

# **SQA Advanced Diploma in Business**

## **GT32 48**

## **Course Tutor Guide (China)**

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## Acknowledgement

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

## Further information

Call SQA's Customer Contact Centre on 00 44 141 500 5030. Alternatively, complete our **Centre Feedback Form**.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. Centres are advised to check SQA Connect to confirm they are using the up-to-date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.

Centres should only enter students for the unit which has been revised where they are expected to complete the unit before its finish date.

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# **1 Introduction**

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

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



## 2 Setting up the course

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

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

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

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

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

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

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

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



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



## 3 The SQA Advanced Diploma Structure

### 3.1 General SQA Advanced Diploma Qualification Framework

To be awarded an SQA Advanced Diploma, the student is required to achieve **30 SQA credits** with a mixture of SCQF level 7 and level 8 units, **plus two additional units**<sup>1</sup> which provide knowledge and skills **essential** for students prior to further study. These two additional units develop English and Research skills and **must be achieved** before the student can be awarded the SQA Advanced Diploma. The additional units include one at SCQF level 6 and one at SCQF level 7.

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

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

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

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

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

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

#### 3.1.2 SCQF level descriptors

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

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

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<sup>1</sup> All students entering the SQA Advanced Diploma year 1 must achieve the two additional units, to gain the SQA Advanced Diploma.



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

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

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

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

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

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

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

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

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

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

The unit Human Resource Management: Introduction (J2FD 47) has an **SQA credit value of 1**. This represents 80 hours of teaching and learning.

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

The unit Continuous Workforce Development (J491 47) follows on from Human Resource Management: Introduction (J2FD 47) and has an **SQA credit value of 2**. This represents 160 hours of teaching and learning.

These 160 hours equal **16 SCQF points at SCQF level 7**.

This means that students will study for longer, but at the same level.



### 3.2 Core Skills

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

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

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

#### 3.2.1 Communication

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

The Core Skill in Communication has two components:

- ◆ Oral Communication
- ◆ Written Communication

#### 3.2.2 Numeracy

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

The Core Skill in Numeracy has two components:

- ◆ Using Graphical Information
- ◆ Using Number

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

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

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

- ◆ Accessing Information
- ◆ Providing/Creating Information



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### **3.2.4 Working with Others**

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

The Core Skill in Working with Others has two components:

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

### **3.2.5 Problem Solving**

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

The Core Skill in Problem Solving has three components:

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

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

## **3.3 Graded units**

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

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

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

The allocation of grades is as follows:

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

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

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

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



## 4 SQA Advanced Diploma Business

### 4.1 Target audience

The SQA Advanced Diploma Business is designed for students who wish to pursue a career in a range of general business/management positions.

The SQA Advanced Diploma Business is designed to equip students with awareness of key issues and practices within a changing business environment.

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

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

### 4.2 Access to the course

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

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

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

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



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

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

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



## 4.4 SQA Advanced Diploma Business Framework

The table below shows the whole framework of units for the SQA Advanced Diploma in Business, plus the two additional units, and includes their SQA credit values and SCQF levels.

Unit title	Unit code	Credit value	SCQF level
<b>Year 1</b>			
Accounting for Business: An Introduction	J5FN 47	2	7
Business Law: An Introduction	J5AW 47	1	7
Communication: Business Communication	HP75 47	1	7
Creating a Culture of Customer Care	HP73 47	1	7
Economic Issues: An Introduction	J461 47	1	7
Human Resource Management: Introduction	J2FD 47	1	7
Business Fundamentals with Emerging Technologies	J5FK 47	2	7
IT in Business: Spreadsheets	HP78 47	1	7
Managing People and Organisations	J4DK 47	2	7
Marketing: An Introduction	HP6N 47	1	7
Personal Development Planning	HP6M 47	1	7
Business: Graded Unit 1	J5TA 47	1	7
<b>Year 2</b>			
Economics: Micro and Macro Theory and Application	J5AX 48	1	8
Business Contractual Relationships	HP6X 47	1	7
Managing Business Culture and Strategy	J5FL 48	2	8
Economics: The World Economy	J5AY 48	1	8
Project Management: Strategy, Decision Making and Risk	J5FM 48	2	8
International Marketing: An Introduction	HP76 47	1	7
Preparing Financial Forecasts	J5B0 48	1	8
Presentation Skills	HP79 48	1	8
Statistics for Business	J45Y 47	1	7
Continuous Workforce Development	J491 47	2	7
Business: Graded Unit 2	J5TB 48	2	8

Additional units <sup>2</sup>	Unit code	Credit value	SCQF level
<b>Year 1</b>			
Workplace Communication in English	HR1C 46	1	6
<b>Year 2</b>			
Research Skills	J1NB 47	1	7

<sup>2</sup> All students entering the SQA Advanced Diploma year 1 must achieve the two additional units, to gain the SQA Advanced Diploma.



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### 4.5 Core Skills

All of the revised units within this award have been assessed and validated against the Core Skills 2013 framework.<sup>3</sup>

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

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

A table illustrating where Core Skills and Core Skills components are signposted and embedded within the SQA Advanced Diploma in Business is provided in Appendices 2a and 2b.

### 4.6 Graded unit

Students will take a 1-credit graded unit at SCQF level 7 in the first year of the SQA Advanced Diploma Group Award, and a further 2-credit graded unit at SCQF level 8 in the second year of the SQA Advanced Diploma Group Award.

The graded units take the form of:

Business: Graded Unit 1 (J5TA 47) Examination at SCQF level 7, 1 SQA credit.

Business: Graded Unit 2 (J5TB 48) Project Investigation at SCQF level 8, 2 SQA credits.

Further details are provided in section 8.3.

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<sup>3</sup> Core Skills Framework: an introduction (SQA, Glasgow, 2013)



## 5 Course delivery of an SQA Advanced Diploma

### 5.1 How the course is delivered

All tutors must ensure that they deliver this course using teaching methods that engage students in ‘active learning’ to encourage them to participate in the learning activities set. All SQA qualifications are designed to enable students to develop their knowledge and skills and then they are required to apply this new knowledge/skill to a new situation. Criterion-referenced assessments assume that all parties are fully informed of the criteria that students must achieve and the assessment conditions under which the students carry out the assessment activity.<sup>4</sup>

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

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

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

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

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

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

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<sup>4</sup> For further information about different assessment activities — whether they be for formative or summative purposes, tutors may wish read SQA’s Guide to Assessment (Publication code AA4147 [www.sqa.org.uk/sqa/70972](http://www.sqa.org.uk/sqa/70972))



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

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

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

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

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

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

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



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

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

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

### 5.2 Support for students

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

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

The SQA publication **Communication units for SQA Advanced Qualifications** (Publication code CB7064) available on SQA website (<http://cn.sqa.org.uk>) contains guidance for tutors on delivering SQA Communication units to students whose first language is not English, including suggested exercises and activities.

