



HND Global Trade and Business

GG5F 16

Course Tutor Guide

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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 HND Global Trade and Business. It will assist you in the delivery, assessment and internal verification of the HND 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

Centres will have been approved to offer this course and will 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 who 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 Units of either teaching or assessment), assessment exemplars 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 exemplars provide an instrument of assessment for each Unit and suggested marking scheme. **The assessment exemplars MUST be kept secure at all times.**

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 HND Structure

3.1 General HND Qualification Framework

To be awarded an SQA HND, the student is required to achieve **30 SQA HN Credits** by achieving a recognised mix of SCQF level 6, 7 and level 8 Units. The HND Global Trade and Business does not contain any Units at SCQF level 6.

Each Unit is assigned a **SQA HN 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 Access 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 learners/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 (eg evaluation, critical analysis)
- ◆ Communication, numeracy and IT skills; and
- ◆ Autonomy, accountability and working with others

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

For HND courses each Unit is also assigned a SCQF level which will be 6, 7 or 8. These levels indicate the degree of difficulty of the work for that Unit.

SCQF level 7 is approximately equivalent to first year of degree level study and SCQF level 8 approximately equivalent to second year of degree level study.

SCQF level 7 might be given to an introductory Unit in a subject area and SCQF level 8 to the continuing Unit.

Tutors involved in the delivery and assessment of Units would find the SCQF level descriptors helpful in determining the appropriate level of difficulty/complexity required.

For example:

The Unit *International Marketing: An Introduction* (DG6M 34) has an **HN credit value of 1**. This represents 80 hours of teaching and learning.

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

The Unit *International Marketing: The Mix* (F7R3 35) follows on from *International Marketing: An Introduction* (DG6M 34) and has an **HN credit value of 1**. This represents 80 hours of teaching and learning.

This 80 hours equals **8 SCQF points** at **SCQF level 8**.

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 fuller description of each Core Skill at the SCQF levels 2–6 is available on the SQA's website — www.sqa.org.uk/international.

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

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

All qualifications offered by SQA are evaluated against the Core Skill framework and where opportunities exist to develop and/or achieve a Core Skill (embedded), these have been noted and a table is provided for each HND showing where these skills are embedded and/or developed. (See Section 4.5).

3.3 Graded Units

In the framework of every HND there are 3 SQA HN 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 HND, there may be three individual Graded Units of 1 SQA HN credit or there may be two Graded Units — a 1-credit Unit and a 2-credit Unit. 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 being delivered, and reflect the principal aims of that Group Award. This means that they will also clearly reflect the uniqueness of the title of the Group Award.

The allocation of grades awarded are 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 HND Global Trade and Business

4.1 Target audience

The HND Global Trade and Business is designed for students who wish to pursue a career in an international environment in a range of general business/management positions.

The HND Global Trade and Business enables students to progress to further academic and professional qualifications before embarking on their career.

HND Global Trade and Business is designed to equip students with awareness of key global issues and practices within a changing business environment.

Successful students should be able to progress to a range of degrees.

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 that the student is likely to benefit from undertaking the award.

4.3 Aims of course

The HND Global Trade and Business award has a range of aims relating to academic and vocational progression. These are:

- 1 Develop suitable competences to enter a range of administrative, commercial or managerial positions within the fields of business, international trade and exporting, marketing, logistics, business management, finance and administration.
- 2 Develop student competencies to support their career aspirations.
- 3 Prepare students for progression to degree courses delivered by UK Universities.

