), *Scottish Legal System*, 4th edition, Tottel Publishing, ISBN: 9781845927783

2. Economic Issues: An Introduction

Unit title: Economic Issues: An Introduction

Unit code: HP6T 47

Unit purpose: This Unit introduces candidates to fundamental issues in economics with a particular emphasis on the business environment. Candidates will learn about the basic economic problem and how the consumer and other economic agents address this problem. Candidates 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.

On completion of this Unit, the candidate should be able to:

1. Explain the allocation of resources within the economy.
1. Explain the theory of National Income.
2. Explain and evaluate the role of government policy in the UK market.

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

Recommended prior knowledge and skills: Entry to this Unit is at the discretion of the centre, but it would be beneficial for candidates to have competence in numeracy and communication. This may be demonstrated by possession of the Core Skill Numeracy at SCQF level 4 and/or the Core Skill Communication at SCQF level 5 or equivalent.

Core skills: There are opportunities to develop the Core Skills of Communication at SCQF level 6 and Problem Solving at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: This Unit may be assessed using an integrative assessment approach for Outcomes 1 and 2, or by using an individual instrument of assessment for each Outcome. Controlled conditions are required where sampling takes place. Assessments may involve the use of stimulus materials and if appropriate, candidates may bring with them a defined amount of notes as source material for assessment undertaken under controlled conditions.

Outcomes 1 and 2 will be assessed using specific questions which may be based upon stimulus material and must be assessed under controlled conditions. Candidates are permitted to bring with them a defined



amount of notes as source material. Where the two Outcomes are assessed together in a single assessment the permitted notes for each Outcome should be combined.

Outcome 3 could be assessed under open-book conditions and may take the form of a short investigative exercise with a suggested word guide of approximately 800 to 1,000 words in length excluding any appendices.

(1)Outcome 1 : Explain the allocation of resources within the economy

1. The basic economic problem
2. Opportunity cost.
3. The determinants of demand and supply.
4. Interaction within the market.
5. Price and income elasticity.

(2)Outcome 2: Explain the theory of National Income

1. Circular flow of income.
2. Injections and withdrawals.
3. Measuring national income.
4. Comparison of national income between countries.
5. National income growth measured in monetary and real terms

(3)Outcome 3: Explain and evaluate the role of government policy in the UK market

1. The role of government in market failure
2. Current Government policy
3. Government policy instruments
4. Evaluation of Government policy

Evidence requirements for the Unit

(1) Outcome 1

Evidence will be presented in response to specific questions which may be based on stimulus material.

Evidence must be produced for all parts of the knowledge/skills section. Each time the outcome is assessed candidates will be required to give a satisfactory explanation of:

1. explain with an example the basic economic problem
2. explain with an example the concept of opportunity cost
3. identify changes to demand and supply when two determinants for each are altered
4. explain with the aid of a diagram/graphical information the interaction of demand and supply in a given scenario



5. explain the concepts of price elasticity of demand and income elasticity of demand in a given scenario

(2) Outcome 2

Evidence will be presented in response to specific questions which may be based on stimulus material. Each candidate will need evidence to show a clear and accurate explanation of the theory of National Income.

Each time the outcome is assessed candidates will be required to:

1. create a clear diagram of the Circular Flow of Income with labels showing injections and withdrawals and with reference to this diagram explain the operation of the circular flow
2. Describe the Injections and Withdrawals from the Circular flow
3. The requirements above refer to the first two bullet points listed under knowledge and/or skills and must be assessed on each assessment occasion.
4. Evidence for the remaining knowledge and/or skills items in this Outcome will be provided on a sample basis. Evidence must be produced for two of the remaining four Knowledge and/or Skills items by showing that for the relevant items of knowledge and/or skills, candidates can:
5. describe three different ways that national income is measured and a difficulty associated with each method
6. explain the multiplier effect on national income
7. identify and explain four difficulties in comparing national income between countries
8. explain national income growth both in monetary and real terms

(3) Outcome 3

Evidence will be presented in response to specific questions which may be based on stimulus material. Each time the outcome is assessed candidates will be required to:

1. explain the role of government in market failure
2. select one current government policy on either welfare, competition or the environment, and accurately explain the policy selected
3. identify and describe the instruments used to achieve the policy
4. evaluate the success or failure of the policy in relation to its use within the UK

References

1. Bradley R. Schiller (2005), *Essentials of Economics*, 4th Edition, Posts& Telecom Press, ISBN: 9787115135223
2. Michael Parkin (2003), *Economics*, 5th edition, Posts& Telecom Press, ISBN: 9787115109644



3. N. Gregory Mankiw (2006), *Principles of Economics*, 3rd Edition, Tsinghua University Press, ISBN: 9787302132790

3. Business Accounting

Unit title: Business Accounting

Unit code: HP7K47

Unit purpose: This Unit is designed to enable candidates to develop their knowledge and understanding in the preparation and use of accounting information within a business organization. Candidate will develop the skills required to prepare basic financial and management accounting reports and, in addition, will also develop the skills, knowledge and understanding to enable them to interpret and use financial information for decision making.

On completion of the Unit candidates should be able to:

1. Prepare financial statements, of a limited company, for internal users.
2. Prepare cash budgets and calculate break even point.
3. Identify the users of financial information and the decisions for which they require this information.
4. Describe the various sources of finance available to an organisation.
5. Analyse the performance and financial position of a business.

Credit points and level: 2 SQA Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to be competent in numeracy and communication at SCQF level 5 or have similar qualifications or experience.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components. This Unit is designed to give a candidate a basic understanding of the content and use of financial and management accounting statements and reports. It does this in Outcomes 1 and 2 by exposing candidates to the process by which such statements are produced. The emphasis here is therefore on the basic structure of these statements rather than the complications that may arise. In Outcomes 3, 4 and 5 the focus is on the further understanding of financial information.

Assessment: The Unit could be assessed by two Instruments of Assessment. One covering Outcomes 1 and 2, and the other covering Outcomes 3, 4 and 5. The first assessment, which is computational in nature, should be carried out under controlled conditions and should last approximately two hours. The second assessment would require candidates to produce a report and answer questions based on a case



study. The write up of the report may take place under controlled conditions during a session lasting approximately two hours. Candidates may be given a copy of the case study 7-10 days before the assessment takes place.

(1) Outcome 1: Prepare financial statements, of a limited company, for internal users.

- Income statement
- Statement of financial position and statement of changes in equity.
- Adjustments to the financial statements.

(2) Outcome 2: Prepare cash budgets and calculate break even point.

- Cash budgets.
- Fixed and variable costs.
- Break-even point.

(3) Outcome 3: Identify the users of financial information and the decisions for which they require this information.

- The main users of financial information
- The purposes of financial information.
- The sources of financial information.

(4) Outcome 4: Describe the various sources of finance available to a business organisation.

- The sources of finance
- Categories of finance

(5) Outcome 5: Analyse the performance and financial position of a business.

- Statement of cash flows.
- Accounting ratios
- Analysis of financial statements

Evidence requirements for the Unit:

(1) Outcome 1

- Prepare an income statement, a statement of financial position and a statement of changes in equity, from a year end trial balance, for a limited company, for internal use
- Incorporate six year and adjustments into the accounts—other payables, other receivables, depreciation, closing inventory, finance costs and corporation tax.

(2) Outcome 2

- Prepare a cash budget from sales and cost information provided. Costs should include: purchases(cash and credit), raw materials, labour hours and rates, variable production overhead rate,



fixed costs, fixed production overheads. Sales should include both cash and credit sales.

- Calculate the opening and closing cash balances.
- Calculate the break even point.

(3) Outcome 3

- Identify four relevant users of financial information from: present shareholders, potential shareholders, short-term creditors, long-term creditors, authorities, competitors, employees, analysts, and management
- Describe the purpose for which each users requires this information
- Identify the source of relevant information for each user

(4) Outcome 4

- With reference to a particular statement of financial position, identify the following sources of finance: current liabilities, loan capital, share capital, and retained profit
- Describe the characteristics of each source of finance identified
- Categories each source into short or long term
- Make appropriate recommendations for further sources of finance linked to a specified purpose and in accordance with good financial management.

(5) Outcome 5

- Identify the major inflows and outflows of cash from the given cash flow statement.
- Accurately calculate at least six key accounting ratios covering the areas of profitability, liquidity, efficiency and capital structure.
- Analyse the financial statement and statement of cash flows of the business and make recommendations, including appropriate financing options for the future, to improve the business's performance and financial position based on those findings.

Reference:

1. Charles T. Horngren & Srikant M.Datar (2008), Cost Accounting: A Managerial Emphasis, 13th edition, ISBN: 978-8120335646
2. Colin Drury (2007), Management and Cost Accounting, 7th edition, Cengage Learning Business Press, ISBN: 978-1844805662
3. Wood, F. and Sangster, A. (2005) , Frank Wood's Business Accounting, Prentice Hall
4. Alexander, D. and Nobes, C(2001), Finance Accounting - An International Introduction, Prentice Hall
5. Glautier, M.W.E., and Underdown, B.(2001), Accounting Theory and Practice, Prentice Hall
6. Sutton, T.(1999), Corporate Financial Accounting and Reporting , Prentice Hall



4.International Marketing: An Introduction

Unit title: International Marketing: An Introduction

Unit code:H8PD 34

Unit purpose: This Unit aims to develop skills and knowledge of learners interested in international marketing and the challenging environment in which international trade takes place. This covers relevant sources of information; opportunities and threats in international markets; a range of marketing techniques applicable to different international markets; and evaluating methods of accessing foreign markets. This is a stand-alone Unit which also appears in a range of SQA Advanced awards where marketing/international marketing are appropriate subjects. It gives learner an understanding of the subject as a whole and it could serve as a stepping stone to more in-depth study of international markets, eg the SQA Advanced Unit HP0P 48 *International Marketing: The Mix* at SCQF level 8.

Credit points and level:1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended prior knowledge and skills: Access to the Unit is at the discretion of the centre; however it would be helpful if learners had *Communication Skills* at SCQF level 5. It is strongly recommended that learners have some knowledge and understanding of basic concepts of marketing, eg Units such as *Marketing: An Introduction* at SCQF level 7 or equivalent.

Core skills: Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

Assessment: 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. The assessment(s) must cover the justification of accessing an international market and the evaluation of market entry decision-making criteria.

Candidates will be given appropriate scenarios, in the form of case studies and will be required to answer extended response questions based on the requirements of each Outcome.

In order to achieve the Unit, candidates are required to present sufficient evidence that demonstrates his/her knowledge and/or skills relating to each outcome. Greater details of these requirements will be given for each outcome, but in summary:

- The assessment(s) will be completed under open book conditions and will be project based
- The assessments will require the candidates to relate and apply international marketing theory to business situations.

(1)Outcome 1

Explain the criteria used for international market selection.



- ◆ Information sources for the selection of international markets
- ◆ Sources of international market information
- ◆ International markets in terms of political, economic, sociological, technological, environmental and legal (PESTEL) factors
- ◆ International market selection process

(2) Outcome 2

Evaluate methods used for assessing international markets.

- ◆ Entry methods for international markets
- ◆ Decision criteria for entry to international markets

Evidence requirements

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ Explain and justify reasons for entering international markets.
- ◆ Describe **two** information sources on international markets.
- ◆ Outline opportunities and threats in international markets using **three** PESTEL factors.
- ◆ Explain an international marketing selection process.
- ◆ Evaluate a range of methods of accessing international markets.
- ◆ Explain and justify decision-making criteria for accessing the chosen international market(s).

Learners must generate evidence which relates and applies international marketing theory and knowledge to organisational situation/context.

Assessment will be under open-book conditions. An integrative approach to assessment is encouraged as there are opportunities to integrate the assessment for Outcomes 1 and 2. However, separate assessment covering each Outcome could also be used.

References:

1. Czinkota, Michael R, Ronkainen, Ilkka A. South-Western, *International Marketing*, Division of Thomson Learning

5. Information Technology: Applications Software 1

Unit title: Information Technology: Applications Software 1

Unit code: HP6L47

Unit Purpose: This Unit is designed to enable students to use Information Technology (IT) systems and applications independently to support a range of information processing activities. The Unit is designed to develop a broad knowledge of the theoretical concepts, principles, boundaries and scope of IT applications. These activities will be centred on using software applications packages to meet complex information requirements while paying attention to security and the needs of other users.

On completion of the Unit the candidate should be able to:

1. Operate a range of IT equipment independently, giving attention to security and to other users



2. Use a range of software application packages to meet complex information requirements

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

Recommended prior knowledge and skills: Access to this Unit will be at the discretion of the Centre, however it is recommended that candidates should have sound keyboard and mouse skills and a thorough familiarity with computers and software packages. These skills may be evidenced by the achievement of appropriate National Units or Courses but they may also have been acquired in an informal or work environment. For core skills it would be beneficial if candidates had some IT skills. This could be demonstrated by the achievement of the core skill Using Information Technology at Intermediate 2 level or equivalent.

Core skills: Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this unit specification. This unit gives automatic certification of the core skill: Using Information Technology at SCQF level 6

Assessment: There are two Outcomes, both largely of a practical nature.

Outcome 1: Prove Knowledge and/or Skills of: the different components of a computer system, the function of tools such as file manager, print manager and control panel, the ways in which data can be kept secure and the causes of common software and hardware problems and how to resolve them.

Outcome 2: Uses a range of software application packages, (at least four) to meet complex information requirements. The learners will be given a comprehensive checklist of all evidence required to successfully complete this Outcome. They will then have to create a technical manual and player guide indicating on the checklist exactly where each requirement has been met. Given the complexity of the technical manuals and user guides shipped with today's games, this should make for a demanding, but hopefully enjoyable experience.