<https://cn.sqa.org.uk/files/SQA-Advanced/InformationForTutorsAQCommunicationUnits.pdf>



## 6 SQA Advanced Diploma Business course delivery

### 6.1 Teaching plan

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

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

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

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

The two additional units<sup>5</sup> Workplace Communication in English (HR1C 46) and Research Skills (J1NB 47) support students in development of their communication skills and prepare them for progression to further study.

Students must achieve the additional unit Workplace Communication in English (HR1C 46), **before** starting Communication: Business Communication (HP75 47).

The second additional unit Research Skills (J1NB 47) can be delivered in the first semester as a forerunner to a project-based graded unit, or alongside a project-based graded unit, in SQA Advanced Diploma year 2.

Including the two additional units, students will study 16 credits worth of units in each year. The weighting of these units will depend on the relationship of the relevant unit to others in terms of prior knowledge needed and/or complementary knowledge.

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<sup>5</sup> All students entering the SQA Advanced Diploma year 1 must achieve the two additional units, to gain the SQA Advanced Diploma.



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### Rationale for the suggested delivery schedules

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

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

Whether choosing option A or option B, it is very important that students achieve Workplace Communication in English (HR1C 46) **before** starting Communication: Business Communication (HP75 47). Workplace Communication in English will assist students in developing their communication skills and prepare them for the higher level unit Communication: Business Communication.

Also, completing Workplace Communication in English (HR1C 46) in semester 1 will assist students in their communication skills in all the later units.

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



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### 6.1.1 Year 1: Suggested delivery schedule

#### Year 1: Option A

Semester 1	Semester 2
Managing People and Organisations (J4DK 47): SCQF level 7, 2 SQA credits	
Accounting for Business: An Introduction (J5FN 47): SCQF level 7, 2 SQA credits	
Business Fundamentals with Emerging Technologies (J5FK 47): SCQF level 7, 2 SQA credits	
Marketing: An Introduction (HP6N 47): SCQF level 7, 1 SQA credit	Creating a Culture of Customer Care (HP73 47): SCQF level 7, 1 SQA credit
Economic Issues: An Introduction (J461 47): SCQF level 7, 1 SQA credit	IT in Business: Spreadsheets (HP78 47): SCQF level 7, 1 SQA credit
Workplace Communication in English (HR1C 46): SCQF level 6, 1 SQA credit	Communication: Business Communication (HP75 47): SCQF level 7, 1 SQA credit
Business Law: An Introduction (J5AW 47): SCQF level 7, 1 SQA credit	Personal Development Planning (HP6M 47): SCQF level 7, 1 SQA credit
Human Resource Management: Introduction (J2FD 47): SCQF level 7, 1 SQA credit	Business: Graded Unit 1 (J5TA 47): SCQF level 7, 1 SQA credit
<b>Eight units studied: one at SCQF level 6, seven at SCQF level 7 (5 credits completed; three units partially completed).</b>	<b>Eight units studied: eight at SCQF level 7 (11 credits completed).</b>

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

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

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

Students are introduced to a wider range of subjects with Human Resource Management: Introduction (J2FD 47) being included in semester 1.



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

- ◆ Able to introduce more subjects in semester 1.
- ◆ Variety may increase student motivation.
- ◆ Able to integrate teaching with Graded Unit 1.
- ◆ More time in Graded Unit 1 to focus on exam techniques.
- ◆ Completing Workplace Communication in English (HR1C 46) in semester 1 will assist students in their communication skills in all the later units.
- ◆ Fewer units completed in semester 1.

### Year 1: Option B

Semester 1	Semester 2
Managing People and Organisations (J4DK 47): SCQF level 7, 2 SQA credits	Human Resource Management: Introduction (J2FD 47): SCQF level 7, 1 SQA credit
Marketing: An Introduction (HP6N 47): SCQF level 7, 1 SQA credit	Creating a Culture of Customer Care (HP73 47): SCQF level 7, 1 SQA credit
Accounting for Business: An Introduction (J5FN 47): SCQF level 7, 2 SQA credits	Personal Development Planning (HP6M 47): SCQF level 7, 1 SQA credit
Business Fundamentals with Emerging Technologies (J5FK 47): SCQF level 7, 2 SQA credits	Business Law: An Introduction (J5AW 47): SCQF level 7, 1 SQA credit
Economics Issues: An Introduction (J461 47): SCQF level 7, 1 SQA credit	IT in Business Spreadsheets (HP78 47): SCQF level 7, 1 SQA credit
Workplace Communication in English (HR1C 46): SCQF level 6, 1 SQA credit	Communication: Business Communication (HP75 47): SCQF level 7, 1 SQA credit
	Business: Graded Unit 1 (J5TA 47): SCQF level 7, 1 SQA credit
<b>Six units studied: one unit at SCQF level 6, five at SCQF level 7, (9 credits completed).</b>	<b>Seven units studied: six at SCQF level 7, one at SCQF level 8 (7 credits completed).</b>

### Rationale for year 1 (option B)

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

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

The unit Economic Issues: An Introduction (J461 47) is the introductory economics unit and so must be delivered to students before the subsequent units Economics: Micro and Macro Theory and Application (J5AW 48) and Economics: The World Economy (J5AY 48) in year 2. It is very important that students achieve the first unit before starting their second year unit. The unit Economic Issues: An Introduction (J461 47) is assessed through a pass or fail examination and provides a valuable opportunity for students to prepare how best to tackle an examination ahead of the Business: Graded Unit 1 examination at the end of semester 2.



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Workplace Communication in English (HR1C 46) underpins the unit Communication: Business Communication in semester 2.

