



## SQA Advanced Unit Specification

### General information

This graded unit has been validated as part of the Advanced Diploma in Business GT35 48. Centres are required to develop a project-based assessment in accordance with this validated specification.

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

**Graded unit code:** J5TD 48

**Type of project:** Investigation

**Publication date:** January 2022

**Source:** Scottish Qualifications Authority

**Version:** 01

### Graded unit purpose

This graded unit is designed to provide evidence that the learner has achieved the following principal aims of the SQA Advanced Diploma in Business GT35 48:

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

### Credit points and level

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

## General information for centres (continued)

### Recommended entry to the graded unit

It is recommended that the learner should have completed or be in the process of completing the following contributing units relating to the above specific aims prior to undertaking this graded unit:

|         |  |
|---------|--|
| J4DK 47 | Managing People and Organisations                      |
| HP6N 47 | Marketing: An Introduction                             |
| J461 47 | Economic Issues: An Introduction                       |
| J5FN 47 | Accounting for Business: An Introduction               |
| J5FK 47 | Business Fundamentals with Emerging Technologies       |
| HP75 47 | Communication: Business Communication                  |
| J5FL 48 | Managing Business Culture and Strategy                 |
| J5AX 48 | Economics: Micro and Macro Theory and Application      |
| J5AY 48 | Economics: The World Economy                           |
| J5AW 47 | Business Law: An Introduction                          |
| HP6X 47 | Business Contractual Relationships                     |
| J5B0 48 | Preparing Financial Forecasts                          |
| J5FM 48 | Project Management: Strategy, Decision Making and Risk |
| HP78 47 | IT in Business: Spreadsheets                           |
| J45Y 47 | Statistics for Business                                |

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this graded unit specification.

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

### Assessment support pack

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. Assessment support packs are available on SQA's secure website.

A listing of ASPs is available from SQA's website:

**[www.sqa.org.uk/Internal Assessment Support Materials](http://www.sqa.org.uk/Internal%20Assessment%20Support%20Materials)**

### Equality and inclusion

This graded unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on SQA's website:

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

## **Advanced Unit Specification: Designing the project and assessing learners**

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

### **Assessment**

This graded unit will be assessed by the use of a project-based investigation developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates they have met the aims of this graded unit.

The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be unfamiliar to the learner

The project must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this graded unit has been designed to cover

The project must involve the investigation of a business issue and the assessment of its implications for a business or a number of businesses. The term 'business' refers to any organisation operating in the private, public or third sector of the economy. The learner will choose the issue to be investigated in consultation with their tutor but it should be one which can be directly related to topics, concepts or models studied in the specified contributing units. The issue investigated must have an impact or potential impact upon internal and/or external customers.

'Customers' refers to any internal or external customer of the organisation or to a number of such customers. Learners will carry out the investigation individually and should not produce joint evidence. Each learner must provide her or his individual responses to each of the three stages of the investigation and tutors must be satisfied that the work has been completed by the individual learner.

### **Conditions of assessment**

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project.

During the time between the distribution of the project instructions and the completion date, tutors may answer questions; provide clarification, guidance and reasonable assistance as explained in the next section.

## **Advanced Unit Specification: Designing the project and assessing learners (continued)**

### **Graded unit title: Business with Accounting: Graded Unit 2 (SCQF level 8)**

The evidence for an Advanced Qualification project-based graded unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks across all sections, and should reflect the ability of the learner to work autonomously and the amount of support required.

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

At SCQF level 8 learners should work independently. Discussions should take place between the learner and tutor to establish the suitability of the learner's chosen issue from the outset of the investigation. It is the responsibility of the centre to take reasonable steps to ensure that the project is the work of the learner. For example, centres may wish to informally question learners at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure, where research, et cetera is carried out in other establishments or under the supervision of others, that the learner does not receive undue assistance.

### **Reasonable assistance**

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the evidence for assessment and providing too much support which would compromise the integrity of the assessment.

Reasonable assistance is part of all learning and teaching processes. In relation to the project, assessors may provide advice, clarification and guidance during the time between the distribution of the project instructions and the completion date, that is at each stage of the project.