(1) Outcome 1: Operate a range of IT equipment independently, giving attention to security and to other users

- The different components of a computer system and how to use them, (ie mouse or other pointing device, keyboard, monitor, disk drive, processor, printer, scanner, etc)
- The functions of tools such as file managers, print managers, control panels and how to use these
- The ways in which data can be kept secure, (eg encryption, passwords, back ups, virus protection) and how security procedures can be used to meet the needs of all users of a computer system
- The causes of some common software and hardware problems, (eg cable connections, device settings, software option settings) and what action to take to resolve these



(2)Outcome 2 : Use a range of software application packages to meet complex information requirements

- Methods for assessing information requirements and designing solutions using IT
- How to use straightforward and complex features of a range of software application packages (these can be word processing, spreadsheet, database, simulation, graphics, communications, (ie Internet, intranet, email, etc), audio/music, animation, video, multimedia, desktop publishing, data logging and retrieval, control or other packages)
- How to integrate data types within a software application package
- How to integrate information from more than one software application package
- The content and search facilities of a range of computer data sources
- Factors to consider when working out a search strategy when using a computer data source
- How to extract information from a local and a remote computer data source

Evidence requirements for the Unit:

(1)Outcome 1

The candidate will need evidence to demonstrate his/her knowledge and/or skills by showing that, with minimal support from others (but using on-line help or suppliers' manuals), s/he can:

- Use five hardware devices, (eg mouse, keyboard, printer, monitor, disk drive, scanner)
- Start up and close down the operating system
- Open and close software packages
- Locate data and applications
- Use a filing system, (eg to organise folders and sub-directories applying naming conventions)
- Use two tools within the operating system, (eg file managers, print managers and control panels)
- Implement security measures responsibly and with consideration for the needs of other users, (eg passwords, backups, virus protection)
- Resolve one hardware and one software problem, (eg printer off-line, sound not working, too many open programs, system freeze, software option settings, etc).

(2)Outcome 2

The candidate will need evidence to demonstrate his/her knowledge and/or skills by showing that, with minimal support from others (but using on-line help or suppliers' manuals), s/he can:

- Identify the information requirements of users and how these requirements can be met



- Select software applications packages which are appropriate to meet the identified information requirements
- Use four or more software applications packages to process the identified information requirements and which output two or more different data types, (eg text, number, graphics, audio, video) in the form of documents, designs, compositions, models or presentations
- Carry out three searches to extract and present relevant information from suitable local and remote computer data sources. A minimum of two searches must be from remote computer data sources. To do this the candidate will be required to:
 - Plan how to find the information and make decisions about searches taking account of efficiency in terms of time, cost, effective filtering and outcome
 - Extract information, (eg text, number, graphics, audio, video) which matches several search criteria, (eg keywords, fields, file names, screen grabber, digital camera or scanner). Searches must be different from each other, eg searching two different sources, or searching the same source for two different forms of information
- Integrate two or more different data types, (eg text, number, graphics, audio, video) from more than two software applications packages into a single product. The product may be in the form of a document, design, composition, model or presentation
- Format the product so that the final output meets the identified information requirements and is clear and helpful to users

References:

1. Aaditya Mattoo, Robert M. Stern, Gianni Zanini, "A Handbook of International Trade in Services"
Oxford University Press, USA | 2007-12-20 | ISBN: 0199235228 | 576 pages | PDF | 2,5 MB
2. Danny Mackinnon, Andrew Cumbers, Introduction to Economic Geography Globalization, Uneven
Development and Place, 2nd Edition Aug 2011, Prentice_Hall, ISBN13: 9780273727279 ISBN10:
0273727273
3. Thomas Oatley International Political Economy International Edition 5th Edition Mar 2011, s
Prentice_Hall, ISBN13: 9780205006281
4. Alan Branch, Export Practice and Management, 5th Edition ,Cengage Learning Business Press,
ISBN: 1844800814
5. Kenneth D. Weiss Building an Import/Export Business, 5th Edition ,JoSQA Wiley & Sons, ISBN:
0470120479

6. Preparing Financial Forecasts



Unit code: HP7048

Unit purpose: This Unit is designed to provide candidates with an understanding of the use of Management Accounting Information within a business organisation. This is achieved in the first instance, by providing candidates with the skills required to prepare basic management accounting reports. In addition, the Unit will also enable candidates to learn the financial techniques used for making decisions in relation to costing and budgeting, pricing and investments.

On completion of the Unit candidates should be able to:

1. Prepare an operating statement.
2. Analyse costing data and provide information for decision-making.
3. Analyse budgetary information and prepare a variance report.
4. Assess the viability of a project using investment and project appraisal techniques.

Credit points and level: 1 SQA Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre, but it would be beneficial if the candidate had a basic understanding of Business Accounting. This may be demonstrated by possession of the following:

- SQA Unit Business Accounting or an equivalent qualification or experience.

Core skills: The Unit is primarily intended to provide candidates with an understanding of the use of Management Accounting information within a business environment. In particular, the focus of the Unit will be on the provision of accounting information that will assist managers in their decision-making process.

In Outcome 1, candidates will be provided with skills and develop their abilities in the preparation of an operating statement. Candidates should show an understanding of cost classification (direct/indirect), overhead allocation and absorption and profit determination (using both mark-up and margin).

In Outcome 2 the focus is on the development of an understanding of marginal costing and its application in relation to the provision of relevant data to inform decision-making. A comparison of alternative costing methodologies (Full/ Absorption v Marginal) should be made. Candidates should be encouraged to calculate the effect of changing costs and revenue levels (associated with alternative courses of action) on total contribution. Although there is no requirement to assess the calculation of break-even point and the number of units required to achieve a desired level of profit, this should still be covered in the teaching of marginal costing.

In Outcome 3, although there is no requirement to assess the actual preparation of functional budgets, this should still be covered in the teaching of the Unit. An understanding of the construction of such



budgets will assist candidates in the development of skills and abilities in the comparison of budgeted activity with actual activity and the analysis of the resultant variances. The candidate should show an understanding of flexed budgets, all the variances stated in the evidence requirements and the possible causes of the variances. The candidate should also be able to analyse the variances from a particular case study and make appropriate recommendations for future action. Candidates should be encouraged to use a suitable spreadsheet package to calculate variances

In Outcome 4 candidates will develop skills and abilities in the application of investment appraisal techniques (both traditional and discounted cash flow) as an aid to decision-making. Included in the study of this outcome should be an examination of the effects of limited funds on selecting projects as well as the normal appraisal techniques covered in the Evidence Requirements. Candidates should be encouraged to use a suitable spreadsheet package to calculate NPV and/or IRR. The effects of taxation should be excluded from the analysis.

Assessment:

The Unit could be assessed by two Instruments of Assessment. One covering Outcomes 1 and 2, and the other covering Outcomes 3 and 4. The first assessment, which is primarily computational in nature, should be carried out under closed-book controlled conditions and should last approximately two hours. The second assessment would require candidates to produce a report with appropriate appendices based on a given case study. This should take the form of a home-based exercise and the evidence could be submitted in the form of a report which incorporates both word-processing and spreadsheet application packages.

(1) Outcome 1: Prepare an operating statement.

- Cost classification.
- Overhead absorption.
- Profit determination.

(2) Outcome 2: Analyse costing data and provide information for decision-making.

- Marginal costing and contribution-margin analysis
- Analysis of costs
- Information for decision making

(3) Outcome 3: Analyse budgetary information and prepare a variance report.

- Flexed budgets.
- Variance identification: Materials, Labour and Overheads.
- Variance analysis and reporting.



(4) Outcome 4: Assess the viability of a project using investment and project appraisal techniques.

- Payback Period.
- Accounting rate of return.
- Discounted cash flow (net present value and internal rate of return).

Evidence requirements for the Unit:

(1) Outcome 1

Evidence must be produced for all parts of the knowledge/skills section. The candidate will be required to produce an operating statement for a business. Each time the Outcome is assessed the candidate will be expected to:

- Prepare an operating statement that includes details of the classification and analysis of costs.
- Apply logic to the order of costs in the operating statement
- Subtotal the main cost categories
- Absorb overheads using an appropriate basis—a minimum of two different bases should be used
- Accurately calculate profit in accordance with the given policy (mark-up or margin).

Evidence must be generated through an assessment undertaken in closed-book controlled conditions.

(2) Outcome 2

Evidence must be produced for all parts of the knowledge/skills section. Candidates will need evidence to show that they can, with reference to a particular business, provide an analysis of costing data, which can be used by the managers of an organisation who must make decisions from the resulting information. Each time this Outcome is assessed candidates will be required to:

- Accurately calculate the effect of changing costs and/or revenue levels on contribution and profit—a minimum of two changes in both cost and revenue levels to be applied
- Analyse a number of alternative courses of action and estimate the costs incurred and profit earned, this must be in accordance with the given projected revenue and cost patterns.
- Recommend an appropriate course of action consistent with analysis.

Evidence must be generated through an assessment undertaken in closed-book controlled conditions. Candidates will be presented with a given profit statement, they will analyse a number of alternative courses of action and produce accurate profit statements (which clearly show the total contribution) for each option. Candidates should then recommend the adoption of a particular option giving a rational justification of their choice.

(3) Outcome 3

Evidence must be produced for all parts of the knowledge/skills section. The candidate will be provided



with a series of functional budgets covering: Sales, production, labour, materials and overheads. In addition, candidates will also be given the actual results for the period concerned. Each time the Outcome is assessed candidates will be required to:

- Flex the budget from provided functional budgets in line with actual activity
- Calculate the following variance: Materials (usage, price, cost); Labour (efficiency, rate, cost); Total overhead; and identify a minimum of one possible cause of each variance
- Make a minimum of two recommendations to management that are consistent with the significance and direction of the variances calculated

(4) Outcome 4

Evidence must be produced for all parts of the knowledge/skills section. Candidates will need evidence to demonstrate that they have a basic understanding of investment appraisal techniques and by applying these to a specific project they can recommend an appropriate course of action to management. Each time the outcome is assessed candidates will be required to:

- Select and use two appropriate investment appraisal techniques in terms of the information provided and the requirements of the user
- Produce a discounted cash flow (net present value and internal rate of return) which includes all relevant data allocated to the correct periods
- Assess the viability of the project making reference to a minimum of three conclusions and recommendations—these must be supported with evidence from your analysis of investment appraisal techniques.

Reference:

- Ray H. Garrison & Eric W. Noreen (2002), *Managerial Accounting*, 10th edition, McGraw-Hill/Irwin, ISBN: 9787500561590
- Peter C. Brewer & Ray H. Garrison (2008), *Introduction to Managerial Accounting*, 4th edition, McGraw-Hill/Irwin, ISBN: 9787811224047
- Kaplan, R. S. & Atkinson A. A. (1998) *Advanced management accounting*, 3rd edition, London: Prentice Hall International

7. Managing People and Organisations

Unit title: Managing People and Organisations

Unit code: HP 7147

Unit purpose: This Unit is designed to enable the candidate to gain an understanding of the different



approaches to managing an organisation in today's dynamic and complex business environment. It will introduce the candidate

- whether intending to or working in an administrative, commercial or management role.
- to current management theories to enable him/her to use these to evaluate organisational effectiveness.

On completion of this Unit, the candidate will be able to:

- 1 Explain the characteristics and purpose of the organisation and its environment.
- 2 Analyse factors that influence workplace performance.
- 3 Analyse factors that influence managerial performance.
- 4 Identify and compare alternative approaches to organising people within the workplace.

Credit points and level: 2 SQA credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre but it would be beneficial if the candidate possesses good communication skills which may be evidenced by Communication at SCQF level 5 or equivalent.

Core Skills: There are opportunities to develop the Core Skills of Communication and Problem Solving at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: It is recommended that this Unit be assessed using two different methods of assessment. The first method of assessment could be an open-book response to structured questions. This can be used for Outcomes 1, 2 and 3. The candidate would be required to answer questions set in accordance with the sample in the Evidence Requirements for each of the three Outcomes. The questions can be based on a case study of an organisation and the same case study can be used for each Outcome.

The second method of assessment could be an open-book report covering Outcome 4. It can also be based on a case study which, for this Outcome, would require a solution to a structural problem of a work/organisation. The case study could be of the same organisation as for Outcomes 1–3. The candidate will be required to analyse the given problem and prepare and present her/his solutions to the problem. If desired this could be presented in a way which would give candidates an opportunity to practise using a report format.

(1) Outcome 1: Explain the nature of organisations



- Types of organisation
- Formal and informal organisation
- Organisational goals, objectives, and policies
- Open Systems Theory
- Stakeholder Theory
- Strategies for organisational control

(2) Outcome 2: Explain the factors that influence the motivation of both individuals and groups to perform effectively within the workplace

- Nature and theories of motivation
- Job performance
- Nature and theories of teamwork

(3) Outcome 3: Explain the meaning of management and describe the main activities associated with the role

- Management roles and activities
- Managerial effectiveness
- The nature and theories of leadership

(4) Outcome 4: Explain the different approaches to organising people within the workplace

- Forms of organisational structure
- Types of structural relationship type of organisational
- Contingency approach

Evidence Requirements for the Unit

(1) Outcome 1

Evidence for the Knowledge and/or Skills in this Outcome will be provided on a sample basis. In order to ensure that candidates will not be able to foresee what items they will be questioned about, a different sample of the Knowledge and/or Skills items is required each time the Outcome is assessed.

The candidate must provide evidence of any three from the six items listed below to show that she/he can with References to a particular situation:

- Distinguish between the formal organisation and informal organisation by contrasting relevant elements of each of them
- clearly illustrate the relationship between organisational goals, objectives, and policy and justify their contribution to the effective management of a given organization
- explain the nature of Open Systems Theory and apply it to a given organisation



- outline the different stakeholders of an organisation and explain the influence and interest of each stakeholder in a given organization
- propose a strategy of control in a given organisation and justify its suitability

Evidence for this Outcome should be generated under controlled conditions. Candidates should respond to questions set in accordance with the sample. Candidates who achieve a score of 50% or more of the available marks for the questions will have satisfied the Evidence Requirements.