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

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

- ◆ Fewer subjects in each semester.
- ◆ Earlier completion of units.
- ◆ Helps students to focus and builds confidence and motivation through earlier completion of units.
- ◆ All subjects for Graded Unit 1 covered in semester 1.
- ◆ Completing Workplace Communication in English (HR1C 46) in semester 1 will assist students in their communication skills in all the later units.
- ◆ More revision time may be required for Graded Unit 1 as key subjects have been completed in semester 1.

All five units that contribute to Business: Graded Unit 1 are scheduled for delivery and completion in semester 1 and this is the key difference between options A and B. Three of the contributing units are 2 SQA credits each and centres need to carefully consider whether students will best cope with the 2-credit units being fully delivered and completed in a single semester, or whether they should be spread over two semesters as in option B. Delivering 2-credit units in a single semester can lead to a bunching of assessments causing excessive workloads for the students, and centres when adopting an option B approach have to carefully plan when assessments and reassessments will take place.

### 6.1.2 Year 2: Suggested delivery schedule

Whether choosing option A or option B, Research Skills (J1NB 47) will add significantly to the skills students require to successfully carry out necessary research and analysis and delivery can be integrated with Graded Unit 2: Project.



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### Year 2: Option A

Semester 1	Semester 2
Managing Business Culture and Strategy (J5FL 48): SCQF level 8, 2 SQA credits	
Project Management: Strategy, Decision Making and Risk (J5FM 48): SCQF level 8, 2 SQA credits	
Preparing Financial Forecasts (J5B0 48): SCQF level 8, 1 SQA credit	Statistics for Business (J45Y 47): SCQF level 7, 1 SQA credit
Economics: Micro and Macro Theory and Application (J5AW 48): SCQF level 8, 2 SQA credits	Economics: The World Economy (J5AY 48): SCQF level 8, 1 SQA credit
Presentation Skills (HP79 48): SCQF level 8, 1 SQA credit	Business Contractual Relationships (HP6X 47): SCQF level 7, 1 SQA credit
International Marketing: An Introduction (HP76 47): SCQF level 7, 1 SQA credit	
Research Skills (J1NB 47): SCQF level 7, 1 SQA credit	
Continuous Workforce Development (J491 47): SCQF level 7, 2 SQA credits	
Business: Graded Unit 2 (J5TB 48): SCQF level 8, 2 SQA credits	
<b>Nine units studied: six at SCQF level 8, three at SCQF level 7 (4 credits completed, five units partially completed).</b>	<b>Eight units studied: four at SCQF level 7, four at SCQF level 8 (12 credits completed).</b>

### Rationale for year 2 (option A)

Managing Business Culture and Strategy (J5FL 48) is spread over two semesters and this allows students to spread their research over a longer period.

Continuous Workforce Development (J491 47) is spread across two semesters and this could assist students by giving them more time to develop and deliver a training programme. There is scope to link this to Presentation Skills (HP79 48).

Project Management: Strategy, Decision Making and Risk (J5FM 48) is spread over two semesters and Preparing Financial Forecasts (HP70 48) can now be completed in semester 1. Students can now be introduced to a wider range of topics in semester 2.

Research Skills (J1NB 47) is spread over two semesters with the planning and analysing aspects integrated with the Graded Unit 2: Project.



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

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

### Year 2: Option B

Semester 1	Semester 2
Managing Business Culture and Strategy (J5FL 48): SCQF level 8, 2 SQA credits	Economics: The World Economy (J5AY 48): SCQF level 8, 1 SQA credit
Economics: Micro and Macro Theory and Application (J5AX 48): SCQF level 8, 2 SQA credits	Preparing Financial Forecasts (J5B0 48): SCQF level 8, 1 SQA credit
Presentation Skills (HP79 48) — SCQF level 8, 1 SQA credit	Continuous Workforce Development (J491 47): SCQF level 7, 2 SQA credits
Project Management: Strategy, Decision Making and Risk (J5FM 48): SCQF level 8, 2 SQA credits	
Business Contractual Relationships (HP6X 47): SCQF level 7, 1 SQA credit	Statistics for Business (J45Y 47): SCQF level 7, 1 SQA credit
International Marketing: An Introduction (HP76 47): SCQF level 7, 1 SQA credit	
Research Skills (J1NB 47): SCQF level 7, 1 SQA credit	
Business: Graded Unit 2 (J5TB 48): SCQF level 8, 2 SQA credits	
<b>Eight units studied: three at SCQF level 7, five at SCQF level 8 (6 credits completed, three units partially completed).</b>	<b>Seven units studied: three at SCQF level 7, four at SCQF level 8 (10 credits completed).</b>

### Rationale for year 2 (option B)

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

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

Research Skills (J1NB 47) is spread over two semesters with the planning and analysing aspects integrated with the Graded Unit 2: Project.



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

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

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

## **6.2 Overview of units**

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

### **Year 1 units**

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

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

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

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

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

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



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

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

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

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

There are three outcomes.

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

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

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

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



### **Workplace Communication in English (HR1C 46)**

This unit focusses on the skills needed for communication in the workplace. Students will summarise business texts and evaluate the effectiveness of the content, format and layout, while meeting the needs of purpose and readership. They will produce effective business documents such as proposals, letters and reports and develop the skills for sustained spoken interactions with others.

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

Outcomes 1 and 2 can be assessed in a contextualised situation and may be taught and assessed within the Business subject area. The use of a contextualised model to assess Outcome 1 will develop skills within a realistic workplace context. Oral responses should be scribed or recorded.

In outcome 2, students present a folio of written information using a workplace situation as a context. There should be full discussion with the student on the purpose and audience of any text to ensure what is produced is appropriate.

Outcome 3 introduces students to practical communication skills needed within a workplace. They will demonstrate appropriate verbal and non-verbal communication skills and the ability to ask and answer questions in such a way as to progress discussion and promote working relationships.

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

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

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

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

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

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



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

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

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

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

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

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

There is scope to link assessment to other units, for example Continuous Workforce Development (J491 47). Students could select customer care as a topic for their training plan and training materials could be used in a student portfolio.

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

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

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

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

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



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

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

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

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

### **Human Resource Management: Introduction (J2FD 47)**

This 1-credit unit offers an introduction for students preparing to study Human Resource Management (HRM). Students explore the evolution of HRM and the role of HRM as a key function within an organisation looking at what factors are shaping current HR policy and practice.

It introduces students to the activities that make up HRM, the benefits and barriers to an effective HRM function and how these activities contribute to the success of an organisation.