### **Remediation**

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

Learners must be given the opportunity for remediation at each stage of the project.

## Advanced Unit Specification: Designing the project and assessing learners (continued)

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

### Evidence requirements for this graded unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

| Project stage         | Minimum evidence requirements  | % Mark allocation          |
|-----------------------|--|----------------------------|
| Stage 1 —<br>Planning | <p>Develop a brief to investigate a business issue and assess its implications for an organisation or organisations. The issue investigated must have an impact upon internal and/or external customers. The brief must include:</p> <ol style="list-style-type: none"> <li>1 An appropriate title of the project.</li> <li>2 Background and rationale — Will include an explanation of: <ul style="list-style-type: none"> <li>◆ The issue to be investigated and why it is worth investigating and how the issue links with a topic or topics/concepts/models studied in the specified contributing units.</li> <li>◆ A justification for the choice of organisation or organisations with which the issue is connected.</li> <li>◆ How the issue does or could impact on customers of the organisation(s).</li> </ul> </li> <li>3 Objectives of the project.</li> <li>4 Methodology — Will include an explanation of: <ul style="list-style-type: none"> <li>◆ How the investigation will be conducted with justification for the choice of methods used.</li> <li>◆ The range of primary and secondary sources of information which will be used for the investigation and a justification for their choice.</li> </ul> </li> <li>5 A personal assessment of the learner's skills at the time of starting the unit.</li> </ol> | <p>24%<br/>(16%+6%+2%)</p> |

## Advanced Unit Specification: Designing the project and assessing learners (continued)

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

| Project stage                        | Minimum evidence requirements  | % Mark allocation |
|--------------------------------------|--|-------------------|
| Stage 1 —<br>Planning<br>(continued) | <p>Devise an action plan for completing the <b>developing stage</b> of the investigation.</p> <p>The plan must include:</p> <p>6 Details of the individual actions/activities required to achieve the objectives of the project set against timescales and/or dates for the developing stage of the investigation.</p> <p>7 Identification of the resources required to carry out the investigation.</p> <p>Produce a reflective log of the activities carried out by the learner. The log must include:</p> <p>8 Reflection on the actions/activities undertaken, resources used and timescales and/or dates during the planning stage of the investigation.</p> <p>The planning stage (excluding the reflective log and action plan) should consist of 1,000 to 1,500 words, or equivalent if presented verbally. Evidence of all of the above should be presented. It may be supplemented by evidence provided orally by the learner in a discussion with their tutor. If oral evidence is provided by the learner, a record of the main points of the discussion should be recorded.</p> <p>The learner should retain evidence of their progress, experiences and personal development during the planning and developing stages of the investigation. This will assist and support the learner during the evaluation stage of the project.</p> <p>The brief is worth 16% of the marks for the investigation, the plan is worth 6% of the marks and the reflective log is worth 2%.</p> <hr/> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the planning stage.</i></p> |                   |

## Advanced Unit Specification: Designing the project and assessing learners (continued)

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

| Project stage           | Minimum evidence requirements  | % Mark allocation           |
|-------------------------|--|-----------------------------|
| Stage 2 —<br>Developing | <p>Prepare a report of the investigation of a business issue and its implications for an organisation or organisations. It must include:</p> <ol style="list-style-type: none"> <li>1 A Title page.</li> <li>2 Abstract or executive summary.</li> <li>3 Acknowledgements.</li> <li>4 Contents.</li> <li>5 Introduction — A brief introduction to the reader of what the report is about, that could include: <ul style="list-style-type: none"> <li>◆ The project objectives.</li> <li>◆ The way the report is structured.</li> <li>◆ The project boundaries/parameters.</li> </ul> </li> <li>6 Background — This section should provide information that will enable the reader to fully understand the report, and could include: <ul style="list-style-type: none"> <li>◆ A statement of what the issue is and what was known about it at the outset of the investigation.</li> <li>◆ A justification of why was there a need for this research consistent with objectives of the investigation.</li> <li>◆ An introduction of the chosen organisation(s) and how the issue affects the organisation(s).</li> <li>◆ An explanation of how the issue links with a topic or topics/concepts/models studied in the specified contributing units.</li> <li>◆ Any further relevant information/discussion that will help the reader better understand the issue.</li> </ul> </li> <li>7 Methodology — This section should include: <ul style="list-style-type: none"> <li>◆ The research questions, aims and/or objectives (if not previously included).</li> <li>◆ An explanation and justification of the primary and secondary methods/sources used.</li> <li>◆ The primary and secondary information and data collected.</li> </ul> </li> </ol> | <p>54%<br/>(40%+10%+4%)</p> |