(2) Outcome 2

Evidence for the Knowledge and/or Skills in this Outcome will be provided on a sample basis. In order to ensure that candidates will not be able to foresee what items they will be questioned about, a different sample of the Knowledge and/or Skills items is required each time the Outcome is assessed.

The candidate must provide evidence for one of the first two items and for any two of the remaining three items listed below to show that she/he can with References to a particular situation:

- explain and apply an appropriate content and an appropriate process theory of motivation to explain individual behaviour in a given situation
- highlight methods which management can use to improve job performance in a given situation and explain their suitability
- accurately explain the importance of teamwork and apply it to a given situation
- identify and analyse at least three factors that affect team cohesiveness and performance in a given situation and examine their influence
- Explain three factors that affect team cohesiveness and performance

Evidence for this Outcome should be generated under controlled conditions. Candidates should respond to questions set in accordance with the sample. Candidates who achieve a score of 50% or more of the available marks for the questions will have satisfied the Evidence Requirements.

(3) Outcome 3

Evidence for the Knowledge and/or Skills in this Outcome will be provided on a sample basis. In order to ensure that candidates will not be able to foresee what items they will be questioned about, a different sample of the Knowledge and/or Skills items is required each time the Outcome is assessed.

The candidate must provide evidence of three from the five items listed below to show that she/he can, with References to a particular situation:

- examine the nature of managerial work and highlight the relevant roles and activities associated
- with managing in a given situation



- justify two ways in which managerial performance can be measured and in each case explain how the measure can be used to assess managerial performance
- suggest an appropriate behavioural theory of leadership to explain the approach of a manager and apply it to a given situation
- suggest an appropriate contingency or transformational leadership theory of leadership to explain the approach of a manager and apply it to a given situation
- explain and analyse how theories of leadership can be used to improve the way in which managers lead staff and apply it to a given situation

Evidence for this Outcome should be generated under controlled conditions. Candidates should respond to questions set in accordance with the sample. Candidates who achieve a score of 50% or more of the available marks for the questions will have satisfied the Evidence Requirements.

(4) Outcome 4

Evidence must be provided for all parts of the Knowledge and/or Skills section. Each time the Outcome is assessed candidates will be required to:

- Explain line, staff, functional and lateral relationships within an organisation
- highlight and justify the relevance of authority, responsibility and delegation to line relationships within a given organization
- accurately describe and illustrate the type of organisational structure currently adopted by a given organisation.
- suggest and describe an alternative form of structure which a given organisation could adopt and which could be more appropriate to its current situation. The description should include a diagram with each part clearly labelled.
- justify how the suggested alternative structure is consistent with the main situational variables of a contingency approach to structure.

The evidence must be specific to a particular organisation. **References**

- Stephen P. Robbins (2004), *Essentials of Organizational Behavior*, 7th edition, China Renmin University Press, ISBN: 9787300056692
- John Martin (2001), *Organizational Behaviour*, 2nd edition, Thompson, ISBN: 978-1861525833

8. Workplace Communication in English

Unit title: Workplace Communication in English

Unit code: HR1C46



Unit purpose:

This Unit *Workplace Communication in English* sits at SCQF level 6 and is designed to develop skills in analysing, summarising, evaluating and producing written information in English in a complex vocational context. It also develops practical skills in speaking and responding in English in complex vocational situations. The Unit enhances skills for learning, life and work and there is a particular emphasis on employability. The Unit is for learners for whom English is an additional language. It can be taken as part of a Group Award or as a stand-alone Unit for the purposes of developing written and oral skills for use in complex vocational situations. Work undertaken for the Unit will be in a context appropriate to the learner's Group Award or relevant to an individual's vocational area/discipline.

The Unit embeds and provides automatic certification of the Core Skill of *Communication* at SCQF level 6

Credit points and level: 1 SQA credit at SCQF level 6: (8 SCQF credit points at SCQF level 6)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, learners should have competence in *Communication Skills* at SCQF level 5 or equivalent. This could be demonstrated by achievement of one of the following:

F3GB 11 *Communication* (Core Skill), SCQF level 5

EE3T 11 *Communication* (NQ), SCQF level 5

C270 11 *English* SCQF level 5

C724 75 *National 5 English*

C222 11 *English for Speakers of Other Languages* SCQF level 5

C727 75 *National 5 ESOL*

IELTS 5.0

Appropriate work experience

Core skills: Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

Assessment: Evidence should be generated through assessment undertaken in controlled conditions where arrangements are in place to assure the authenticity of work produced. Since the Core Skill of *Communication* is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given.

An exemplar assessment pack and marking guidelines have been produced to indicate the national standard of achievement required at HN SCQF level 6.

(1) Outcome 1: Summarise and evaluate written information on a complex vocational issue.



- The skills and concepts required for reading and analysing complex text.
- The skills of summarising key information and supporting detail.
- An understanding of the range of types, purposes and uses of business documents.
- Knowledge of the conventions of format and graphic communication.
- An understanding of the impact of language and presentation.
- Skills in evaluating the strengths and weaknesses of written text in meeting an identified purpose and readership.

(2) Outcome 2: Produce written information on a complex vocational issue

- How to select and collate relevant information.
- How to arrange material for impact.
- How to structure information effectively to a prescribed business format.
- How to select register and language appropriate to purpose and readership.
- Accurate use of conventions of expression and style, spelling punctuation and syntax
- Formal conventions of business documents

(3) Outcome 3: Produce and respond to oral communication on a complex vocational issue.

- How to plan and prepare for a formal meeting.
- How to locate, select and present relevant complex information.
- How to organise and structure a contribution to discussion.
- How to respond and adapt to the contributions of others and progress interaction.
- The dynamics of oral communication.
- The format and structure of formal meetings.
- The format and structure of written records of meetings.

Evidence requirements

Outcome 1: Summarise and evaluate written information on a complex vocational issue

The learner will provide evidence to demonstrate his/her Knowledge and Skills by showing that he/she can:

- ◆ summarise written information on a complex vocational issue.
- ◆ evaluate written information on a complex vocational issue.

One text concerned with the presentation of information on a complex vocational issue will be presented to the learner for summarising and evaluating.

Firstly, the learner will read and understand the text, identifying, extracting and summarising key information.



The response should be such that it:

- ◆ demonstrates clear understanding of information, ideas and supporting detail.
- ◆ expresses key information concisely and coherently in the learner's own words.

Secondly, the learner will evaluate the text in no fewer than 200 words. The quality of the evaluation will be such that it:

- ◆ identifies the aims/purpose/objectives and the intended readership of the communication.
- ◆ considers the contribution of the presentation and style to meaning/effect.
- ◆ assesses whether the text meets its overall aims/purpose/objectives.
- ◆ considers the effectiveness of the text in meeting the needs of the intended readership.
- ◆ justifies comment by providing relevant evidence from the text.

Outcome 2: Produce written information on a complex vocational issue

The learner will provide evidence to demonstrate his/her Knowledge and Skills by showing that he/she can produce written information on a complex vocational issue.

The learner will produce written information amounting to a minimum of 800 words on a complex vocational issue.

The evidence can be presented as one single item or as a portfolio of up to three linked items of communication.

- ◆ The quality of the text(s) should be such that:
- ◆ relevant information on a complex vocational issue is selected and conveyed accurately.
- ◆ there is evidence of analysis of a substantial body of information or an issue is explored in depth.
- ◆ the structure chosen is effective and conveys ideas clearly.
- ◆ layout, structure and format are appropriate to context and purpose and assist in the clarity and effectiveness of the communication.
- ◆ language and style are appropriate to purpose and readership.
- ◆ spelling, punctuation and grammar are consistently accurate.

Outcome 3: Produce and respond to oral communication on a complex vocational issue

The learner will provide evidence to demonstrate his/her Knowledge and Skills by showing that he/she can plan, deliver and sustain an input of at least five minutes in an oral communication about a complex vocational issue.

The quality of the input should be such that:

- ◆ all essential information presented is accurate and relevant to purpose and listeners.
- ◆ key elements are identified and other points of view explored.
- ◆ communication is clear and audible.
- ◆ communication is structured to take account of purpose and audience and all ideas are organised and presented clearly.
- ◆ language and tone are used effectively.
- ◆ non-verbal skills promote and progress communication.



- ◆ responses to the contributions of others progress interaction.
- ◆ the written record of the communication is accurate and to a professional standard.

References:

- John.V. Thill, Courtland L. Bovee (2008), *Excellence in Business Communication*, 7th edition, Peking University Press, ISBN 9787301142165
- Kitty O.Locker, Donna S. Kienzler(2009), *Business and Administrative Communication*, 8th edition, China Machine Press, ISBN 9787111157410

9. Communication: Business Communication

Unit title:Communication: Business Communication

Unit code: HP7547

Unit purpose:

This Unit *Communication: Business Communication* sits at SCQF level 7 and is designed to develop skills in analysing, summarising, evaluating, and producing complex written business information. It also develops skills in presenting and responding to complex oral business information. The Unit enhances skills for learning, life and work and there is a particular emphasis on employability. The Unit can be taken as part of a Group Award or as a stand-alone Unit for the purposes of continued professional development. Work undertaken for the Unit will be in a context appropriate to the learner's Group Award or relevant to an individual's vocational area/discipline.

The Unit embeds and provides automatic certification of the Core Skill of *Communication* at SCQF level 6

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

Recommended entry to the Unit: Access to this Unit is at the discretion of the centre. However, learners should have competence in communication skills at SCQF level 6 or equivalent. This could be demonstrated by achievement of one of the following:

C270 12 *Higher English*, SCQF level 6

C222 12 *English for Speakers of Other Languages (Higher)*, SCQF level 6

F3GB 12 *Communication (Core Skill)*, SCQF level 6

FA1W 12 *Communication (NQ)*, SCQF level 6

HR1C 46 *Workplace Communication in English*, SCQF level 6

IELTS 6.0

Appropriate work experience.

Core skills: This Unit gives automatic certification of the following Core Skill: *Communication* at Higher level. There are no other Core Skill components included.



Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. If this Unit is delivered as a stand-alone Unit, it should be developed in a context to suit the learner's vocational needs and career pathway.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard.

(1) Outcome 1: Analyse complex written business information

- The skills and concepts required for reading and analysing complex text.
- The skills of summarising key information and supporting detail.
- An understanding of the range of types, purposes and uses of business documents.
- Knowledge of the conventions of format and graphic communication.
- An understanding of the impact of language and presentation.
- Skills in evaluating the strengths and weaknesses of written text in meeting an identified purpose and readership.

(2) Outcome 2: Produce complex written business documents

- How to select and collate relevant information.
- How to arrange material for impact.
- How to structure information effectively to a prescribed business format.
- How to select register and language appropriate to purpose and readership.
- Accurate use of conventions of expression and style, spelling punctuation and syntax
- Formal conventions of business documents

(3) Outcome 3: Organise and participate in a formal meeting

- How to plan and prepare for a formal meeting.
- How to locate, select and present relevant complex information.
- How to organise and structure a contribution to discussion.
- How to respond and adapt to the contributions of others and progress interaction.
- The dynamics of oral communication.
- The format and structure of formal meetings.
- The format and structure of written records of meetings.

Evidence Requirements for this Unit

Outcome 1



The learner will provide evidence to demonstrate his/her Knowledge and Skills by showing that he/she can:

- ◆ analyse complex written business information
- ◆ evaluate complex written business information

One business related text of approximately 800–1,500 words will be presented to the learner for analysing and evaluating.

Firstly, the learner will critically engage with and analyse the text.

The analysis should be such that it:

- ◆ demonstrates in-depth understanding of information, ideas and supporting detail
- ◆ expresses key information concisely and coherently in the learner's own words

Secondly, the learner will evaluate the text in approximately 350 words. The quality of the evaluation will be such that it:

- ◆ addresses the extent to which the document is appropriate to the intended reader and whether it meets its overall aims/purpose/objectives
- ◆ assesses the accuracy, sufficiency and relevance of information presented
- ◆ analyses the contribution of the presentation of text to meaning/effect
- ◆ justifies comment by detailed and relevant evidence from the text

Outcome 2

The learner will provide evidence to demonstrate his/her Knowledge and Skills by showing that he/she can:

- ◆ produce complex written business documents

The text(s) should amount to a minimum of 1,500 words, not including references, but can include appendices or associated or supplementary papers produced by the learner.

The quality of the document(s) should be such that:

- ◆ complex information is selected from relevant sources and conveyed accurately
- ◆ structure is logical, coherent and effective
- ◆ language and style are appropriate to context, purpose and readership
- ◆ spelling, punctuation and grammar are consistently accurate
- ◆ format and layout enhance communication
- ◆ reference sources are recorded as appropriate

Outcome 3

The learner will provide evidence to demonstrate his/her knowledge and skills by showing that he/she can produce and respond to complex oral communication by planning and delivering an input of at least five minutes to a formal business related event.

The quality of the input should be such that:

- ◆ information contributed is complex, accurate and relevant to purpose and audience
- ◆ ideas are presented clearly and coherently



- ◆ structure is appropriate to purpose
- ◆ evidence is provided to support points made
- ◆ support materials enhance communication
- ◆ language, register and tone are used effectively and adapted to meet the needs of others
- ◆ responses to the contributions of others progress interaction
- ◆ non-verbal skills promote and progress communication
- ◆ written records are to a professional standard

References:

- John.V. Thill, Courtland L. Bovee (2008), *Excellence in Business Communication*, 7th edition, Peking University Press, ISBN 9787301142165
- Kitty O.Locker, Donna S. Kienzler(2009), *Business and Administrative Communication*, 8th edition, China Machine Press, ISBN 9787111157410

10. Business Contractual Relationships

Unit title: Business Contractual Relationships

Unit code:HP6X47

Unit purpose: This Unit is designed to expand the candidates' knowledge of the law as it applies within the business environment. This Unit will examine consumer legislation, the law in employment and the law of obligations as it relates to the contractual relationships between the business, their customers and their employees.