- 4 Develop skills for independent, life-long learning.
- 5 Develop and enhance transferable skills for employability and Core Skills.
- 6 Develop and enhance transferable skills in planning, organising critical and evaluative thinking and enable the student to investigate business issues and problems in depth.
- 7 Develop intrapersonal and interpersonal skills relevant to a range of administrative, commercial or managerial positions in 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 HND Global Trade and Business Framework

The table below shows the whole framework of Units for the HND Global Trade and Business and includes their HN credit value and SCQF level.

| Unit name | Unit code | Credit value | SCQF level |
|---|-----------|--------------|------------|
| YEAR 1 | | | |
| Business Accounting | F84M 34 | 2 | 7 |
| Managing People and Organisations | F84T 34 | 2 | 7 |
| International Business Environment: Geographical Influences | H3MF 34 | 1 | 7 |
| International Trade Institutions | H2VX 34 | 1 | 7 |
| Marketing: An Introduction | F7BX 34 | 1 | 7 |
| International Marketing: An Introduction | DG6M 34 | 1 | 7 |
| Communication: Analysing and Presenting Complex Communication | DE3N 34 | 1 | 7 |
| Economic Issues: An Introduction | F7J8 34 | 1 | 7 |
| Economics 1: Micro & Macro Theory and Application | F7J6 35 | 1 | 8 |
| Information Technology: Applications Software 1 | D75X 34 | 1 | 7 |
| Business Law: An Introduction | F84P 34 | 1 | 7 |
| Business Contractual relationships | F84N 34 | 1 | 7 |
| Global Trade and Business: Graded Unit 1 | H3P4 34 | 1 | 7 |
| YEAR 2 | | | |
| International Physical Distribution | H316 35 | 1 | 8 |
| International Marketing: The Mix | F7R335 | 1 | 8 |
| Information Communication Technology in Business | F84W35 | 2 | 8 |
| International Purchasing and Supply | H2X335 | 2 | 8 |
| Economics 2 The World Economy | F86E35 | 1 | 8 |
| Using Sources of Export Assistance | H31C 35 | 1 | 8 |
| Preparing Financial Forecasts | F84R35 | 1 | 8 |
| Global Business Organisations | H2XK 35 | 2 | 8 |
| Business Culture & Strategy | F7J735 | 2 | 8 |
| Global Trade and Business: Graded Unit 2 | H3P5 35 | 2 | 8 |

4.5 Core Skills

All of the revised Units within this award have been assessed and validated against the Core Skills 2008 framework.¹

Successful students will exit from the HND Global Trade and Business with the following Core Skills profile:

| Core Skill | Certificated exit level |
|--|--|
| Communication | SCQF level 6 |
| Numeracy | Using Number at SCQF level 6 |
| Information and Communication Technology (ICT) | SCQF level 6 |
| Problem Solving | SCQF level 6 |
| Working with Others | No automatic certification exists for this Core Skill but opportunities to develop arise across the whole award through learning activities. |

A detailed analysis of the Core Skills profile is provided in Appendix 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 HND Group Award, and a further 2-credit Graded Unit at SCQF level 8 in the second year of the HND Group Award.

The Graded Units take the form of:

Global Trade and Business: Graded Unit 1 (H3P4 34) Examination at SCQF level 7 — 1 SQA HN credit

Global Trade and Business: Graded Unit 2: (H3P5 35) Project Investigation at SCQF level 8 — 2 SQA HN credits

Further details are provided in Section 8.3.

¹ Core Skills Framework: an introduction (SQA, Glasgow, 2008)

5 Course delivery of an HND

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 they carry out the assessment activity.²

To ensure that students are fully prepared it is essential that tutors provide as many opportunities as possible for them 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 exemplars 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, eg 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

² For further information about different assessment activities — whether they be for formative or summative purposes, tutors may wish to complete the new online course: Produce HN Assessments for successful prior verification OR read the SQA Guide to Assessment

- ◆ 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), etc

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

Tasks may be completed as small groups, as pairs, as individuals.

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 out with 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 learners, 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 person, the student has to reformulate and communicate the learning point thus deepening their 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, etc.

Where centres have access to electronic resources such as Virtual Learning Environments, Blogs, Wikis, etc — tutors/lecturers are encouraged to use these collaborative tools in the learning process.

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 an individual student's 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 they are progressing well on the course.

6 HND Global Trade and Business course delivery

6.1 Teaching plan

All the Units that make up this award are listed in Section 6.2 — *Overview of Units*.