There are three outcomes with this unit with two assessments.

Outcome 1 is intended to give students an overview of the changing face of HRM, focusing on the past, present and future. Students will be required to produce a 1,000 word submission in a format of their choice.

Outcomes 2 and 3 lend themselves to holistic assessment with a combined task focused on a case study, explaining why the HRM function is important to everyone and the impact HRM has on the effective running of all organisations. Students have the opportunity to focus on one specific organisation or choose areas that are of particular interest to them. Their submission can be a report/video, interactive app or presentation.



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

### **Marketing: An Introduction (HP6N 47)**

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

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



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

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

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

### Personal Development Planning (HP6M 47)

This 1-credit unit helps students take responsibility for their own learning and development. It provides an opportunity to develop the personal and general skills and qualities which employers seek in the workplace and which are increasingly recognised as underpinning success in personal life, in citizenship and in lifelong learning.

This unit has three outcomes but should be assessed holistically. Students should create, maintain and present a portfolio of evidence; a personal development portfolio. The activities associated with the unit should provide ample opportunities for students to generate and gather the required evidence of achievement.

Through a process of Personal Development Planning students will identify their skills, abilities and development needs and review these in the context of their own personal, educational and career aims. They will devise a personal action plan, then undertake and evaluate that plan. They will gather, organise and present evidence of each stage of the plan including personal reviews; in their personal development portfolio.

In outcome 1 students will create and maintain a personal development portfolio and a personal action plan.

In outcome 2 students will implement their personal action plan.

In outcome 3 students will monitor and evaluate their plan and its implementation.

The personal development portfolio should contain a record of the tasks and activities that the student has undertaken, together with the outputs/evidence arising from the tasks. Students should be encouraged to respond to the review questions: What did I do? What did I learn? What should I do now?



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### **Business: Graded Unit 1 (J5TA 47)**

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

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

This graded unit is assessed by a closed-book examination of 3 hours, split into two papers featuring a combination of mandatory and optional questions.

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

See section 8.3 for full details.

### **Year 2 units**

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

In year 2, the introductory unit in Economics: Economic Issues: An Introduction (J461 47) is followed by the higher level unit Economics 1: Micro and Macro Theory and Application (J5AX 48). It is strongly recommended that the introductory unit in Economics is passed before progression to this unit.

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

There are two outcomes for this unit.

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

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



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

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

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

This unit has three outcomes:

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

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

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

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

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

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

There are four outcomes with this unit with two assessments.

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

There are four outcomes:

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

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

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

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

Assessment of outcomes 1, 2 can be linked, using an appropriate case study with Outcome 3 being based upon the same case or an expanded case scenario.

Outcome 4 is a practical activity based on a project plan devised in outcome 3 and involves the initiation of a project plan on project management software.

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

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

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

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

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

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



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

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

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

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

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

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

The learning outcomes of this unit will be assessed separately.

### **Presentation Skills (HP79 48)**

This 1-credit unit is designed to develop the skills required for the advanced use of presentation software, including a range of multi-media and to apply these skills to deliver effective presentations. There are three outcomes.

Outcome 1: students are required to plan and explain the key components of making a successful presentation.

Outcome 2: students are required to prepare a screen-based presentation on an agreed topic.

Outcome 3: students are required to deliver and evaluate a screen-based presentation.

Assessment should be undertaken in open-book conditions. This could be carried out using a holistic assessment that covers all outcomes. This approach is likely to be the most valid and meaningful experience for students, as the entire assessment can be built around a single presentation based on a task/subject of their own choice, either related to the group award or their own personal interest. Linking the assessment to other unit(s) within the group award may offer opportunities to integrate assessment.



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Alternatively outcome 1 could be assessed using a case study where students provide recommendations based on the case study scenario. It is envisaged that the same presentation will be used for outcomes 2 and 3, with students preparing the presentation, delivering it and evaluating feedback. An exemplar instrument of assessment and marking guidelines have been produced for this unit.

The ability to deliver effective presentations is a valuable skill and this unit is about developing the practical skills for using presentation hardware and software, researching the topic and presenting the facts. It is also about the skills a public speaker needs to develop in terms of reading and handling an audience, delivery style, non-verbal communication and how to control nervousness. Visiting speakers would be an appropriate way to develop students' skills and knowledge.

There are opportunities to link the unit with Information and Communication Technology in Business (HP7A 48) outcome 5.

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

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

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

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

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

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

### **Continuous Workforce Development (J491 47)**

This 2-credit unit has four outcomes and the main purpose of the unit is to provide knowledge and understanding of how organisations identify and implement the training and development of their employees for the benefit of the organisation. In particular, this unit will develop students' ability to undertake independent research, produce a training strategy for an organisation, design a training programme and explain how to implement the practice of continuous development of employees within an organisation.



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Outcome 1 will expect students to undertake some independent and group research into the concept of continuous development and what the benefits for the organisation will be if they decide to implement this practice for their employees. Their research will involve finding out the latest theories on this subject of continuous workforce development.

Outcome 2 focuses on how to produce a training and development strategy based on a case study of a fictitious organisation. Students will learn how to identify training and development needs of individuals, groups and organisations as a whole and how they link to the short and longer term aims of the business objectives. They should be facilitated and encouraged to make recommendations about how the organisation can fulfil their training and development goals. Research to find out more about the role of agencies and the implications for training within the organisation will be carried out.

Outcome 3 focuses on how to design and produce a training programme of a specified length making sure aims, objectives and a rationale for the training are stated. Students will then think about how to make the actual training an interesting, informative and engaging experience for the participants by choosing participative and student-centred approaches.

Outcome 4 will expect students now to plan an Evaluation Strategy in order to gather reliable and measurable information about the training programme designed in outcome 3.

They will be encouraged to think about how they can find out if the training programme designed in outcome 3 has been successful. Who would be asked, what will be used to find out the information about the value of the programme for the students and also the organisation.

Research of learning and evaluation theories will be used to support the design of appropriate evaluation tools.

Over all four outcomes open-book assessment will be used, giving the students time to undertake their own research. They will develop their written communication, problem solving and critical thinking skills by analysing issues and devising and recommending appropriate solutions. They may also develop oral communication skills through group discussion with fellow students. They will be encouraged to present ideas and complex information to others as well as listening to and understanding others' responses. Through research for information and production of evidence for all the outcomes, they will develop their ICT skills.