On completion of this Unit, the candidate will be able to:

1. Explain the protection provided to individuals when entering into a consumer credit agreement
2. Explain the key elements of the law in employment
3. Explain the key elements of the Law of Obligations.

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

Recommended prior knowledge and skills: Entry to this Unit is at the discretion of the centre. However it would be beneficial if candidates possess good communication skills. These may be demonstrated by the achievement of the Core Skill *Communication* at SCQF level 6, or Higher English or equivalent.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Assessment: Assessment for all three Outcomes may take the form of open-book assessments based on stimulus material; either a case study, restricted response questions or a combination of both. Candidates may compile responses from their own research. Assessments may be integrated between Outcomes. Centres will have discretion in designing assessments so that they can assess Outcomes



individually or combine Outcomes where they consider appropriate. An exemplar assessment pack and marking guidelines have been produced to indicate the National Standard of achievement required at SCQF level 7.

(1) Outcome 1: Explain the protection provided to individuals when entering into a consumer credit agreement

Current legislation in terms of:

- Sale of Goods
- Unfair Contract Terms
- Consumer Credit
- False and misleading Trade Descriptions
- Product liability.

(2) Outcome 2: Explain the key elements of the law in employment

- Contract of employment
- Dismissal and termination
- Discrimination

(3) Outcome 3: Explain the key elements of the Law of Obligations

- General Principles of Delict
- Negligence
- Defences

Evidence requirements for the Unit

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

explain the main characteristics of the contract of sale

explain the terms implied in contracts for the supply of goods

explain the rights and duties of supplier and buyers of goods

explain the protection provided by consumer credit legislation

explain the protection provided by consumer protection legislation

Where legal terminology is used it should be explained in non-legal language

(2) Outcome 2



Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can

1. identify the key elements of a contract of employment and explain, giving an exam circumstances under which an employment contract may lawfully be terminated
2. explain the key principles of unfair dismissal
3. identify and explain, giving an example of each, direct and indirect discrimination employment

(3) Outcome 3

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

1. explain the law of delict
2. using an example
3. explain negligence and the potential liability resulting from it
- 2.outline the specific rules of delict that apply in the employment context and the defences available in delictual claims
- 3.explain the duty of care

References

1. Max Young (2009), *Understanding Contract Law*, 6th edition, Routledge, ISBN: 9780415494267

11. Economics 1: Micro and Macro Theory and Application

Unit title: Economics 1: Micro and Macro Theory and Application

Unit code: HP6P 48

Unit purpose: This Unit is designed to build on a candidate's knowledge of introductory economics and expose them to microeconomic and macroeconomic applications of theory. The Unit allows the introduction of current issues in economics and provides an opportunity for candidates to analyse and evaluate these issues.

On completion of the Unit candidates should be able to:

- 1 Explain the costs of the firm and the market structures within which firms operate.
- 2 Analyse the impact of unemployment and inflation.
- 3 Evaluate government macroeconomic policy.

Credit points and level: 1 SQA credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate to qualifications in the Scottish Credit and Qualifications*



Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: Entry to the Unit is at the discretion of the centre. However, it would be beneficial for candidates to have good communication skills which could be demonstrated by the achievement of the Core Skill *Communication* at SCQF level 5 or equivalent. It will be beneficial if candidates have prior knowledge of economics. This may be demonstrated by possession of the SQA Unit F7J8 34 *Economic Issues: An Introduction* at SCQF level 7 or equivalent.

Core Skills: There are opportunities to develop the Core Skills of *Communication* at SCQF level 6 and *Information and Communication TecSQAology* at SCQF level 6 within this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Assessment of Outcome 1 will take place in unsupervised conditions and may take the form of an investigative exercise. Assessment of Outcome 2 and 3 of this Unit will take place in controlled conditions and may be assessed by questions based on stimulus material. Candidates will be permitted to use a specified amount of their own notes.

An exemplar assessment pack and marking guidelines have been produced to indicate the national standard of achievement required at SCQF level 8.

(1) Outcome 1: Explain the costs of the firm and the market structures within which firms operate

- Costs of the firm
- Market structures
- Price and output behaviour
- Profit maximisation
- Alternatives to profit maximisation

(2) Outcome 2: Analyse the impact of unemployment and inflation

- Types of unemployment
- Types of inflation
- The impact of unemployment on individuals and businesses
- The impact of inflation on individuals and businesses
- Recent trends in unemployment in the UK
- Recent trends in inflation in the UK

(3) Outcome 3: Evaluate government use of macroeconomic policy



- Aims of fiscal policy
- Fiscal policy methods in the UK
- Aims of monetary policy
- Monetary policy methods in the UK
- Supply-side policies

Evidence Requirements for the Unit

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- explain a minimum of three costs to the firm
- with the aid of relevant diagrams, describe the characteristics, price and output behaviour of two different market structures
- explain the objective of profit maximisation and an alternative objective

(2) Outcome 2

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- identify one type of macroeconomic problem and clearly outline the main causes
- analyse the impact of a macroeconomic problem on both individuals and businesses
- analyse recent UK trends relating to one macroeconomic problem in a comprehensive manner

Evidence for the Knowledge and/or Skills in this Outcome will be provided on a sample basis. A different sample of the Knowledge and/or Skills is required each time the Outcome is assessed. Candidates must provide evidence of three from the five Knowledge and/or Skills items above.

Assessment will be restricted open-book and will take place under supervised conditions. Candidates will be permitted to refer only to the equivalent of 250 words of their own summary notes. Candidates' notes will be submitted with the response.

(3) Outcome 3

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- explain the aims of a particular government macroeconomic policy
- evaluate the use of one type of government macroeconomic policy in the UK
- evaluate the effectiveness of a supply-side policy

Evidence for the Knowledge and/or Skills in this Outcome will be provided on a sample basis. A different



sample of the Knowledge and/or Skills is required each time the Outcome is assessed. Candidates must provide evidence of any three from the six Knowledge and/or Skills items above. Responses should relate to the stimulus materials provided. Assessment will take place under supervised conditions. Candidates will be permitted to refer to the equivalent of 250 words of their own summary notes and no other reference material. Candidates' notes will be submitted with the response.

References

- Andrew B. Abel, Ben S. Bernanke (2003), *Macroeconomics*, 5th edition, Addison-Wesley, ISBN: 9780321199638
- Karl E. Case, Ray C. Fair (2003), *Principles of Economics*, 6th Edition, Tsinghua University Press, microeconomics : ISBN: 9787302064282, macroeconomics & world economics : ISBN: 9787302065395
- N. Gregory Mankiw (2006), *Principles of Economics*, 4th Edition, Peking University Press, microeconomics: ISBN: 9787301106631, macroeconomics: ISBN: 9787301108055

12. Economics 2: The World Economy

Unit title: Economics 2: The World Economy

Unit code:HP72 48

Unit purpose: This Unit introduces the world economy, the main focus is the key features of the global economic environment. It advances economic concepts and allows candidates to develop their research and analytical skills. The core economic issues that are focused on in this Unit are trade, international payments, exchange rates and economies undergoing change.

On completion of this Unit, the candidate should be able to:

- 1.Explain international trade and the role of trade organisations.
- 2.Analyse the balance of payments and exchange rate regimes.
- 3.Evaluate world economies.

Credit points and level: 1 SQA Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

Recommended prior knowledge and skills: Entry to this Unit is at the discretion of the centre. However it would be beneficial if candidate have good communication skills and which may be demonstrated by the achievement the Unit Communication: Analysing and Presenting Complex Information (DE3N 34), the Core Skill Communication at SCQF level 6 or equivalent. It would also be beneficial if candidates had some prior knowledge of economics, which this may be demonstrated by achievement of the Unit F78 34 Economic Issues: An Introduction or F7J6 35 Economics 1: Micro and Macro Theory and Application or



equivalent.

Core skills: There are opportunities to develop the Core Skills of Problem Solving, Information and Communication Technology and Communication at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Assessment will be by using one instrument of assessment that will allow candidates to develop their research skills. An investigative approach should be taken by the candidate to allow him/her to build a portfolio of evidence. This may be in the form of a portfolio. An exemplar pack and marking guidelines have been produced to indicate the national standard of achievement required at SCQF level 8.

(1) Outcome 1: Explain international trade and the role of trade organisations.

- Trade theory
- Barriers to international trade
- protectionism.
- The World Trade Organisation
- Trading blocs

(2) Outcome 2: Analyse the balance of payments and exchange rate regimes.

- Structure of the UK balance of payments account
- Recent trends in the UK balance of payments account.
- relationship between exchange rate and the balance of payments
- exchange rates regimes
- Effects of exchange rates on economic agents.

(3) Outcome 3: Evaluate world economies.

- Characteristics of NICs (Newly Industrialised Countries).
- Issues facing NICs.
- Characteristics of LDCs (Less Developed Countries).
- Issues facing LDCs.
- Impact of transnationals in NICs and LDCs



Evidence requirements for the Unit

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- explanation of free trade and absolute and comparative advantage.
- Identify three gains from international trade.
- Explain barriers to trade, this should include two forms of protectionism.
- Explain why governments may wish to raise barriers to international trade.
- Describe the role of the World Trade Organisation in the development of free trade.
- Explain the role of one trading bloc from EU, NAFTA or ASEAN

(2) Outcome 2

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- Explanation of the general trends and composition of the UK balance of payments in the last 30 years. Allowance should be taken of redefinition of the accounts over this time.
- Explanation of UK trends in trade over the last 30 years.
- Describe the relationship between exchange rates and the balance of payments account.

With regard to the last two elements of knowledge and skills, candidates will be required to select two exchange rate regimes. They will then be required to:

- Identify three advantages and disadvantages of the chosen regimes.
- Identify three effects on economic agents of the chosen regimes.

(3) Outcome 3

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- Explain two characteristics of a NIC economy or two characteristics of a LDC.
- Analyze one issues facing NICs or one issues facing LDCs.
- Explain the impact of multinationals on NICs or LDCs

References

- Sharon Oster, Ray C. Fair, Sharon E. Oster, Karl E. Case, Ray C Fair (2013), **Principles of Economics**, 'Principles of Economics (11th Edition)', published 2013 under ISBN 9780133023800 and ISBN 013302380X.



- Frederick P. Stutz, Barney Warf (2011) *The World Economy: Geography, Business, Development* (6th Edition)', published 2011 under ISBN 9780321722508 and ISBN 0321722507.
- www.tutor2u.com Provides notes, quizzes
- <http://www.bbc.co.uk/news/business/> BBC Business News

13.Global Trade and Business: Graded Unit 1

Unit Title: Global Trade and Business: Graded Unit 1

Unit Code: HP10 47

Unit Purpose: This Graded Unit is designed to provide evidence that candidates have met the following aims of the first year of the SQA Advanced Diploma in Global Trade and Business.

- provide the competencies required by employers of those engaged in entry level administrative, managerial or commercial positions in organisations
- develop and apply a range of vocational knowledge and skills in an integrated manner to the analysis of business situations
- build on previously acquired transferable skills
- adopt an innovative and creative approach to their work and be able to respond quickly to the challenges posed by changes in the business environment.

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to these specific aims prior to undertaking this Graded Unit:

HP7K 47 Business Accounting

HP6T 47 Economic Issues: An Introduction

HP71 47 Managing People and Organisations

HP6N 47 Marketing: An Introduction

HP76 47 International Marketing: An Introduction

Core skills: There is no automatic certification of core skills or a Core Skill component as part of this Graded Unit.

Assessment:

This examination-based group award Graded Unit is a closed book assessment. It will consist of a written examination of three hours.

The questions in the examination will be based on a case study of an organisation. The case study will



be made available to candidates prior to the examination. The questions will be unseen until the time of the examination.

An exemplar instrument of assessment and marking guidelines have been produced to provide examples of the specific evidence required to demonstrate achievement of the aims of the first year of the HND Global Trade and Business group award which this Graded Unit is designed to cover, and to indicate the national standard of achievement required at SCQF level 7.

To achieve this unit, candidates should attain 50% of the available marks with achievement being graded according to marks attained.