## Advanced Unit Specification: Designing the project and assessing learners (continued)

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

| Project stage                              | Minimum evidence requirements  | % Mark allocation |
|--|--|-------------------|
| Stage 2 —<br><br>Developing<br>(continued) | <p>8 Discussion — This section will include:</p> <ul style="list-style-type: none"> <li>◆ The analysis and discussion of the research findings/results.</li> <li>◆ An assessment of the implications of the findings/results relating to the issue for the chosen organisation(s) and customers.</li> <li>◆ The analysis and discussion should make reference to a topic or topics/concepts/models studied in the specified contributing units.</li> </ul> <p>9 Conclusions and recommendations - Statement of the conclusions drawn from the investigation and appropriate recommendations. These should be explicitly related to the issue being investigated and how it does or could impact the organisation(s) and customers.</p> <p>10 References and/or bibliography</p> <p>11 Appendix or appendices.</p> <p>Produce a reflective log of the activities carried out by the learner for the period of the developing stage.</p> <p>The log must include:</p> <p>12 Reflection on the actual actions/activities undertaken, timescales and/or dates, and resources used, matched against the action plan planned actions/activities and timescales and/or dates.</p> <p>The developing stage report (excluding the title page, abstract or executive summary, acknowledgements, contents, appendices and reflective log) should consist of 2,500 to 3,500 words, or equivalent if presented verbally, and must be presented in a format suitable for a business report. The evidence may be supplemented by evidence provided orally by the learner in a discussion with their tutor. If this is done, a record of the main points of the discussion should be recorded.</p> |                   |



## Advanced Unit Specification: Designing the project and assessing learners (continued)

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

| Project stage                          | Minimum evidence requirements  | % Mark allocation |
|--|--|-------------------|
| Stage 2 —<br>Developing<br>(continued) | <p>The learner should retain evidence of their progress, experiences and personal development during the planning and developing stages of the investigation. This will assist and support the learner during the evaluation stage of the project.</p> <p>The developing stage report is worth 40% of the marks, presentation 10% and the reflective log 4%.</p> |                   |
|  | <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the developing stage.</i></p>   |                   |

## Advanced Unit Specification: Designing the project and assessing learners (continued)

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

| Project stage           | Minimum evidence requirements  | % mark allocation |
|-------------------------|--|-------------------|
| Stage 3 —<br>Evaluating | <p>Providing an evaluation of the effectiveness of all parts of the investigation. The evaluation must include:</p> <ol style="list-style-type: none"> <li>1 Assessment of the extent to which each of the original objectives of the investigation have been met. This should include reference to any modifications made during the course of the investigation and their importance and to any alternative courses of action considered but rejected. Throughout, the assessment should be supported with credible reasons.</li> <li>2 Commentary on aspects of the planning and developing stages which worked effectively and why, and/or aspects of the planning and developing stages which did not work as effectively as expected. Three separate aspects should be covered — the brief, the plan and the developing stage.</li> <li>3 Assessment of the reliability and validity of the primary and secondary sources of information.</li> <li>4 Assessment of the strengths and weaknesses of the report of the investigation. This should be supported by credible reasons and cover at least one strength and at least one weakness.</li> <li>5 Recommendations for future investigations. These must relate to the personal development of the learner (for example in terms of the further development of skills used in this investigation) and aspects of the process or product of the investigation (for example with respect to setting timescales, gathering information or possible future investigations). It should be clear from the recommendations that the learner has reflected on what happened and has drawn conclusions from this reflection.</li> <li>6 Assessment of new skills and knowledge gained during completion of the investigation.</li> </ol> <p>The evaluating section should consist of 1,000 to 1,500 words, or equivalent if presented verbally. Learners may present this evidence in a manner which they consider appropriate but it must be negotiated and agreed with their tutor.</p> | 22%               |