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### **Research Skills (J1NB 47)**

This unit develops the skills to access, analyse and evaluate information from a variety of sources and to use these in planning, carrying out and reporting on a research investigation.

Students will look at how to plan an investigation, and then access and use information from a variety of primary sources, such as interviews and surveys, and secondary sources such as articles, programmes and the internet. They will present their findings in an investigative report. Assessment will take place at each stage.

There are opportunities for integration with other units that involve investigation and analysis. The unit could be delivered in conjunction with Business: Graded Unit 2 (J5TB 48).

### **Business: Graded Unit 2 (J5TB 48)**

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

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

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

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

## **6.3 Opportunities for integration of units**

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

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



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For example, in the unit Communication: Business Communication (HP75 47), Outcome 2 requires students to produce complex written business documents (which can be one or more documents) of approximately 1,500 words but which must conform to a range of standards. The content of the 'complex written business documents' is not stated and it would therefore be possible to select a topic from another theory-based unit to form the basis of a 'formal business report' (for example Human Resource Management: Introduction (J2FD 47)). In this way, two outcomes are assessed in a single assessment activity.

The unit Research Skills (J1NB 47) can be delivered in conjunction with Business: Graded Unit 2 (J5TB 48)<sup>6</sup>.

Integration may be identified in units where an assessment format may overlap with evidence requirements in another unit. For example, Presentation Skills HP79 48 requires students to plan, prepare, deliver and evaluate a screen-based presentation whilst there is the potential for students to produce and deliver a presentation in other units such as Economics: The World Economy (J5AY 48). In some units there is a degree of flexibility in how units are assessed and opportunities to integrate assessment will in part be dependent on the assessment formats selected.

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

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<sup>6</sup> For further information on integrating delivery and assessment of Research Skills with Graded Unit projects, refer to the SQA publication A Guide to the Planning, Delivery and Assessment of the Research Skills Unit with SQA Advanced Diploma Frameworks in China available from SQA website <http://cn.sqa.org.uk/>



## 7 Assessment in an SQA Advanced Diploma award

### 7.1 Assessment in learning and for certification

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

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

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

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

### 7.2 Assessment planning of an SQA Advanced Diploma

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

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



## 7.3 Planning the unit summative assessment

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

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

## 7.4 Negotiating summative assessments with the students

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

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

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

## 7.5 Summative Assessment Support Packs

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



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A unit Assessment Support Pack will contain:

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

It is vital that tutors:

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

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

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

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



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

### 8.1 SQA Advanced Diploma in Business Assessment Strategy

Most units can be assessed using different formats, whilst some such as the graded units have a prescribed format. Readers must refer to the relevant unit specifications to identify what formats can be changed and which are fixed, where outcomes might be combined and for full information regarding assessment conditions.

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



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



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



## SQA Advanced Diploma

Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Human Resource Management: Introduction</b> <b>J2FD 47</b>  1 SQA Unit credit	<b>Outcome description</b> Contextualise and explain the factors that are currently shaping human resource management policy and practice.	Explain the main activities of an effective human resource function.	Analyse the benefits of, and barriers to, achieving an effective human resource management function.	
	<b>Assessment conditions</b> Open-book Short response questions.	Open-book. Case study with questions and a report.	Open-book. Case study with questions and a report.	
<b>Business Fundamentals with Emerging Technologies</b> <b>J5FK 47</b>  2 SQA Unit credits	<b>Outcome description</b> Explain contemporary factors influencing the external business environment.	Explain contemporary factors affecting the internal business environment.	Discuss the impact of current technology on business operations.	
	<b>Assessment conditions</b> Open-book conditions, portfolio.	Open-book conditions, report.	Open-book conditions, presentation.	



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



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Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Marketing: An Introduction HP6N 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain the nature of marketing and its importance in organisations.	Explain marketing decisions for a product based and a service organisation.		
	<b>Assessment conditions</b> Open-book conditions outcome by outcome or integrated, based on a case study, project or other stimulus material.	Open-book conditions, outcome by outcome or integrated, based on a case study, project or other stimulus material.		
<b>Personal Development Planning HP6M 47</b>  1 SQA Unit credit	<b>Outcome description</b> Create and maintain a personal development portfolio and a personal action plan.	Implement his/her personal action plan.	Monitor and evaluate the plan and its implementation.	
	<b>Assessment conditions</b> Portfolio of evidence.	Portfolio of evidence.	Portfolio of evidence.	



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Year 1: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Business: Graded Unit 1 J5TA 34</b>  1 SQA Unit credit	<b>Outcome description</b> There are no outcomes within a graded unit.			
	<b>Assessment conditions</b> Closed-book three hour single event examination marked out of 100 with students graded at A, B, and C using the standard SQA grade bands. The examination is based on a case study of an organisation that is provided up to three weeks prior to the examination.			



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



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



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



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Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Preparing Financial Forecasts</b> <b>J5B0 48</b>  1 SQA Unit credit	<b>Outcome description</b> Prepare and analyse budget statements for decision making and cash management.	Analyse the impact of price and costs on break-even analysis for decision making.	Assess the viability of a project using investment and project appraisal techniques.	
	<b>Assessment conditions</b> Open-book, supervised conditions, time bound budgets exercise three errors allowed for figures.	Open-book, supervised conditions, time bound impact of prices and costs exercise , three errors allowed for figures.	Open-book, supervised conditions, time bound investment and project appraisal exercise, four errors allowed for figures.	
<b>Presentation Skills</b> <b>HP79 48</b>  1 SQA Unit credit	<b>Outcome description</b> Plan and explain the key components of making a successful presentation.	Prepare a screen-based presentation on an agreed topic presentation.	Deliver and evaluate a screen-based presentation.	
	<b>Assessment conditions</b> Open-book practical task integrated outcome create and deliver a screen-based presentation.	Open-book practical task integrated outcome create and deliver a screen-based presentation.	Open-book practical task integrated outcome create and deliver a screen-based presentation.	