Evidence requirements for the Unit:

Key topics	What is being tested	Percentage weighting for each topic
Section 1 — Both questions to be answered		
Integration and problem solving within the context of the case study	<p>The candidate will be required to:</p> <p>Use knowledge and understanding from a number of different business disciplines to identify, explain and analyse issues arising from a prescribed business situation.</p> <p>Use knowledge and understanding from a number of different business disciplines to suggest and justify actions which could be taken to respond to issues arising from a prescribed business situation.</p>	<p>Two compulsory questions worth a total of 40 marks</p> <p>40%</p>
Section 2 — three questions from four to be answered		
<p>Applying financial concepts</p> <p>Purpose and analysis of financial statements — income statement, statement of financial</p>	<p>The candidate will be required to:</p> <p>Apply knowledge and understanding to explain and analyse financial information relating to a prescribed business situation.</p> <p>Use knowledge and understanding to draw</p>	<p>One question worth a total of 20 marks</p> <p>20%</p>



<p>position, statement of changes in equity, statement of cash flows.</p> <p>Users of financial information – purposes for which require information; sources of relevant information.</p> <p>Sources of finance</p>	<p>reasoned conclusions about relevant financial matters in a prescribed business situation. Use knowledge and understanding to identify actual and/or potential advantages and disadvantages of financial issues in a prescribed business situation.</p> <p>[Preparation of financial statements and calculations are not required.]</p>	
<p>Applying economic concepts</p> <p>Markets — demand, supply and elasticity.</p> <p>Government policy to address market failure.</p>	<p>Apply knowledge and understanding to identify, explain and analyse economic factors relevant to a prescribed business situation.</p> <p>Use knowledge and understanding to make reasoned predictions about a prescribed business situation.</p> <p>Use knowledge and understanding to identify actual or potential advantages and disadvantages of actions by economic agents in a prescribed business situation.</p> <p>[Calculations of elasticity are not required.]</p>	<p>One question worth a total of 20 marks</p> <p>20%</p>
<p>Applying international marketing and marketing concepts</p> <p>Marketing research</p> <p>Marketing Mix decisions</p> <p>Market selection and entry decisions in international markets</p> <p>Relationship between</p>	<p>The candidate will be required to:</p> <p>Apply knowledge and understanding to identify, explain and analyse marketing factors relevant to a prescribed business situation.</p> <p>Use knowledge and understanding to draw reasoned conclusions about marketing issues in</p>	<p>One question worth a total of 20 marks</p> <p>20%</p>



<p>marketing and other business functions</p>	<p>a prescribed business situation.</p> <p>Use knowledge and understanding to identify actual or potential advantages and disadvantages of particular marketing activities in a prescribed business situation.</p> <p>Apply knowledge and understanding to suggest and justify possible marketing activities in a prescribed business situation.</p>	
<p>Applying organisational and managerial concepts</p> <p>Organisational goals, objectives and policy</p> <p>Stakeholders</p> <p>Internal and external environment</p> <p>How organisations are managed — measures of managerial effectiveness</p> <p>Division and grouping of activities — contingency model</p>	<p>The candidate will be required to:</p> <p>Apply knowledge and understanding to identify, explain and analyse organisational and managerial factors relevant to a prescribed business situation.</p> <p>Use knowledge and understanding to draw reasoned conclusions about organisational and managerial issues in a prescribed business situation.</p> <p>Use knowledge and understanding to identify actual or potential advantages and disadvantages of particular organisational and managerial aspects of a prescribed business situation.</p> <p>Apply knowledge and understanding to suggest and justify possible organisational and/or managerial actions in a prescribed business situation.</p>	<p>One question worth a total of 20 marks</p> <p>20%</p>

The marks for integration and problem solving will be obtained through questions based on one or more of the other four topic areas.

To ensure a suitably integrated approach, some questions will cover more than one topic. In these cases, precise attribution of questions to a particular topic may not be possible. The weightings above,



therefore, are approximate and should be seen as strong guidelines on the proportion of total marks which will relate to each topic.

The examination will be marked out of 100. Assessors will aggregate the marks achieved by the candidate to arrive at an overall mark for the examination. Assessors will then assign a grade to the candidate for this group award Graded Unit based on the following grade boundaries:

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

References:

- Tony Davies, Ian Crawford, *Business Accounting and Finance* Jul 2011, Prentice_Hall ISBN13: 9780273723127
- Peter Atrill, *Financial Management for Decision Makers*, 6th Edition Jul 2011, Prentice_Hall ISBN13: 9780273756693
- Glenn Hubbard, Anthony O'Brien *Macroeconomics Global Edition* 3rd Edition Jul 2011, Prentice_Hall ISBN13: 9780273755890
- Alan Melville *International Financial Reporting A Practical Guide* 3rd Edition Jun 2011, Prentice_Hall, ISBN13: 9780273758150
- Philip K. and Gary A., (2017). *Principles of Marketing*. 15th ed. BeiJing: QingHua University Press.

14 Information and Communication Technology in Business

Unit title: Information and Communication Technology in Business

Unit code: HP7A48

Unit Purpose: This Unit is designed to develop learners' knowledge and skills in identifying, evaluating, managing and presenting business information to facilitate and influence decision-making. The Unit requires learners to consider the role of information in the decision-making process, evaluate data communications systems and ICT innovations, use planning and control tools for project management and use software application presentation tools to present findings and recommend actions.

On completion of the Unit the learner will be able to:

- Identify and evaluate the role of business information in decision-making.



- Describe and evaluate data communications systems and new ICT innovations.
- Plan project development work using project management software to meet client needs.
- Schedule project development work using project management software, to meet client needs.
- Create a presentation using appropriate software application presentation tools.

Credit points and level: 2 SQA Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

Recommended entry to the unit: Access to this unit is at the discretion of the centre. However, it would be beneficial if learners have suitable skills in communication and software application packages. Further knowledge concerning business decision making and processes would be advantageous. This may be demonstrated by achievement of the following units, HP75 48 Communication: Business Communication, HP6L 47 Information Technology: Applications Software, HP0M 47 Digital Technologies for Administrators, HP71 47 Managing People and Organisations, HP6A 48 Office Management or equivalent.

Core skills: There will be opportunities to gather evidence towards the Core Skill of Information and Communication Technology (ICT) at SCQF level 6 and the Core Skills components of Critical Thinking, Reviewing and Evaluating, Planning and Organising, Written Communication (Reading) and Written Communication (Writing) at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: Evidence could be generated through the use of case study or other stimulus material. The same case study could be used throughout with additional supplementary information for each Outcome.

Assessment	Outcome covered	Evidence to be retained
Assessment task 1 Report based upon stimulus material (approximately 1,500 words in length).	1. Identify and evaluate the role of business information in decision-making. 2. Describe and evaluate data communication system security and new ICT innovations	Report
Assessment task 2 1. A project planned and	3. Plan project development work	An electronic copy of the complete project



<p>scheduled using project management software.</p> <p>2. A short summary update of project details in the form of a presentation (or suitable alternative format).</p>	<p>using project management software to meet client needs.</p> <p>4. Schedule project development work using project management software, to meet client needs</p>	<p>schedule</p> <p>Presentation (or alternative format)</p>
<p>Assessment task 3</p> <p>A presentation created using appropriate software application presentation tools</p>	<p>5.Create a presentation using appropriate software application presentation tools</p>	<p>An electronic copy of the completed presentation, or access to the presentation</p>

(1) Outcome 1: Identify and evaluate the role of business information in decision-making.

- Levels of decision-making
- Information requirements
- Types of Information systems
- Legislation governing the management and handling of information

(2) Outcome 2: Describe and evaluate data communication systems and new ICT innovations.

- Security threat
- Security measures
- ICT innovations

(3) Outcome 3: Plan project development work using project management software to meet client needs.



- Project development tasks and sub-tasks
- Project milestones
- Task dependency
- Resource determination

(4) Outcome 4: Schedule project development work using project management software, to meet client needs.

- Project scheduling
- Task constraints and dependencies
- Resource allocation
- Project management software

(5) Outcome 5: Create a presentation using appropriate software application presentation tools

- Presentation techniques
- Importation techniques
- Dynamic links
- Animation and transition effects
- Multimedia elements

Evidence requirements for the Unit:

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can provide and justify an evaluation of the role of business information in the decision-making process. Evidence must be provided to demonstrate that candidates can:

- identify and compare the nature of information required at strategic, tactical and operational levels of decision making for a given situation
- evaluate the information required at strategic, tactical and operational levels of decision making for one internal source and one external source for each level
- evaluate the nature of information systems required to support decision making at strategic, tactical and operational levels
- identify and analyse the implications for decision making of two pieces of current legislation governing the management and handling of information

(2) Outcome 2

The candidate will need evidence to demonstrate their knowledge and/or skills by showing that they can describe and evaluate data communication systems security and ICT innovations. Evidence must be



provided to demonstrate that candidates can:

- identify and evaluate three threats to the security of networked information
- identify and evaluate three security procedures to protect networked information that would be appropriate to organisational needs
- identify and evaluate three ICT innovations which may be relevant to business users and the needs of an organisation

(3) Outcome 3

The candidate will need evidence to demonstrate his/her knowledge and/or skills by showing that s/he can prepare written documentary evidence providing answers to each of the above points as listed in the knowledge and skills section.

- establish the sub-tasks of a project development
- determine the duration of each sub-task of the project development
- identify, establish and describe project milestones
- establish task dependencies
- determine the resources required for a given project

(4) Outcome 4

The candidate will need evidence to demonstrate their Knowledge and/or Skills by showing that they can use project management software to schedule the development of a given project brief. Evidence must be provided to demonstrate that candidates can:

- initiate a project schedule
- accurately enter project stages, sub tasks and milestones
- determine task constraints
- establish task dependencies
- assign resources to sub-tasks
- create base and resource calendars to indicate clear timelines
- generate meaningful annotated reports and charts with appropriate scales
- analyse and interpret reports and charts

(5) Outcome 5

The candidate will need evidence to demonstrate their Knowledge and/or Skills by showing that they can use application software presentation tools to plan and prepare for a presentation. Evidence must be provided to demonstrate that candidates can:

- plan and produce a presentation with a minimum of five slides using software application package



techniques

- import two objects from different software applications packages, one of which must be from an external source
- create and use one dynamic link
- create and use one multimedia element within the presentation

References:

- Jeffrey L. Whitten, Lonnie D. Bentley, Kevin C. Dittman, System analysis and design methods, 5th Edition, McGraw-Hill Companies ISBN 9787040100457
- Eric Uyttewaal, Dynamic scheduling with Microsoft Office Project 2003, International Institute for Learning, ISBN 1932159452
- Efraim Turban, Jay E. Aronson, Decision Support Systems and Intelligent Systems, 6th Edition, Prentice Hall, ISBN 0130894656

15. Business Culture and Strategy

Unit title: Business Culture and Strategy

Unit code: HP6R 48

Unit purpose: This Unit is designed to enhance candidates' 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.

On completion of this Unit, the candidate should be able to:

- Analyse the process by which management can assess the current relationship between the organisation and its external environment.
- Assess the relationship between organisational culture and organisational behaviour.
- Explain the influence of business strategy on organisational behaviour.
- Explain how to manage a business strategy.
- Analyse how to manage change within an organisation.

Credit points and level: 2 SQA Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended prior knowledge and skills: Entry to this Unit is at the discretion of the centre. However, it is recommended that candidates possess good communication skills, together with knowledge of organisation structures and the factors that influence employee behaviour at work. This may



be evidenced by possession of the Core Skill Communication at SCQF level 6 and/or the Unit F84T 34 Managing People and Organisations or equivalent.

Core skills: There are opportunities to develop Core Skills of Problem Solving and Communication at SCQF level 6 in this Unit although there is no automatic certification of Core Skills or Core Skills components.

Assessment:

Outcome 1

Learners may be asked to relate their knowledge to a particular business situation. Evidence could be written and/or diagrammatic representation which may be presented in response to questions based on a case study. There may be opportunities to assess this Outcome with Outcome 1 of the SQA Advanced Unit HP6A 48 Office Management.

Outcome 2

The same case study used in Outcome 1 may be used to cover all areas of knowledge and skill for this Outcome. Evidence could be generated through a report, or other assessment instrument.

Outcome 3

This Outcome may be assessed using a Project Requirements Scenario for a project related to the same case study used in Outcomes 1 and 2.

Assessment of Outcome 3 may be fully integrated with Outcome 4. The evidence could be generated through the development of a project using project management software, accompanied by an analysis and interpretation of reports and charts.

If delivered as part of the SQA Advanced Diploma in Administration and Information Technology (GM68 48)

Outcome 2 of HP6A 48 Office Management may provide an alternative assessment scenario that could be used to create an appropriate project development. Opportunities to assess Outcomes 3 and 4 as part of the planning component of the team project within HP3C 48 Developing an Individual within a Team may also arise.

Outcome 4

This Outcome could be assessed by a practical activity based upon the Project Requirements Scenario used in Outcome 3 to promote the integration of content.

Assessment of Outcome 4 may be fully integrated with Outcome 3. The evidence could be generated through the development of a project using project management software, accompanied by an analysis and interpretation of reports and charts. This analysis and interpretation could form the basis for the presentation in Outcome 5.



If delivered as part of the SQA Advanced Diploma in Administration and Information Technology (GM68 48), Outcome 2 of HP6A 48 Office Management may provide an alternative assessment scenario that could be used to create an appropriate project development. Opportunities to assess Outcomes 3 and 4 as part of the planning component of the team project within HP3C 48 Developing an Individual within a Team may also arise.

Outcome 5

Learners may be provided with a practical assignment allowing learners to select two areas from the unit upon which they will base their presentation. The presentation could explain or summarise findings from the previous work within the unit. The analysis and interpretation of reports and charts from Outcome 4 is one example of where the presentation could be linked.

This Outcome provides opportunities for the integration of assessment and evidence gathering with other units, particularly Outcome 2 of HP79 48 Presentation Skills. There are other opportunities to integrate assessment with HP0G 48 IT in Business: Advanced Databases, HP0H 48 IT in Business: Advanced Spreadsheets and HR63 48 Business: Graded unit 2.

Evidence can also be generated through mapping of content from Outcomes 1 to 4 of this unit such as the nature of information for decision making, implications of legislation governing the management and handling of information and any recommendations that may have been generated via assessment of Outcomes 2, 3 and 4.

(1) Outcome 1: Analyse the process by which management can assess the current relationship between the organisation and its external environment

- Forces for change influencing organisations
- Relationship between an organisation and its environment
- SWOT analysis.

(2) Outcome 2: Assess the relationship between organisational culture and organisational behaviour

- Elements of organisational culture
- Models of organisational culture
- Relationships between organisational culture and organisational behaviour

(3) Outcome 3: Explain the influence of business strategy on organisational behaviour

- Different business strategies
- Business strategy and 'strategic choice'
- How business strategy influences organisational behaviour

(4) Outcome 4: Explain how to manage a business strategy.