This section provides a **suggested** delivery schedule for the Units and highlights the best way to sequence the Units over two years.

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

- Year 1 will contain Units which are mainly at SCQF level 7.
- Year 2 will contain Units which are at SCQF level 8 and there should be a natural progression from some of the Units delivered in year one to those being delivered in Year 2.
- 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.
- Finally, the Graded Units completed at the end of Years 1 and 2 are based on some of the key Units in the framework. The Units being assessed as part of the Graded Unit, must be delivered and assessed to ensure that sufficient learning will have taken place to enable the students a fair opportunity at achieving the Graded Unit at an appropriate grade.

Students will study 15-credits worth of Units in each year. One semester will have 7 credits and one semester 8 credits. The weighting of these Units will depend on the relationship of the relevant Unit with other Units in terms of prior knowledge needed and/or complementary knowledge.

6.1.1 Year 1: Suggested delivery schedule

Rationale for the suggested delivery schedule

A suggested delivery schedule has been provided for Year 1 and Year 2 of HND Global Trade and Business.

All of the SCQF level 7 Units have been included in Year 1 so that students are provided with introductory knowledge and understanding of international business. This will also include the general business areas — accounting, economics, information technology, communication and marketing.

All Units in Year 2 are at SCQF level 8 and will develop the knowledge and understanding gained in Year 1. Students will be able to focus on their specialist area of international business, while further developing key topics such as finance, world economy, information technology and management skills.

YEAR 1 — Option A

| Semester 1 | Semester 2 |
|---|---|
| Business Accounting (F84M 34) — SCQF level 7, 2 HN credits | Business Law: An Introduction (F84P 34) — SCQF level 7, 1 HN credit |
| International Business Environment: Geographical Influences (H3MF 34) — SCQF level 7, 1 HN credit | International Trade Institutions (H2VX 34) — SCQF level 7, 1 HN credit |
| Economic Issues: An Introduction (F7J8 34) — SCQF level 7, 1 HN credit | Economics 1: Micro & Macro Theory and Application (F7J6 35) — SCQF level 8, 1 HN credit |
| Communication: Analysing and Presenting Complex Communication (DE3N 34) SCQF level 7, 1 HN credit | Information Technology: Applications Software 1 (D75X 34) — SCQF level 7, 1 HN credit |
| Marketing: An Introduction (F7BX 34) — SCQF level 7, 1 HN credit | International Marketing: An Introduction (DG6M 34) — SCQF level 7, 1 HN credit |
| Managing People and Organisations (F84T 34) — SCQF level 7, 2 HN credits | Business Contractual relationships (F84N 34) — SCQF level 7, 1 HN credit |
| | Global Trade and Business: Graded Unit 1 (H3P4 34) — SCQF level 7, 1 HN credit |
| Six Units studied: six at SCQF level 7 (8 credits completed) | Seven Units studied: six at level 7, one at level 8, (7 credits completed) |

Rationale for Year 1

This offers students a good foundation in Semester 1 ensuring they have the required knowledge and skills to complete the Graded Unit 1 in Semester 2.

Communication: Analysing and Presenting Complex Communication (DE3N 34) is particularly important as it not only teaches students skills for the workplace but also prepares them 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.

The Unit *International Business Environment: Geographical Influences* (H3MF 34) should be scheduled early in the course as it introduces the students to the international context and provides a foundation for later international Units.

Some Units need to be delivered in sequence during Year 1 — the Unit *Economic Issues: An Introduction* (F7J8 34) is the introductory economics Unit and so must be delivered to students before *Economics 1: Micro and Macro Theory and Application* (F7J6 35). These two Units are then followed in Year 2 with *Economics 2: The World Economy* (F86E 35). It is very important that students achieve the previous two Units before starting their second year Unit.

The Unit *Marketing: An Introduction* (F7BX 34) should be delivered to students before they study *International Marketing: An Introduction* (DG6M 34). This will provide students with a background to marketing and an overview of the key functions before studying the subject in an international context. These two Units are then followed in Year 2 with the SCQF level 8 Unit *International Marketing: The Mix* (F7R3 35).