## SQA Advanced Diploma

Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Statistics for Business J45Y 47</b>  1 SQA Unit credit	<b>Outcome description</b> Explain statistical techniques for collecting data.	Use statistical techniques to analyse data, interpret data and produce forecasts.	Perform hypothesis testing.	
	<b>Assessment conditions</b> Closed-book restricted response questions.	Open-book controlled conditions practical tasks.	Open-book controlled conditions practical tasks.	
<b>Continuous Workforce Development J491 47</b>  2 SQA Unit credits	<b>Outcome description</b> Research the concept of continuous employee development.	Produce a training and development strategy for an organisation.	Design a training programme for a specific organisational purpose.	Plan the evaluation of the training programme.
	<b>Assessment conditions</b> Open-book, continuous employee development. Written/oral statement and possible oral questioning.	Open-book, produce a training and development strategy. Written statement with possible oral questioning.	Open-book, design one written training program with resources for the program. Written statements with possible oral questioning.	Open-book, produce an evaluation strategy based on outcome 3 training program. Written statements with possible oral questioning.



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Year 2: Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Business: Graded Unit 2 J5TB 48</b>  2 SQA Unit credits	<b>Outcome description</b> There are no outcomes within a graded unit.			
	<b>Assessment conditions</b> Open-book conditions three stage project investigation marked out of 100 with students graded at A, B, and C using the standard SQA grade bands.			



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

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

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

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

### 8.3 SQA Advanced Diploma in Business Graded Unit assessments

Business: Graded Unit 1 (J5TA 47) Examination at SCQF level 7, 1 SQA credit.

SQA Advanced Diploma Business: Graded Unit 2 (J5TB 48) Project Investigation at SCQF level 8, 2 SQA credits.

**Graded Unit 1** is a closed-book examination lasting three hours comprising two sections worth 40% and 60% of the marks respectively. This unit covers the integration of a range of knowledge and skills achieved through study of the mandatory units, but focusing on:

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

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

**Graded Unit 2** is a project investigation to be completed on an open-book basis over a period of time.

This unit covers the integration of a range of knowledge and skills achieved throughout selected units of the SQA Advanced Diploma:

J5FN 47     Accounting for Business: An Introduction  
J5B0 48     Preparing Financial Forecasts  
J461 47     Economic Issues: An Introduction  
J5AX 48     Economics: Micro and Macro Theory and Application  
J5AY 48     Economics: The World Economy  
HP6N 47     Marketing: An Introduction  
J4DK 47     Managing People and Organisations  
J5FL 48     Managing Business Culture and Strategy  
J5FK 48     Business fundamentals with Emerging Technologies



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J5FM 48	Project Management: Strategy, Decision Making and Risk
HP78 47	IT in Business: Spreadsheets
HP75 47	Communication: Business Communication
J5AW 47	Business Law: An Introduction
HP6X 47	Business Contractual Relationships
J45Y 47	Statistics for Business
J1NB 47	Research Skills

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

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

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

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

Re-assessment may take a variety of forms.

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

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



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

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

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

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



## **9 Quality Assurance**

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

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

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

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

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

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



## **10 Verification**

### **10.1 Introduction**

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

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

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

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

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

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

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

### **10.3 Internal verification**

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

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

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

- ◆ evidence of planned verification for the semester which conforms to the centre's verification strategy.



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

### **10.4 External verification**

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

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



## Appendix 1a: Core Skills Year 1

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

<b>Year 1</b>	<b>Communication</b>			<b>Numeracy</b>		<b>ICT</b>		<b>Problem Solving</b>			<b>Working With Others</b>	
<b>Unit title and code</b>	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Accounting for Business: An Introduction J5FN 47	<b>6 O</b>				<b>5 Auto</b>			<b>6 Auto</b>				
Business Law: An Introduction J5AW 47	<b>6 O</b>	<b>6 O</b>	<b>6 O</b>			<b>5 O</b>	<b>5 O</b>	<b>6 Auto</b>				
Communication: Business Communication HP75 47	<b>6 Auto</b>	<b>6 Auto</b>	<b>6 Auto</b>			<b>6 O</b>	<b>6 O</b>	<b>6 O</b>	<b>6 O</b>	<b>6 O</b>	<b>6 O</b>	<b>6 O</b>
Creating a Culture of Customer Care HP73 47	<b>6 O</b>	<b>6 O</b>	<b>6 O</b>					<b>6 O</b>		<b>6 O</b>		
Economic Issues: An Introduction J461 47	<b>6 O</b>	<b>6 O</b>						<b>5 O</b>				
Human Resource Management: An Introduction J2FD 47	<b>6 O</b>	<b>6 O</b>	<b>6 O</b>					<b>6 Auto</b>				



Year 1	Communication			Numeracy		ICT		Problem Solving			Working With Others	
Unit title and code	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Business Fundamentals with Emerging Technologies J5FK 47	6 O	6 O	6 O					6 O	6 O	6 O		
IT in Business Spreadsheets HP78 47				5 Auto	5 Auto			5 Auto	5 O	5 O		
Managing People and Organisations J4DK 47	6 O	6 O						5 Auto		6 O		
Marketing: An Introduction HP6N 47	6 O	6 O	6 O					6 O	6 O	6 O		
Personal Development Planning HP6M 47								6 O	6 O	6 O		
Workplace Communication in English HR1C 46	6 Auto	6 Auto	6 Auto			5 O	5 O	5 O	5 O	5 O	5 O	5 O
Business: Graded Unit 1 J5TA 47	There are no Core Skills signposted or embedded in this unit, but there are opportunities for development.											



## Appendix 1b: Core Skills Year 2

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

<b>Year 2</b>	<b>Communication</b>			<b>Numeracy</b>		<b>ICT</b>		<b>Problem Solving</b>			<b>Working With Others</b>	
<b>Unit title and code</b>	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Economics: Micro and Macro Theory and Application J5AX 48	6 O	6 O	6 O			6 O	6 O	6 Auto				
Business Contractual Relationships HP6X 47	6 O	6 O	6 O			5 O	5 O	6 O	6 O	6 O		
Managing Business Culture and Strategy J5FL 48	6 O	6 O	6 O			5 O	5 O	6 O				
Economics: The World Economy J5AY 48	6 O	6 O	6 O			6 O	6 O	6 Auto				
Project Management: Strategy, Decision Making and Risk J5FM 48					5 O			5 O				
International Marketing: An Introduction HP76 47	6 O	6 O				5 O		6 Auto		6 O		