- Relationship between changes in business strategy and changes in the organisational environment
- Benefits gained from an effective business strategy
- Key issues that must be considered when managing and changing a business strategy in an organisation
- Key Factors when updating business strategy

(5) Outcome 5: Analyse how to manage change within an organisation.

- Role of management during the process of change.
- Issues to be addressed during the process of change.
- Influence of other contributing factors on the management of change
- Mechanisms for overcoming resistance to change.

Evidence requirements for the Unit

(1) Outcome 1

Each candidate must provide evidence to show that she/he can:

- using an established analytical framework, provide four examples on how forces for change may impact on the organization
- use a SWOT analysis to analyse the current relationship between a particular organisation and its external environment.
- advise management on how to conduct a SWOT analysis of their organisation.

(2) Outcome 2

Each candidate must provide evidence to show that she/he can:

- Explain elements of organisational culture in terms of shared values and taken for granted assumptions in a particular organisation.
- Provide one example of each element of organisational culture and explain why illustrates the element concerned in a particular organisation.
- Apply a model of organisational culture to a particular organisation.
- Make use a model of organisational culture to assess the relationship between organisational culture and organisational behaviour in an organisation.
- Compare the management approaches associated with two different types of organisational culture.

The evidence must demonstrate that the candidate has a detailed knowledge of relevant concepts and is able to adopt a critical approach to explanation, comparison and the application of theoretical perspectives. This involves an explicit recognition that the points made could be questioned and of the relative merits of other possibilities.



It is permissible, if required, for candidates to provide additional clarification or analysis relating to evidence generated on a previous occasion.

(3) Outcome 3

Each candidate must provide evidence to show that she/he can:

- Explain four different business strategies together with the business environment which may be appropriate for each strategy
- Explain the connection between business strategy and strategic choice in relation to the experience of a particular organisation
- Compare the influence of two different business strategies on the behaviour of a particular organisation

(4) Outcome 4

Each candidate must provide evidence to show that she/he can:

- Explain, with references to the 'forces for change', why the strategy of a particular organisation may have to change over time.
- Identify and explain four benefits that can be gained by a particular organisation from an effective business strategy.
- Describe two key issues that must be considered when managing a business strategy in an organisation.
- Assess two factors that the management of an organisation should consider when updating their business strategy.

The evidence must demonstrate that the candidate has a detailed knowledge of relevant concepts and is able to adopt a critical approach to explanation and assessment. This involves an explicit recognition that the points made could be questioned and of the relative merits of other possibilities.

(5) Outcome 5

Each candidate must provide evidence to show that she/he can:

- Analyse the role of management during a change situation in a particular organisation.
- Explain clearly how one contributing factor may impact on the management of change in a given situation
- Advise management, with references to an established conceptual framework, how to analyse change in a particular organisation.
- Advise management, with references to an established conceptual framework, how to overcome resistance to change in a particular organisation.



References

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- Handy, C. (1996). Gods of Management: The Changing Work of Organizations. USA, Oxford University Press.
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- Mintzberg, H. (1994). The rise and fall of strategic planning : reconceiving roles for planning. New York, Free Press.
- Mullins, L. J. and G. Christy (2010). Management and Organisational Behaviour. Harlow, England, FT Prentice Hall.
- Porter, M. E. (1980). Competitive Strategy: techniques for analysing industries and competitors. New York, Free Press.
- Robbins, S. P. and T. A. Judge (2011). Organizational Behavior. Cloth, Prentice Hall.
- Schein, E. H. (2010). Organizational Culture and Leadership. Hoboken, NJ, Jossey-Bass.
- Thompson, J. L. (2001). Strategic Management. London, Thomson.

16.International Purchasing and Supply

Unit code: HP0T4

Unit purpose: This Unit will provide candidates with knowledge of the contribution of international purchasing and supply to the competitiveness and profitability of domestic companies and will allow them to explain the reasons why businesses are prepared to procure internationally. It is aimed principally at candidates who aspire to work in an internationally focused organisation and is particularly appropriate for



those involved in any of the major business functions.

On completion of this Unit the candidate should be able to:

1. Evaluate the reasons why a business would consider sourcing overseas.
2. Evaluate the key challenges involved in overseas sourcing.
3. Explain the operation of an International Purchasing Department (IPD).
4. Evaluate the reasons for using distribution channel intermediaries.

Credit points and level: 2 Higher National Unit credit(s) at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, it would be beneficial if the candidate has knowledge of some or all of the major business functional areas including marketing, human resources, finance, and distribution.

Assessment: Evidence can be generated using different types of Instruments of Assessment. The following are suggestions only. There may be other methods that would be more suitable to learners. The Outcomes could be assessed holistically by generating one project or report based on candidate research covering all Knowledge and Skills and Evidence Requirements. This assessment may be managed by identifying a number of stages based on the Outcomes contained in the Unit. Candidates would be expected to submit each stage by a designated date and time. It is recommended that candidates identify sources of information used in the compilation of the report.

The assessment task will be carried out in the candidates own time and comprise a final report of approximately 3,000 words or equivalent. Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

(1) Outcome 1: Evaluate the reasons why a business would consider sourcing overseas.

1. International business environment.
2. Competitive advantage.
3. International quality standards.
4. TecSQAology.

(2) Outcome 2: Evaluate the key challenges involved in overseas sourcing.

1. Language, communication and culture
2. Foreign exchange rates
3. Currency dealing



4. Counter-trade
5. Forward buying
6. Continuity and security of supply

(3) Outcome 3: Explain the operation of an International Purchasing Department (IPD).

1. Role of international purchasing.
2. Objectives of international purchasing.
3. International purchasing cycle.
4. Functional relationships and interfaces.
5. Supplier selection.
6. Payment documentation.
7. Incoterms.

(4) Outcome 4: Evaluate the reasons for using distribution channel intermediaries.

1. Distribution Channel Intermediaries.
2. Role of Freight Forwarders.
3. Contribution of Information and Communication Technology in international distribution.
4. Transport and freight costs.

Evidence requirements for the Unit:

(1) Outcome 1

1. evaluate the effect of the international business environment on an IPD
2. explain how an IPD can increase business competitiveness
3. evaluate the contribution of national and international quality standards to successful overseas sourcing
4. evaluate how technology affects the decision to source overseas
5. evaluate the strategic nature of a decision to purchase overseas

(2) Outcome 2

1. explain how culture, language and communication affect overseas purchasing
2. evaluate the factors affecting foreign exchange rates
3. evaluate how currency exchange results in financial risk
4. evaluate the effect of counter-trade on overseas sourcing
5. explain the benefits of forward buying to an importer
6. evaluate the need for an IPD to achieve continuity and security of supply requirements

(3) Outcome 3



1. explain the strategic role of an IPD in reducing costs
2. analyse the objectives of an IPD in making a decision to source overseas
3. analyse the components of the international purchasing cycle
4. explain the relationships between Purchasing and the departments of Design, Research and Development (R&D) and Finance
5. explain the contribution of an IPD to the appraisal of overseas suppliers
6. evaluate the need for payment documentation when importing goods
7. evaluate the impact of incoterms when assessing the price of imported goods

(4) Outcome 4

1. describe the intermediaries involved in international distribution channels
2. evaluate the role of freight forwarders in distribution channels
3. evaluate the contribution of Information and Communication Technology (ICT) to integrating channels of distribution
4. evaluate the contribution of transport modes to minimising freight costs
5. **Reference:**
6. Wild, JoSQA J., K. R Subramanyam & Rober F. Halsey (2007) Financial Statement Analysis, 10th. McGraw Hill
7. B. Richard (2001), Determining Value: Valuation Models and Financial Statement, Prentice Hall
8. P. Stephen H, (2007) Financial Statement Analysis and Security Valuation, 3th Ed, McGrawHill

17.International Marketing: The Mix

Unit title: International Marketing: The Mix

Unit code: HP0P 48

Unit Purpose: This Unit is designed to provide candidates with the knowledge and understanding of the differences in the application of the marketing mix required by international markets.

On completion of this Unit the candidate should be able to:

1. Explain the key factors to be considered by an organisation when formulating an international marketing mix.
2. Produce international marketing mix decisions to meet a specific brief.

Credit points and level: 1 SQA Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre, however candidates would be expected to have an understanding of marketing, eg hold an



introductory marketing Unit, such as HP6N 47: Marketing: An Introduction or equivalent, and also have already undertaken HP76 47: International Marketing: An Introduction or equivalent.

Core skills: There may be opportunities to gather evidence towards Core Skills in this Unit — Communication skills (Reading and Writing) and Problem Solving at SCQF level 6, and Numeracy at SCQF level 5; although there is no automatic certification of Core Skills or Core Skills components.

Assessment: This Unit may be assessed by a separate assessment for each Outcome. All assessments may be completed under controlled conditions. The assessment for Outcome 1 may take the form of a set of structured questions. Outcome 2 may be assessed by a set of structured questions, based on a case study or other piece of stimulus material. Candidates could be given a case study/stimulus material but not see the questions in advance. It is recommended that each assessment is approximately two hours in duration. There may be the opportunity for centres to integrate both assessments by using a case study or other piece of stimulus material. In these circumstances, the assessment time would need to be adjusted accordingly

(1) Outcome 1 :Explain the key factors to be considered by an organisation when formulating an international marketing mix.

1. The role of market research and information in international marketing
2. Segmentation and targeting for international markets
3. Adaption versus standardisation of the marketing mix

(2) Outcome 2 :Produce international marketing mix decisions to meet a specific brief.

1. Market research and information
2. Target market
3. International marketing mix decisions

Evidence requirements for the Unit:

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

1. Explain the importance of three types of market information required by organisations when considering entry to international markets
2. Explain the steps an organisation should go through in deciding a target market
3. Describe the concept of adaption versus standardisation, and explain how it can impact on the marketing mix — product, price, distribution and promotion

(2) Outcome 2



Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that, in the context of an organisation's international activities, they can:

1. Analyse market information
2. Select and justify choice of target market
3. Produce product mix decisions
4. Produce price decisions
5. Produce distribution decisions
6. Produce promotional decisions

References:

1. George Chacko, Carolyn Evans, Hans Gunawan, Anders Sjoman, Global Economic System, TheHow Liquidity Shocks Affect Financial Institutions and Lead to Economic Crises, Prentice_Hall, ISBN13: 9780137050123 ISBN10: 0137050127
2. Richard Hammond Smart Retail Practical Winning Ideas and Strategies from the Most Successful Retailers in the World 3rd Edition Apr 2011, Prentice_Hall, ISBN13: 9780273744542

18.International Physical Distribution

Unit title: International Physical Distribution

Unit code: HP0W48

Unit Purpose: This Unit will enable candidates to understand the process and management of international physical distribution. It is aimed principally at candidates who aspire to work in the area of international physical distribution, exporting and freight forwarding.

On completion of the Unit the candidate should be able to:

1. Explain the process of physical distribution management in importing and exporting for an organisation.
2. Analyse and evaluate the international physical distribution function of an organisation
3. for delivery and cost of delivery of goods.
4. Explain the factors affecting the movement of an export or import order.

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

Recommended prior knowledge and skills: Entry is at the discretion of the centre but it would be beneficial if candidates have prior knowledge or experience related to exporting or physical distribution



and have achieved the Core Skill of Communication at SCQF level 5 or equivalent.

Core skills: There are opportunities to develop the component Written Communication of the Core Skill of Communication and the components Critical Thinking and Planning and Organising of the Core Skill of Problem Solving at SCQF level 6, and the Core Skills of ICT and Numeracy at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: Evidence can be generated using a variety of assessment instruments. The following are suggestions only. There may be other methods that would be more suitable to candidates. The assessment task will be carried out in the candidates' own time and will involve a substantive element of research. Assessment of this Unit can be integrated for a more holistic approach. It is possible for evidence to be generated for all Outcomes using a single report based on research of an organisation chosen by the candidate. The assessment could comprise of a report of approximately 2,000 words, or equivalent, completed in candidates' own time. It is recommended that candidates identify sources of information used in the compilation of the report. This assessment may be managed by identifying a number of stages of development based on the Outcomes contained in the Unit. Each stage or Outcome should form part of the final report. Candidates would be expected to submit each stage by a designated date and time. Alternatively assessment for this Unit can be done on an Outcome by Outcome basis. Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

(1) Outcome 1: Explain the process of physical distribution management in importing and exporting for an organisation.

1. Role of the physical distribution manager
2. Organisational structures in international trade departments
3. Links with internal and external organisations for international trade

(2) Outcome 2 : Analyse and evaluate the international physical distribution function of an organisation for delivery and cost of delivery of goods.

1. International transport modes
2. Consignment delivery terms
3. Consolidation and groupage arrangements
4. Least total cost concept
5. Integration of international distribution procedures and documentation



(3) Outcome 3: Explain the factors affecting the movement of an export or import order.