## Advanced Unit Specification: Designing the project and assessing learners (continued)

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| Project stage                          | Minimum evidence requirements  | % Mark allocation |
|--|--|-------------------|
| Stage 3 —<br>Evaluating<br>(continued) | <p>The evidence may be supplemented by evidence provided orally by the learner in a discussion with their tutor. If this is done, a record of the main points of the discussion should be recorded.</p> <p>The evaluating stage is worth 22% of the marks.</p> |                   |
|  | <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the evaluating stage.</i></p>   |                   |

## Advanced Unit Specification: Designing the project and assessing learners (continued)

**Graded unit title:** Business with Accounting: Graded Unit 2  
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### Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the **evidence requirements**.

It is a requirement that learners must meet the minimum evidence requirements for the planning stage before progressing to the developing stage before progressing to the evaluating stage. Learners may produce evidence over and above that specified in the minimum evidence requirements and deserve more than half the available marks for that stage. Assessors should use the grade related criteria outlined below to judge learner performance.

Learners are required to work independently to meet the evidence requirements of the graded unit. At the same time, learners need appropriate support. At the end of each stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final evaluation stage.

| Grade related criteria  |   |
|---|---|
| Grade A (70% – 100%)  | Grade C (50% – 59%)   |
| Is a seamless, coherent piece of work which:  | Is a co-ordinated piece of work which:  |
| ◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related                 | ◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard |
| ◆ demonstrates an accurate and insightful interpretation of the project brief   | ◆ demonstrates an acceptable interpretation of the project brief  |
| ◆ is highly focused and relevant to the tasks associated with the project brief   | ◆ is focused and relevant to the tasks associated with the project brief                                    |
| ◆ is highly focused throughout the investigation on the Specific, Measurable, Achievable, Realistic Time-bound (SMART) objectives identified by the learner | ◆ meets the objectives of the investigation but may not always be focused or fully comprehensive            |
| ◆ carefully selects information from a variety of primary and secondary sources to provide strong and valid reasons to justify points made                  | ◆ uses information from a limited range of primary and secondary sources to support reasons given           |

## Advanced Unit Specification: Designing the project and assessing learners (continued)

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| <b>Grade related criteria (continued)</b>  |  |
|--|--|
| <b>Grade A (70% – 100%)</b>  | <b>Grade C (50% – 59%)</b>   |
| Is a seamless, coherent piece of work which:   | Is a co-ordinated piece of work which:   |
| <ul style="list-style-type: none"> <li>◆ uses a range of concepts and topics from the Advanced Diploma in Business accurately and relevantly to justify points made</li> </ul>   | <ul style="list-style-type: none"> <li>◆ makes limited reference to concepts and topics from the Advanced Diploma in Business which may not be fully justified in relation to the points made</li> </ul>                     |
| <ul style="list-style-type: none"> <li>◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content</li> </ul>  | <ul style="list-style-type: none"> <li>◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ includes a careful and considered reflection of the investigation and the skills and knowledge used, which will inform realistic recommendations</li> </ul>   | <ul style="list-style-type: none"> <li>◆ has some reflection but it is not comprehensive and this is reflected in the nature of any recommendations for the future that are made</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>◆ is based on a well-chosen, apposite methodology and innovative methods of gathering information which are congruent with each other</li> </ul>  | <ul style="list-style-type: none"> <li>◆ uses a suitable methodology and conventional methods of gathering data but does not consider carefully the relationship between them</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>◆ provides well thought-out and logical justification of points made</li> </ul>   | <ul style="list-style-type: none"> <li>◆ provides some justification of points made but reasons given may be limited and may lack clarity and focus</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ the evaluation is coherently related to the SMART objectives of the investigation and concepts and topics from the Advanced Diploma in Business provide a strong basis for judging its success</li> </ul> | <ul style="list-style-type: none"> <li>◆ the evaluation is related to the investigation but is limited in scope and may lack substantial support from concepts and topics within the Advanced Diploma in Business</li> </ul> |
| <ul style="list-style-type: none"> <li>◆ negotiation and discussions are conducted confidently and constructively, questions are dealt with confidently and answers fully and logically justified</li> </ul>                                       | <ul style="list-style-type: none"> <li>◆ negotiation and discussions are entered into positively and questions are answered accurately and concisely</li> </ul>  |
| <ul style="list-style-type: none"> <li>◆ effectively consolidates and integrates required knowledge and skills</li> </ul>  | <ul style="list-style-type: none"> <li>◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ demonstrates the learner's ability to work autonomously</li> </ul>  | <ul style="list-style-type: none"> <li>◆ demonstrates independent learning with minimum support and revision during project</li> </ul>   |