Year 2 Unit title and code	Communication			Numeracy		ICT		Problem Solving			Working With Others	
	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Preparing Financial Forecasts J5B0 48				6 Auto	6 Auto			6 Auto				
Presentation Skills HP79 48		5 O	5 O			5 O	5 O	SCQF 6 Auto	6 Auto	6 Auto		
Statistics for Business J45Y 47				6 O	6 O							
Continuous Workforce Development J491 47	6 O	6 O	6 O			5 O	5 O	6 Auto				
Research Skills J1NB 47	6 O	6 O	6 O	5 O	5 O	6 O	6 O	6 Auto	6 Auto	6 Auto		
Business: Graded Unit 2 J5TB 48	6 O	6 O	6 O	6 O	6 O	6 O	6 O	6 Auto	6 Auto	6 Auto	6 O	6 O



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

### Semester 1

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Managing People and Organisations (J4DK 47) 2 SQA Unit credits over 2 semesters																	
Accounting for Business: An Introduction (J5FN 47) 2 SQA Unit credits over 2 semesters								X								X	
Business Fundamentals with Emerging technologies (J5FK 47) 2 SQA Unit credits over 2 semesters											X						
Marketing: An Introduction (HP6N 47)							X									X	
Economic Issues: An Introduction (J461 47)													X* 1,2,3				
Workplace Communication in English (HR1C 46)					X					X					X		
Business Law: An Introduction (J5AW 47)						X					X					X	
Human Resource Management: Introduction (J2FD 47)					X										X		

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.



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

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Managing People and Organisations (J4DK 47) 2 SQA Unit credits over 2 semesters									X* 1,2,3								
Accounting for Business: An Introduction (J5FN 47) 2 SQA Unit credits over 2 semesters						X							X				
Business Fundamentals with Emerging technologies(J5FK 47) 2 SQA Unit credits over 2 semesters					X								X				
Creating a Culture of Customer Care (HP73 47)							X								X		
IT in Business: Spreadsheets (HP78 47)						X								X			
Communication: Business Communication (HP75 47)					X					X					X		
Personal Development Planning (HP6M 47)								X					X			X	
Business: Graded Unit 1 (J5TA 47)								X Practice					X Summative			X Resit	

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.



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

### Semester 1

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Managing People and Organisations (J4DK 47) 2 SQA Unit credits — 2 classes/week														X* 1,2,3			
Marketing: An Introduction (HP6N 47)							X									X	
Accounting for Business: An Introduction (J5FN 47) 2 SQA Unit credits — 2 classes/week					X				X				X			X	
Business Fundamentals with Emerging technologies (J5FK 47) 2 SQA Unit credits — 2 classes/week							X				X				X		
Economic Issues: An Introduction (J461 47)													X* 1,2,3				
Workplace Communication in English (HR1C 46)					X					X					X		

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.



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

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Human Resource Management: Introduction (J2FD 47)					X										X		
Creating a Culture of Customer Care (HP73 47)							X								X		
Personal Development Planning (HP6M 47)								X					X			X	
Business Law: An Introduction (J5AW 47)						X					X					X	
IT in Business: Spreadsheets (HP78 47)						X								X			
Communication: Business Communication (HP75 47)					X					X					X		
Business: Graded Unit 1 (J5TA 47)								X Practice					X Summative			X Resit	

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.



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

### Semester 1

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Managing Business Culture and Strategy (J5FL 48) 2 SQA Unit credits — 2 classes/week																	
Project Management: Strategy, Decision Making and Risk (J5FM 48) 2 SQA Unit credits over 2 semesters													X				
Preparing Financial Forecasts (J5B0 48)							X				X				X		
Economics: Micro and Macro Theory and Application (J5AX 48)						X								X			
Presentation Skills (HP79 48)					X									X			
International Marketing: An Introduction (HP76 47)							X							X			
Research Skills (J1NB 47)						X											
Continuous Workforce Development (J491 47)				X						X					X*		
Business: Graded Unit 2 (J5TB 48)										X Brief							

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.



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

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Managing Business Culture and Strategy (J5FL 48) 2 SQA Unit credits — 2 classes/week		X* 1,2,3									X						
Project Management: Strategy, Decision Making and Risk (J5FM 48) 2 SQA Unit credits over 2 semesters			X							X							
Statistics for Business (J45Y 47)						X					X					X	
Business Contractual Relationships (HP6X 47)					X					X					X		
Economics: The World Economy (J5AY 48)													X				
Research Skills (J1NB 47)								X					X				
Business: Graded Unit 2 (J5TB 48)								X Deve- loping					X Eval- uation				

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.



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

### Semester 1

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Economics: Micro and Macro Theory and Application (J5AX 48)						X								X			
Managing Business Culture and Strategy (J5FL 48) 2 SQA Unit credits — 2 classes/week										X* 1,2,3				X			
Presentation Skills (HP79 48)					X									X			
Project Management: Strategy, Decision Making and Risk (J5FM 48) 2 SQA Unit credits over 2 semesters								X				X			X		
Business Contractual Relationships (HP6X 47)					X					X					X		
International Marketing: An Introduction (HP76 47)							X							X			
Research Skills (J1NB 47)						X											
Business: Graded Unit 2 (J5TB 48)										X Brief							

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.



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

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Economics: The World Economy (J5AY 48)													X				
Preparing Financial Forecasts (J5B0 48)							X				X				X		
Continuous Workforce Development (J491 47)				X						X					X* O3/4		
Project Management: Strategy, Decision Making and Risk (J5FM 48) 2 SQA Unit credits over 2 semesters								X				X			X		
Statistics for Business (J45Y 47)						X					X					X	
Research Skills (J1NB 47)								X					X				
Business: Graded Unit 2 (J5FL 48)								X Deve- loping					X Eval- uation				

Assessment submission date is shown by an X.

X\* indicates integrated assessment and outcomes integrated.