1. Packing and marking of consignments
2. The nature and purpose of cargo insurance
3. Role of International Customs
4. Transport Modes, contractual limitations and unexpected circumstances

Evidence requirements for the Unit:

Assessment of this Unit will be completed under open-book conditions in the candidate's own time. Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that, for a given international trading organisation, they can:

(1) Outcome 1

1. Explain the role of the physical distribution manager where the manager's tasks include planning, organisation, coordinating, delegating, resourcing, budgeting and controlling.
2. Explain the organisational structure of the international trade department and compare its appropriateness to the organisation over other types of departmental structure.
3. Describe the links between the international trade department and the following:
 - a) External facilitators and agencies
- Other internal departments of the organisation

(2) Outcome 2

1. Analyse International transportation modes and evaluate their charges for journeys to a given specification where the modes include sea, air, rail, road and multi mode
2. Explain consignment delivery terms for all types of transport where the terms include EXW, FOB, CFR, CIF, DDP
3. Assess consolidation and groupage arrangements for specific situations where the arrangements include direct, consolidation and groupage.
4. Explain the least total cost concept for international physical distribution where the costs include visible and hidden costs
5. Explain the importance of procedures and documentation in the integration of international distribution in the following areas for a given journey:
 - Transport
 - Commerce
 - Customs

(3) Outcome 3



1. Explain the considerations involved in the packing and marking of consignments for given products and destinations where the considerations include physical, legal and contractual requirements
2. Explain the nature and purpose of cargo insurance with reference to overseas trade and should include references to the EXW, FOB, CFR, CIF, DDP
3. In relation to the movement of goods and materials describe the role of International Customs in respect of:
 - Documentation
 - Procedure
 - Duties
3. In a given situation, explain how the movement of the consignment is influenced by the following factors:
 - Transport modes
 - Contractual limitations
 - Unexpected circumstances justify an appropriate inventory policy for international freight movement

References :

4. Donald F. Wood Anthony Barone Paul Murphy Daniel L. Wardlow, International Logistics, 2nd Edition AMACOM, ISBN: 081440666

19.Global Business Organizations

Unit title: Global Business Organizations

Unit code: HP0V 48

Unit Purpose: This Unit will enable candidates to understand a chosen Global Business Organisation with regard to its development, growth and international business strategies.It is aimed principally at candidates who aspire to work in an internationally focused organisation and is particularly appropriate for those involved in any of the major business functions.

On completion of the Unit the candidate should be able to:

Describe the development of a chosen Global Business Organisation in relation to its international expansion.

1. Evaluate the relationship between the expansion of the Organisation and its global production and marketing strategies.
2. Analyse the recruitment, remuneration and labour relations policies of the Organisation when expanding into new countries.



3. Explain the financial strategies that are used by the Organisation.

Credit points and level: 2 SQA credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre, however it would be beneficial if the candidate has knowledge of some or all of the major business functional business areas including Marketing, Human Resource Management, Finance, and Distribution. It would also be beneficial if the candidate possesses Communication Core Skill at SCQF level 5 or equivalent.

Core skills: There are opportunities to develop the component Written Communication of the Core Skill of Communication and the components Critical Thinking and Planning and Organising of the Core Skill of Problem Solving at SCQF level 6. There are also opportunities to develop the Core Skills of ICT and Numeracy at SCQF level 5. There is no automatic certification of Core Skills or Core Skills components in this Unit.

Assessment: The Unit could be assessed by a single holistic assessment covering all Unit Outcomes. The assessment could comprise a report of approximately 3,000 words or equivalent, completed under open book conditions in the candidate's own time. Evidence can be generated using various instruments of assessment. The examples here are for guidance only. There may be other methods more suitable to learners depending on their circumstances. Assessment can be integrated to provide a holistic approach. It is possible for evidence to be generated for all Outcomes of the Unit via one report based on researching an organisation chosen by the candidate. This assessment could be managed by identifying a number of stages of development based on the Outcomes contained in the Unit. The assessment task would be carried out in the candidate's own time and will involve a substantive element of research. Alternatively assessment for this Unit can be carried out on an Outcome by Outcome basis. Prior verification of centre devised assessments helps ensure that the national standard is being met. Where learners experience a range of assessment methods it helps candidates develop skills which are transferable to work or further and higher education.

(1) Outcome 1: Describe the development of a chosen Global Business Organisation in relation to its international expansion.

1. Historic development of a Global Business Organisation.
2. International expansion.

(2) Outcome 2 : Evaluate the relationship between the expansion of the Organisation and its global production and marketing strategies.



1. Global research and development strategies.
2. Production unit and its global position.
3. Local market criteria for product adaption.
4. Marketing strategies.

(3) Outcome 3 : Analyse the recruitment, remuneration and labour relations policies of the Organisation when expanding into new countries.

1. Recruitment policy.
2. Global salaries.
3. Labour relations.

(4) Outcome 4 : Explain the financial policies adopted by the Organisation. Centralisation or decentralisation

1. Centralisation or decentralisation.
2. Exchange rate fluctuations.
3. Annual accounts reporting.
4. Financial influences.

Evidence requirements for the Unit:

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

1. Describe the historic development of a Business Organisation from its beginnings to present day global position.
2. Describe the development of the Organisation's expansion including global acquisitions and mergers and business structure — whether centralised or decentralised.

(2) Outcome 2

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

1. Evaluate the strategies which are employed by the Organisation for Research and Development on a global basis.
2. Explain the decision making process for choice of production Unit and its global position.
3. Identify and explain the criteria that affects the decision to alter goods for local markets.
4. Explain global pricing and distribution policies, and the effect of logistics, to the success of the



organisation's products in various markets.

5. Explain the need for clear communication across the global market place to aid successful marketing of products, and evaluate the communication strategies implemented by the organisation.

(3) Outcome 3

Candidates will need to provide evidence to show by their analysis and critical evaluation of the information that they can demonstrate appropriate Knowledge and/or Skills by showing that they can:

1. Analyse the organisation's policy for recruitment in countries that it operates.
2. Analyse the salaries in the countries where operations take place.
3. Compare variations in labour relations experienced by the organisation in the countries where they operate.

(4) Outcome 4

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- 1 Explain how a Global Business Organisation operates their financial decision making in terms of centralisation or decentralisation.
- 2 Explain how exchange rate fluctuations can affect the Organisation.
- 3 Explain the methods used by the Global Business Organisation when reporting on its annual accounts, including:
 - dates used
 - currency equivalence
- 4 Explain the financial influences which have played a part in the decision of the Organisation to produce items in one country over another, including:
 - tax concessions
 - grants
 - investment incentives
 - wage structures

References:

- 1 Reforming International Institutions: Another World is Possible. Earthscan Publications Ltd. | 2009 | ISBN-10:1844078116 | 290 pages | PDF | 3 MB
- 2 Graeme Salaman, "Understanding Business: Organisations" Routledge | 2001 | ISBN: 0415238552 | 232 pages | PDF | 1 MB
- 3 Reforming International Institutions: Another World is Possible



Earthscan Publications Ltd. | 2009 | ISBN-10:1844078116 | 290 pages | PDF | 3 MB

- 4 Miles Kahler " International Institutions and the Political Economy of Integration (Integrating National Economies) "

Brookings Institution Press | English | May 1995 | ISBN : 0815748221 | 194 pages | 1 MB

20.International Trade Institutions

Unit title: International Trade Institutions

Unit code: HPOR 47

Unit Purpose: This Unit provides candidates with an understanding of the various International Trade Institutions and their influence on Global Trade and the World Economy. It covers the origins of International Trade Institutions, their initial aims, how these aims have developed over time and their impact on International Business and Trade today. On completion of the Unit candidates will be able to analyse the contribution of these Institutions to the World Economy and their influence on Global Trade

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre; however it would be beneficial if the candidate had good written and oral communication skills by possession of Higher English or a suitable SQA Communication Unit at SCQF level 6.

Core skills: There are opportunities to develop the Core Skill of Communication and the components Problem Solving (Critical Thinking) and Problem Solving (Planning and Organising) at SCQF level 6; the Core Skills of Information Technology at SCQF level 5 and Working with Others at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment:

Evidence can be generated using different types of assessment instrument. The guidance provided here are suggestions only; there may be other methods that would be more suitable to learners. The Unit could be assessed by a single holistic assessment covering all Unit Outcomes. The assessment could comprise of a report of approximately 2,000 words, or equivalent, completed in candidates' own time. This would allow the candidate sufficient scope to demonstrate their knowledge and skills across various International Trade Institutions and the effect they have on Global Trade and the Global Economy. It is recommended that candidates identify sources of information used in the compilation of the report.

Candidates are required to choose two International Trade Institutions and explain them in the context of the effect on the World Economy and International Trade.

(1) Outcome 1



Explain the development of International Trade Institutions.

- ◆ Origins of International Trade Institutions
- ◆ Roles of International Trade Institutions
- ◆ Development of International Institutions

(2) Outcome 2

Explain the aims of International Trade Institutions.

- ◆ Aims of International Trade Institutions
- ◆ Modification to aims
- ◆ Achievement of aims

(3) Outcome 3

Analyse the contribution of International Trade Institutions to the World Economy and trade.

- ◆ International Trade Institutions' impact on the World Economy
- ◆ International Trade Institutions' influence on Global Trade

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all Outcomes by showing that they can:

(1) Outcome 1

- ◆ Explain the development of two International Trade Institutions from their inception to present day, including origins and roles.

(2) Outcome 2

- ◆ Explain the original aims of two International Trade Institutions.
- ◆ Explain any changes which have taken place since these aims were set.
- ◆ Explain whether these aims have been achieved.

(3) Outcome 3

- ◆ Analyse the impact of two International Trade Institutions on the World Economy.
- ◆ Analyse the current influence of these International Trade Institutions on Global Trade.

References:

1. Philippe Sands, Pierre Klein, Bowett's: Law of International Institutions, 6th Edition, Sweet & Maxwell, ISBN: 0421964901
2. Frederic L., Jr. Kirgis International Organizations in Their Legal Setting, 2nd Edition Gale Cengage ISBN: 0314016430
3. Georges Nurdin, International Business Control, Reporting and Corporate Governance: Global



business best practice across cultures, countries and organisations, CIMA Publishing ISBN: 075068383X

21.Using Sources of Export Assistance

Unit title: Using Sources of Export Assistance

Unit code: HPOX48

Unit Purpose: The purpose of this Unit is to enable learners to develop the awareness and knowledge of sources of export assistance available to exporters, and the skill to evaluate and apply that knowledge to a specific export situation. It is aimed principally at learners who aspire to work in an internationally focused organisation.

On completion of this unit candidates will be able to:

- 1 Evaluate the tecSQAical standards for a selection of consumer durable goods to be marketed in a variety of overseas countries
- 2 Assess the sources of marketing assistance available to exporters
- 3 Explain the sources of financial and legal assistance available to exporters.

Credit points and level: 1 SQA Credit at SCQF level 8 : (8 SCQF credit points at SCQF level *)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, it would be beneficial if learners have knowledge of some or all of the major business functional areas and the Core Skill of Communication at SCQF level 5 or equivalent.

Core skills: Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Assessment:

To achieve this Unit, learners must produce satisfactory assessment evidence that shows they have achieved all of the Unit Outcomes. This will be done by producing a three part report corresponding to the three Unit Outcomes. Each part should be approximately 1,000 words in length and where appropriate diagrams should be included. It is recommended that the report be submitted in parts, ie after each Outcome, so that the individual learner's progress can be monitored and, where necessary, remediation can take place before progressing to the next part. The report will be completed under open-book conditions, in the learner's own time, with each part being submitted on a date agreed with the course tutor.



(1) Outcome 1: Evaluate the tecSQAical standards for a selection of consumer durable goods to be marketed in a variety of overseas countries.

1. TecSQAical standards of consumer durable goods
2. Standards authority in selected export markets
3. TecSQAical compliance of products for different export markets
4. Product modifications to meet the standards required by export markets

(2) Outcome 2: Assess the sources of marketing assistance available to exporters.

1. The sources of assistance available to exploit opportunities for, and organisation of, sponsored visits and exhibitions
2. Long-term cost effectiveness of service provision relative to sales results

(3) Outcome 3: Examine the methods of devising an export training programme for all personnel involved in exporting activities.

1. Utilisation in-house or external resources for training
2. Vital areas for topic learning
3. Sources to implement training either on a regular basis or one-off workshops or seminars
4. Range of Professional learning and formal qualifications
5. Strategies for regular up-dating and refresher courses

Evidence requirements for the Unit:

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

1. Accurately detail the relevant standards authority in each selected country
2. Correctly define the tecSQAical standards terms of selected consumer durable goods.
3. Correctly analyse the current tecSQAical capability of the UK products in terms of whether they comply with the required standard in each market.
4. Correctly determined the product modifications to meet the standards of all countries selected.

(2) Outcome 2

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

1. Correctly identify company research plans and overseas contracts which would benefit from government assistance
2. Accurately select products and contracts which should benefit most from assistance



3. Correctly identify the sources of assistance available to exploit opportunities for, and organisation of, sponsored visits and exhibitions
4. Accurately describe the long-term cost effectiveness of service provision relative to sales results

(3) Outcome 3

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

1. Hall, ISBN13: 9780137085507
2. Accurately select in-house or external resources for training where training providers includes colleges; universities; Institute of Export; private provision
3. Select areas for topic learning to meet specific needs.
4. Identify meaningful source(s) to implement the training either on a regular basis or one-off workshops or seminars.
5. Identify appropriate professional learning and formal qualifications to meet specific needs.
6. Identify a strategy for regular up-dating and refresher courses to meet specific needs.

References:

1. Laura Roselle, Sharon Spray, Research and Writing in International Relations International Edition 2nd Edition Mar 2011, Prentice_Hall, ISBN13: 9780205153510 Buff Dormeier Investing with Volume Analysis Identify, Follow, and Profit from Trends Apr 2011, Prentice_

22. International Business Environment: Geographical Influences

Unit Title: International Business Environment: Geographical Influences

Unit Code: HP0Y47

Unit Purpose: This Unit will enable learners to understand the importance of geography in shaping current and future international business and trade patterns, through examining physical, economic, political, cultural and social factors. It is aimed principally at learners who aspire to work in any internationally focused organisation and is appropriate for those involved in major business functions or for anyone with an interest in the topic.

On successful completion of the Unit the learner will be able to:

- 1 Explain the importance of physical geography and environment on the development of international business.
- 2 Explain the importance of political, economic and cultural geography on the development of international business.



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

Recommended prior knowledge and skills:

Access to this Unit is at the discretion of the centre; however it would be beneficial if the learner has good written and oral communication skills by possession of Higher English or a suitable SQA Communication Unit at SCQF level 6. Some knowledge of Geography and/or Economics might also be useful.