## Advanced Unit Specification: Designing the project and assessing learners (continued)

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The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this graded unit based on the following grade boundaries.

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

These grade boundaries are fixed and should **not** be amended.

Note: the learner must achieve all of the minimum Evidence Requirements specified in the unit specification for each stage of the project in order to achieve the graded unit.

Learners must attain a minimum of 50% of the available marks for each stage. The distribution of marks is highlighted in the table below.

| Stage      | Element                 | Available marks | Minimum mark required | Total marks |
|------------|-------------------------|-----------------|-----------------------|-------------|
| Planning   | Brief                   | 16              | 8                     | 24          |
|            | Plan                    | 6               | 3                     |             |
|            | Reflective log          | 2               | 1                     |             |
| Developing | Report                  | 50              | 25                    | 54          |
|            | Reflective log          | 4               | 2                     |             |
| Evaluating | Format to be negotiated | 22              | 11                    | 22          |

## **Advanced Unit Specification: Designing the project and assessing learners (continued)**

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

### **Re-assessment**

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

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

### **Final learner grade**

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



## Support notes

**Graded unit title:** Business with Accounting: Graded Unit 2  
(SCQF level 8)

### Guidance on approaches to delivery and assessment of this graded unit

The unit is designed to build upon previously acquired transferable skills which can be best developed through application to an issue or issues identified by the learner in relation to an organisation or organisations. This approach will facilitate the contextualisation of the knowledge and skills from the group award and promote the importance and understanding of integration of the knowledge of business topics and concepts and the development of transferable skills including planning, organisation, time management, research techniques, problem solving, evaluation and presentation. Using this approach learners will be able to develop their knowledge and understanding of the key business competencies and will be provided the opportunity to apply innovative and creative approaches to issues pertinent to their chosen business environment. The issue must involve meeting the needs of internal and/or external customers of the organisation. It is anticipated that opportunities to integrate content from the specified contributing units will promote greater knowledge and understanding of the interdependency of business topics and concepts. It is recommended that preparation for the investigation primarily takes the form of learner/tutor discussions and learner led research and development.

The investigation requires the learner to demonstrate required knowledge and skills through the assessment of a challenging business situation. The issue(s) and organisation(s) should test the breadth and application of the learner's knowledge and understanding of the specific aspects of the specified contributing units from the group award. This should enable the learner to demonstrate their depth of knowledge in specific areas of these units and provide innovative and creative problem solving approaches and evaluation of a challenging issue(s) in a business environment. The unit should be delivered and assessed over an extended period of the Advanced Qualification course programme to enable learners to have completed or be in the process of completing the specified contributing units prior to embarking upon the graded unit. It is strongly recommended that a centre utilises the appropriate SQA exemplar material and support documentation that exist to support the validity and reliability of assessment evidence. Staff delivering and assessing this unit would be advised to discuss examples of outcomes from within the specified contributing units of the award that would make suitable topics for an investigation of this nature. It is expected that this will facilitate the negotiation of a suitable topic for the project between the tutor and learner.