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

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

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

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

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

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

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



## Appendix 4: Error Tolerance Guidance Notes

### Background

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

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

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

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

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

### Error Tolerance Guidance Notes

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

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

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

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



## Types of errors

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

### Arithmetic/Computational errors

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

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

### Errors of Principle

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

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



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

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



## Appendix 6: Suggested Layouts for Financial Statements

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

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

### SOLE TRADER

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



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



**PARTNERSHIP**

Blogg & Blagg — Partnership		
Income Statement and Appropriation Account for the year ended 31 December		
	£	£
Revenue <i>[net of Discount Allowed]</i>		150,000
<u>Cost of goods sold</u>		
Opening inventory	12,000	
Add: Purchases <i>[net of Discount Received]</i>	68,000	
	80,000	
Less: closing inventory	14,000	
		66,000
<b>Gross profit</b>		<b>84,000</b>
<u>Less: Expenses</u>		
Rent and rates	1,400	
Heat and light	1,600	
Wages and salaries	8,800	
Loan interest	1,200	
Van expenses	900	
Depreciation	2,000	
Sundry expenses	3,000	
		18,900
		65,100
Other operating income: Commission Received		2,000
<b>Profit for the year</b>		<b>67,100</b>
<b>Interest on drawings</b>		
Blogg	500	
Blagg	600	1,100
		68,200
<b>Salary</b>		
Blogg		12,200
<b>Interest on Capital</b>		
Blogg	5,000	
Blagg	4,000	9,000
		<b>47,000</b>
<b>Profit share</b>		
Blogg 60%	28,200	
Blagg 40%	18,800	
		<b>47,000</b>



Blogg & Blagg — Partnership		
Statement of Financial Position at 31 December		
	£	£
<b>Non-current assets</b>		
Property, plant and equipment		60,000
<b>Current assets</b>		
Inventories	14,000	
Trade receivables	32,000	
Other receivables	8,000	
Bank and Cash	4,000	
		58,000
<b>Total Assets</b>		<b>118,000</b>
<b>Capital Accounts</b>		
Blogg	22,000	
Blagg	20,000	
		42,000
<b>Current Accounts</b>		
Blogg <i>note</i> <sup>7</sup>	26,000	
Blagg <i>note</i>	30,100	
		56,100
<b>Non-current liabilities</b>		
Loan		8,300
<b>Current liabilities</b>		
Trade payables	6,000	
Other payables	4,300	
Bank overdraft	1,300	
		11,600
<b>Total Equity and Liabilities</b>		<b>118,000</b>

<sup>7</sup> Working note required to calculate closing Current Account balances.



**MEDIUM-SIZED LIMITED COMPANY**

Medium Ltd — Limited Company		
Income Statement for the year ended 31 December		
	£	£
Revenue <i>[net of Discount Allowed]</i>		150,000
<u>Less: Cost of Sales</u>		
Opening inventory	12,000	
Add: Purchases <i>[net of Discount Received]</i>	68,000	
	80,000	
Less: closing inventory	14,000	
		66,000
<b>Gross profit</b>		<b>84,000</b>
<u>Less: Expenses</u>		
Rent and rates	1,400	
Heat and light	1,600	
Wages and salaries	8,800	
Van expenses	900	
Depreciation	2,000	
Sundry expenses	3,000	
		17,700
		66,300
Other operating income		2,000
Profit/loss on disposal of operations		0
<b>Operating profit</b> <i>[profit before interest and tax]</i>		<b>68,300</b>
Finance income/investment income <i>[interest receivable and similar income]</i>		0
Finance costs <i>[interest payable and similar charges]</i>		-1,200
<b>Profit on ordinary activities before taxation</b>		<b>67,100</b>
Taxation		0
<b>Profit on ordinary activities after taxation and profit for the financial year</b> <i>[to SOCE]</i>		<b>67,100</b>
<b>Other comprehensive income</b>		
Actuarial losses on defined benefit pension plans	minus	0
Deferred tax movement relating to actuarial losses	plus	0
<b>Total comprehensive income for the year</b>		<b>67,100</b>



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



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



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

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



The following Trial Balance has been extracted from the books as at 31 December 2014

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



**Required:**

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

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

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



**Statement of Comprehensive Income**

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



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



## Statement of Changes in Equity for the year ended

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

## Property, Plant and Equipment

### Tangible Non-Current Assets

1,000

#### Cost/Valuation

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

#### Depreciation

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

#### Net Book Value

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

<b>Cost of Sales</b>				<b>£000</b>
<i>i</i>	Opening inventory			160
	Purchases of goods for resale			1,820
	Government grant receivable [60 * 20%]			-12
	Depreciation	Property	70%	8
		P&M		120
	Provision for Liability			44
				2,140
	Less: Closing inventory			-180
				<b>1,960</b>
<b>Distribution costs</b>				
<i>ii</i>	As per trial balance			120
	Depreciation	Property	20%	2
				<b>122</b>
<b>Administration expenses</b>				
<i>iii</i>	As per trial balance			488
	Depreciation	Property	10%	1
	Bad debt provision - decrease			-10
				<b>479</b>
<b>Operating expenses</b>				
<i>iv</i>	Distribution costs			122
	Administration expenses			479
				<b>602</b>
<b>v Finance costs</b>				
	Debenture Interest [200 * 8%]			<b>16</b>
<b>vi Taxation</b>				
	Tax for year			180
	Adjustment for over-provision			-30
	Transfer to deferred taxation			48
				<b>198</b>
<b>vii Deferred tax</b>				
	As per TB			140
	Increase in deferred taxation			48
				<b>188</b>



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



## JOURNALS

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

### Statement of Financial Position as at 31 December



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



**Notes to the accounts:**

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

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



# STATEMENT OF CASH FLOWS

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



## Workings

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

Total Acquisitions	
Intangible	440
NCA	<u>1,370</u>
	<b>1,810</b>
Total Receipts	
NCA	<u>210</u>
	<u><b>210</b></u>
NCA	
Net book value	160
Receipt	<u>210</u>
Gain/loss on disposal	<u><u><b>-50</b></u></u>

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

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



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

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

### Profitability Ratios

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

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

*(also known as Gross Profit percentage)*

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

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

*(also known as Operating Profit percentage)*

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

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

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

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

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



## Liquidity Ratios

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

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

## Efficiency Ratios

$$\begin{aligned} \text{Trade Receivables Turnover} &= \frac{\text{Trade Receivables}}{\text{Credit Sales}} \times 365 \text{ days} \\ (\text{also known as Average Collection Period}) \end{aligned}$$

$$\begin{aligned} \text{Trade Payables Turnover} &= \frac{\text{Trade Payables}}{\text{Credit Purchases}} \times 365 \text{ days} \\ (\text{also known as Average Payment Period}) \end{aligned}$$

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

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

OR

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

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

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

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



## Capital Structure Ratios

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

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

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

## Investment Ratios

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

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

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

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

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