Core skills: Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification. There is no automatic certification of Core Skills or Core Skill components in this Unit.

Assessment:

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

This Unit may be assessed using an integrative assessment approach for Outcomes 1 and 2, or by using an individual instrument of assessment for each Outcome. This could take the form of structured questions based on appropriate case material and could be completed under supervised, open book conditions. Where an integrated assessment is used, an overall word count of approximately 1,500–2,000 words would be envisaged.

(1) Outcome 1: Explain the importance of physical geography and environment on the development of international business

1. Elements of physical geography and environment
2. Population centres
3. International transport and trade routes
4. International markets

(2) Outcome 2: Explain the importance of political, economic and cultural geography on the development of international business.

1. Political influences
2. Economic factors
3. Cultural and social influences

Evidence Requirements for the Unit:

(1) Outcome 1

Assessment can be completed under supervised, open book conditions.

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:



1. Describe, with examples, four elements of physical geography and environment which have a direct impact on international business.
2. Explain the importance of physical geography and environment on the following:
 - Population centres
 - International transport and trade routes
 - Investment in international markets

(2) Outcome 2

1. Explain the influence of two of the following factors on the operation of international business:
 - National sovereignty
 - Local laws
 - Political stability
 - Economic situation
2. Explain the influence of two of the following factors on the operation of International business:
 - Social institutions
 - Material culture
 - Belief/value systems
 - Language
3. For one country, describe an approach that could be adopted by an international business organisation to:
 - reduce commercial risk from political issues
 - reduce commercial risk from cultural issues

23. Marketing: An Introduction

Unit title: Marketing: An Introduction

Unit code: HP6N 47

Unit purpose: This Unit is designed to provide candidates with a knowledge and understanding of marketing and its importance in organisations. This Unit is also designed to develop candidates' understanding of the marketing mix in the context of both products and services. This is an introductory Unit which can be used by candidates who may wish to progress to more specialised marketing units.

On completion of this Unit, the candidate should be able to:

- Explain the nature of marketing and its importance in organisations.
- Explain marketing decisions for a product based and a service organisation.



Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre but it would be beneficial if the candidate had competence in communications, which could be demonstrated by the possession of Communication Core Skill at SCQF level 5

Core Skills: There are opportunities to develop the Core Skills of Communication at SCQF level 6 and Problem Solving at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: The Unit may be assessed in a variety of ways eg by a separate assessment for each Outcome. Both assessments may take place under controlled conditions and designed to encourage candidates 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.

(1) Outcome 1: Explain the nature of marketing and its importance in organisations

- marketing concept
- the marketing environment
- market research and information
- segmentation and targeting

(2) Outcome 2: Explain marketing decisions for a product based and a service organisation

- the marketing mix for products
- the marketing mix for services
- impact of changing market conditions on marketing decisions

Evidence Requirements

(1) Outcome 1

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- identify the key characteristics of the marketing concept
- explain an organisation's micro and macro environment
- explain why market research and information is important to organisations
- provide two examples of how market research information is collected and used, consisting of one quantitative research technique and one qualitative research technique
- explain the importance and the process of segmentation and targeting in marketing

(2) Outcome 2



Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can explain the role of the marketing mix.

For a given situation, explain marketing theory in relation to:

- product mix decisions
- channels of distribution
- pricing methods
- the promotional mix
- the importance of people, process and physical evidence in the marketing of services
- how the marketing mix responds to changing market conditions

References:

- Philip Kotler, Gary Armstrong (2011), Principles of Marketing, 14th Edition, Pearson International Edition, Prentice Hall, ISBN 978-0132390026
- Philip, K. and Kevin L.K., (2015). Marketing Management. 15th ed. Pearson Press. ASIN: B077JJCSZ7
- Philip K. and Gary A., (2017). Principles of Marketing. 15th ed. BeiJing: QingHua University Press.
- Carl Mcdaniel Jr. and Roger G., (2015). Marketing Research. 10th ed. BeiJing: China Machine Press.

24. Research Skills

Unit Title: Research Skills

Unit code: J1NB 47

Unit purpose: This Unit is about developing the candidate's ability to access and evaluate information from a variety of primary and secondary sources by planning and reporting on a research investigation. It is aimed at those who need to access and analyse information as part of their course of study.

On completion of the Unit the candidate should be able to:

1. Plan a research investigation .
2. Access and analyse complex information from a range of primary and secondary sources .
3. Present findings of a research investigation .

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre.

However, it would be beneficial if candidates had skills in Communication at SCQF level 6. This may be evidenced by the following:



Higher English (C115 12) or its component Units

Higher ESOL (C222 12)

Communication Core Skill (D01B 12) or (F3GB 12)

IELTS level 6

Other similar qualifications or work experience

Core skills: There are opportunities to develop the Core Skills of Communication, Problem Solving and Information and Communication Technology at SCQF level 6 and Numeracy at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skill components. Further detail is provided in the Support Notes.

Assessment:

The Unit will be assessed holistically by an investigative report linking all three Outcomes. Tasks could be integrated with other elements of the award.

Assessment arrangements should be in place to assure the authenticity of all evidence submitted.

1) Outcome 1: Plan a research investigation

Research methods

Ethical and legal considerations affecting research

Identification and selection of resources

Primary and secondary sources of information

Library classification and cataloguing systems

Contact methods

Preparation of interview questions

Project management timescales

2) Outcome 2: Access and analyse complex data from a range of primary secondary sources

Primary and secondary research techniques

Contacts and networking

Electronic information access and retrieval

Analysis of qualitative and quantitative data

Accuracy and precision in summarising and recording information

3) Outcome 3: Present findings of a research investigation

Analytical and evaluative skills

Conventions of research reporting

Effective use of language, register and style



Presentation skills

Evidence requirements for the unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or S skills by showing that they can:

1. define research objectives appropriate to purpose
2. plan a research investigation
3. implement a research plan
4. analyse information from a range of primary and secondary sources
5. produce a referenced record of research activity and materials
6. present findings based on accurate analysis and interpretation of data
7. use a format appropriate to the chosen medium

Findings should be a minimum of 1,000 words or oral equivalent.

Assessment must be conducted in conditions where arrangements are in place to assure the authenticity of the candidate's work.

References

1. Brannen, J. (2005). Mixing Methods: The Entry of Qualitative and Quantitative Approaches into the Research Process. *International Journal of Social Research Methodology*, 8(3), pp.173-184.
2. Carter, S. M. & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316-1328.
3. Collins, H., (2010), *Creative research: the theory and practice of research for the creative industries*, New Jersey, AVA Publications
4. Davies, M. and Hughes, N. (2014). *Doing a successful research project*. 2nd ed.
- Ghauri, P. and Gronhaug, K. (2002). *Research methods in business studies: A practical guide*. 2nd ed. Pearson Education Limited.
5. Myers, M. (2008). *Qualitative research in business & management*. 3rd ed. Sage publications.

25. Global Trade and Business: Group Award Graded Unit 2

Unit Title: Global Trade and Business: Group Award Graded Unit 2

Unit Code: HP11 48

Unit Purpose: This Graded Unit is designed to provide evidence that the candidates have met the following principal aims of the SQA Advanced Diploma in Global Trade and Business



1. develop competencies in a range of specialised areas of their choice in line with their preferred career pattern or courses of further study
2. provide of a basis for future career and personal development
3. adopt an innovative and creative approach to their work and be able to respond quickly to the challenges posed by changes in the business environment
4. enable candidates to consider and revisit core business issues and develop a depth of understanding from a managerial perspective
5. further developed organisational and investigative skills
6. promote the development of transferable skills in planning, organising and evaluation and enable the candidate to investigate business issues and problems in depth
7. promote advanced level of entry to further academic or professional qualification
8. develop a global understanding of business, marketing and consumer issues

Credit points and level: 2 SQA Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended prior knowledge and skills:

It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- HP0R 47 International Trade Institutions
- HP0W 48 International Physical Distribution
- HP0T 48 International Purchasing and Supply
- HP0X 48 Using Sources of Export Assistance
- HP0V 48 Global Business Organisations
- HP0Y 47 International Business Environment: Geographical Influences
- HP71 47 Managing People and Organisations
- HP6R 48 Business Culture and Strategy
- HP7K 47 Business Accounting
- HP70 48 Preparing Financial Forecasts
- HP6T 47 Economic Issues: An Introduction)
- HP6P 48 Economics 1: Micro and Macro Theory and Application
- HP72 48 Economics 2: The World Economy
- HP6N 47 Marketing: An Introduction
- HP76 47 International Marketing: An Introduction
- HP0P 48 International Marketing: The Mix



- HP6Y 47 Business Law: An Introduction)
- HP6X 47 Business Contractual Relationships)
- HP7A 48 Information and Communication Technology in Business)
- HP6L 47 Information Technology: Applications Software 1
- HP75 47 Communication: Business Communication

Core skills: The achievement of this Unit gives automatic certification of the following: Problem Solving at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Assessment:

This Graded Unit will be assessed by a project investigation. The developed investigation should provide candidates with the opportunity to produce evidence that demonstrates they have met the aims of the Graded Unit that it covers.

The candidate should be given a date for completion of the investigation. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support, which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Advanced Certificate/Diploma project-based graded units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Advanced Certificate/Diploma project-based graded units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for an Advanced Certificate/Diploma project-based graded unit is generated over time and



involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks across all sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Advanced Certificate/Diploma project-based graded units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Where a candidate submits a stage of the project for assessment and one or more areas within that stage are assessed as having a minor shortfall or omission in evidence requirements that stage of the project may be returned for remediation in these areas only. Parts of the project that gain the minimum marks on the first submission should not be remediated.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved-whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

At this SCQF level, candidates should work independently. Discussions should take place between the candidate and tutor to establish the suitability of the candidate's chosen issue from the outset of the investigation. It is the responsibility of the centre to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure, where research etc is carried out in other establishments or under the supervision of others, that the candidate does not receive undue assistance.

Evidence requirements for the Unit:

Stage 1 – Planning

Develop a brief to investigate a business issue and assess its implications for an organisation or organisations in relation to its global Planning business operations. The issue must involve meeting the needs of internal or external customers.

The brief must include:

- 1 initial personal assessment of the candidate's skills.
- 2 an appropriate title of the project.



3 statement of the issue to be investigated. This should cover how it involves meeting the needs of customers and who the relevant customers are.

4 aims and objectives of the project.

5 reasons for the choice of issue which must be directly related to a topic or topics covered as part of the Group Award.

6 justification for the choice of business or businesses involved.

7 explanation of the range of primary and secondary sources of information which will be used for the investigation and justification for the choice of each source.

8 explanation of the how the investigation will be conducted with justification for the choice of methods used. Devise an action plan to carry out the investigation. The plan must include:

9 negotiated dates for the planning, development and evaluation of the project.

10 interim and final timescales and dates for conducting the investigation, which should be related to the objectives of the investigation.

11 identification of the resources (including time) required to carry out the investigation.

Stage 2- Developing

Preparation of a report of the investigation of a business issue and its implications for an organisation or organisations in relation to its global business operations.

It must include:

1. Detailed explanation of how the issue affects the organisation or organisations chosen. The explanation should be justified by explicit reference to the data collected and to concepts covered within the Group Award. The explanation should be consistent with objectives at the planning stage.
2. analysis of the primary and secondary sources of information and data collected.
3. assessment of the implications of these effects for the chosen organisation or organisations should be analysed in relation to the organisation(s), the business environment and the impact upon customers and should make reference to concepts and topics studied within the Group Award.
4. statement of the conclusions drawn from the investigation and any appropriate recommendations to be made to the organisation(s). These should be explicitly related to the issues being investigated and the needs of customers.

Stage 3 – Evaluating

Providing an evaluation of the effectiveness of all parts of the investigation.

The evaluation should include:

1. a brief outline of the investigation.



2. assessment of the extent to which each of the original objectives of the investigation have been met. This should include reference to any modifications made during the course of the investigation and their importance and to any alternative courses of action considered but rejected. Throughout, the assessment should be supported with credible reasons.
3. commentary on aspects of the planning and developing stages which worked effectively and why and/or aspects of the planning and development stages which did not work as effectively as expected. Three separate aspects should be covered - one for the planning brief, one for the plan and one for the development report.
4. assessment of the reliability and validity of the primary and secondary sources of information.
5. assessment of the strengths and weaknesses of the report of the investigation. This should be supported by credible reasons and cover at least one strength and at least one weakness.
6. recommendations for future investigations. These should be based on items above and must relate to the personal development of the candidate (eg in terms of the further development of skills used in this investigation) and aspects of the process or product of the investigation (eg with respect to setting timescales, gathering information or possible future investigations). It should be clear from the recommendations that the candidate has reflected on what happened and has drawn conclusions from this reflection.
7. assessment of new skills and knowledge gained during the process of the investigation.

Producing a log of activities carried out by the candidate. The log must include activities undertaken, resources used and time allocated.

Evidence of all of the above should be presented. It may be supplemented by evidence provided orally by the candidate in a discussion with the assessor. If oral evidence is provided by the candidate, a record of the main points of the discussion should be recorded. The candidate should retain evidence of their progress and experience to record the progress of the planning stage of the investigation and personal development of the candidate to facilitate and support the evaluation stage by matching those experiences against the plan.

References:

1. Alvin C. Burns, Ronald F. Bush, Marketing Research, Global Edition (English Edition), Jul 2016, Pearson, ASIN: B01LYCEXRQ
2. Mike Grigsby, Marketing Analytics: A Practical Guide to Improving Consumer Insights Using Data Techniques (English Edition), Apr 2018, Kogan Page, ASIN: B07CCLTVB4



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