## Support notes (continued)

It is best practice for a centre to ensure that all the staff involved in the delivery of the course programme and in particular, those involved in the delivery of the specified units of recommended prior knowledge and skills are made aware of the requirements of the graded unit. Whilst there is no one best way to deliver and assess the unit, many instances of good practice have been noted where subject experts discuss possible options for investigation with the learners. Centres should be aware that the scheduling of the specified contributing units within the course programme will have an impact upon the choice of suitable topics and the development of chosen topics. Learners are likely to have studied, or be in the process of studying topics on which they base their investigation.

It is recommended that learners discuss the feasibility of possible investigations with their tutor and negotiate appropriate resources, including time that should be utilised and managed throughout the course of the investigation. Learners must keep a record of their experience through the planning and developing stages to facilitate and support the evaluation process. This could be in the form of a reflective log, diary or blog. The tutor should provide a mentor/support role and facilitate a learner-led investigation. The importance of planning, SMART objectives, time management, organisation and evaluation should be discussed and reinforced on a regular basis by the tutor. In addition, examples of good practice in terms of assessment verification have existed where second marking or cross marking has taken place to satisfy the requirements of internal and external quality processes.

Centres may wish to use previous investigations as a useful stimulus for learners to assist them in their choice of issue(s) and organisation(s). This can in turn provide an opportunity for delivery staff to provide reflective feedback and promote constructive discussion. In general terms, the more specific the topic chosen for the investigation, the more manageable the investigation shall be for learners and staff alike. This will facilitate the formulation of SMART objectives which in turn provide focus and structure for the learner's investigation. Learners should be encouraged to research a range of primary and secondary sources of information to ensure appropriate data is available for the investigation. The methodologies chosen for investigation should be clearly explained and justified by the learner. The sources of information and research methodologies should be consistent with objectives identified by the learner and should enable them to identify source material as the basis of explanation, evaluation, analysis and recommendation.

Possible opportunities for presenting the evidence for the evaluation could include a submission of work in a report format, oral presentation, a poster type presentation (for example a blog), a meeting or a question and answer session and the learner should negotiate and agree how this is to be done with the tutor in advance. Tutors and/or fellow learners may ask questions of learners to elucidate further evidence and allow the learner to provide further explanation. Where this is done a record of the questions and responses should be kept.

## Opportunities for developing Core and other essential skills

Achievement of this graded unit gives automatic certification of the following:

Problem Solving at SCQF level 6

The unit offers opportunities for learners to gather evidence which could help them demonstrate achievement for all Core Skills. The following table gives further information on the Core Skills to which the unit does or may contribute, and on the opportunities which the unit provides for Core Skills development.

## Support notes (continued)

| Core Skill                                     | SCQF level | Opportunities for development  |
|--|------------|--|
| Problem Solving (Automatic certification)      | 6          | Investigation and analysis of a complex problem.<br><br>Plan, organise and carry out a suggested approach using identified objectives and resources.<br><br>Analyse the problem solving activity and assess<br><br>Progress, implement remedial action where appropriate and evaluate process.   |
| Communication                                  | 6          | The reading and understanding of complex information relating to the vocational area, with analysis and evaluation of key concepts and terminology.<br><br>Produce a well-structured document containing complex information.<br><br>Discuss a complex issue through an interview and during discussions and negotiation with the tutor. |
| Information and Communication Technology (ICT) | 6          | Presentation of information using appropriate software packages. Accessing and communicating information using ICT facilities. Keeping information secure.   |
| Numeracy                                       | 6          | Statistical analysis of organisational and/or market data. Production, analysis and presentation of graphical data.  |
| Working with Others                            | 6          | Review of involvement in the presentation of evidence of the evaluating stage.<br><br>Negotiation with lecturing staff to agree suitable topics. Organisation of and participation in presentation of evaluating stage of the investigation. Seek support of others and provide support for others through audience interaction.         |

The project investigation may contribute to the development of broader skills in the areas of enterprise, employability, sustainable development and citizenship. The opportunities and depth of development will be dependent on the nature of the topic selected for investigation. The unit will also enable learners to develop the following meta-skills:

- ◆ Self-management — focusing, integrity, adapting, initiative
- ◆ Social intelligence — communicating
- ◆ Innovation — curiosity, sense making, critical thinking

## History of changes to graded unit

| Version | Description of change | Date |
|---------|-----------------------|------|
|         |                       |      |
|         |                       |      |
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## General information for learners

### Graded unit title: Business with Accounting: Graded Unit 2 (SCQF level 8)

In this unit you will develop skills in bringing together and applying the knowledge you have gained in the following contributing units:

|         |  |
|---------|--|
| J4DK 47 | Managing People and Organisations                      |
| HP6N 47 | Marketing: An Introduction                             |
| J461 47 | Economic Issues: An Introduction                       |
| J5FN 47 | Accounting for Business: An Introduction               |
| J5FK 47 | Business Fundamentals with Emerging Technologies       |
| HP75 47 | Communication: Business Communication                  |
| J5FL 48 | Managing Business Culture and Strategy                 |
| J5AX 48 | Economics: Micro and Macro Theory and Application      |
| J5AY 48 | Economics: The World Economy                           |
| J5AW 47 | Business Law: An Introduction                          |
| HP6X 47 | Business Contractual Relationships                     |
| J5B0 48 | Preparing Financial Forecasts                          |
| J5FM 48 | Project Management: Strategy, Decision Making and Risk |
| HP78 47 | IT in Business: Spreadsheets                           |
| J45Y 47 | Statistics for Business                                |

It is important, therefore, that you are familiar with the content of these units. While there is no new content within the graded unit, you will however work with your tutor in identifying a suitable topic for investigation and in developing the necessary techniques and approaches to enable you to use the knowledge and understanding you have already gained and apply it to a complex business situation.

To achieve this unit you will produce an investigative project. This will be based on a business issue(s) and organisation(s) you identify in discussion with your tutor. The issue investigated must have an impact or potential impact upon internal and/or external customers.

The choice of an appropriate investigation and SMART objectives are vital and your tutor should provide reasonable support and mentoring in helping you to develop a realistic and manageable issue(s) for your investigation. You must keep a record of your experience through the planning and developing stages to facilitate and support the evaluation process. This should be done through a reflective log/diary.

The investigation is divided into three stages; planning, development and evaluating. Planning incorporates a brief and plan and this provides the basis for the subsequent stages. The developing Stage is the output of your practical activities as you collect and collate data, interpret and analyse information and summarise findings and draw conclusions.

Possible opportunities for presenting the evidence for the evaluation could include a submission of work in a report format, oral presentation, a blog, a meeting involving other learners. The method to be used should be negotiated and agreed with your tutor.

This graded unit is marked out of 100 and to pass you must obtain at least 50% of the marks. You must also pass each of the three stages. You must attain a minimum of 50% of available marks to pass each stage. The distribution of marks is listed in the table below.

## General information for learners (continued)

| Stage      | Element                 | Available marks | Minimum mark required | Total marks |
|------------|-------------------------|-----------------|-----------------------|-------------|
| Planning   | Brief                   | 16              | 8                     | 24          |
|            | Plan                    | 6               | 3                     |             |
|            | Reflective log          | 2               | 1                     |             |
| Developing | Report                  | 50              | 25                    | 54          |
|            | Reflective log          | 4               | 2                     |             |
| Evaluating | Format to be negotiated | 22              | 11                    | 22          |

The final grading given will reflect the overall quality of your work submitted *at the time of the completion* of the graded unit.

On successful achievement of the unit a grade will be awarded based on your final mark as follows:

70%–100% = Grade A

60%–69% = Grade B

50%–59% = Grade C

This grade will apply only to this unit and not to the full Advanced Diploma in Business Group Award.

If you fail to achieve the graded unit or wish to upgrade, then this must be done using a substantially different project, that is all stages are undertaken using a new project investigation. In this case, your grade will be based on the achievement in the reassessment, if this results in a higher grade.