The Unit *Information Technology: Applications Software 1* (D75X 34) offers practical IT skills which will assist students throughout their studies and will provide a good foundation before studying Information and Communications Technology in Business (F84K 35) in Year 2.

Key features

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

6.1.2 Year 2: Suggested delivery schedule

YEAR 2

| Semester 1 | Semester 2 |
|--|--|
| Economics 2: The World Economy (F86E 35) — SCQF level 8, 1 credit | Preparing Financial Forecasts (F84R 35) — SCQF level 8, 1 credit |
| Information and Communication Technology in Business (F84W 35) — SCQF level 8, 2 HN credits | |
| International Marketing: The Mix (F7R3 35) — SCQF level 8, 1 HN credit | Using Sources of Export Assistance (H31C 35) — SCQF level 8, 1 HN credit |
| Global Business Organisations (H2XK 35) — SCQF level 8, 2 HN credits | International Purchasing and Supply (H2X3 35) — SCQF level 8, 2 HN credits |
| Business Culture and Strategy (F7J7 35) — SCQF level 8, 2 HN credits | |
| International Physical Distribution (H316 35) — SCQF level 8, 1 HN credit | |
| Global Trade and Business: Graded Unit 2 (H3P5 35) — SCQF level 8, 2 HN credits | |
| | |
| Seven Units studied: seven at SCQF level 8 (5 credits completed, 3 partially completed) | Six Units studied: six at SCQF level 8 (10 credits completed) |

Rationale for Year 2

All the Units in Year 2 are level 8 Units.

International Marketing: The Mix (DG6N 34) builds on *International Marketing: An Introduction* (DG6M 34) and develops students' knowledge and understanding of overseas marketing. It is followed by *Using Sources of Export Assistance* (H31C 35) which will broaden knowledge of the range of sources of assistance available to exporters

Business Culture and Strategy (F7J7 35) develops the business management skills introduced in Year 1 in *Managing People and Organisations* (F84T 34). It is spread over two semesters and this allows students to spread their research over a longer period.

Economics 2: The World Economy (F86E 35). This Unit advances economic concepts studied in Year 1 and allows students to develop their research and analytical skills.

Information and Communication Technology in Business (F84W 35) is also spread over two semesters and this can assist timetabling of IT rooms. This unit develops competencies in identifying, evaluating, managing and presenting business information which should support completion of *Global Trade and Business: Graded Unit 2* (H3P5 35).

Global Business Organisations (H2XK 35) and *International Purchasing and Supply* (H2X3 35) are both 2-credit units but have been scheduled for delivery within semester 1 and 2 respectively rather than covering both semesters. This is to reduce the clustering of assessments at the end of the second semester.

Global Trade and Business: Graded Unit 2 (H3P5 35) is spread over two semesters giving students more time to complete their project. This reduces pressure on students and helps learning as they have more time to work with organisations and appreciate the practical application of their course

Key features of Year 2

- ◆ Can introduce more subjects in semester 1
- ◆ Variety may increase student motivation
- ◆ More time for *Graded Unit 2* research

6.2 Overview of Units

YEAR 1 Units

Business Accounting (F84M 34)

This 2-credit Unit enables students to develop their knowledge and understanding in the preparation and use of accounting information within a business organisation. Students will develop skills in preparing basic financial and management accounting reports and in interpreting and using financial information for decision making.

There are five Outcomes in this Unit. It is recommended that Outcomes 1 and 2 are assessed separately and that the assessment is integrated for Outcomes 3, 4 and 5.

In Outcome 1 students will prepare the financial statements for a limited company comprising a profit and loss account and balance sheet and incorporating year-end adjustments.

Outcome 2 focuses on the preparation of management accounting information and students will prepare a cash budget. Further, they will calculate the break-even point for making business decisions; for example considering the launch of a new product.

It is recommended that Outcomes 3, 4 and 5 are delivered and assessed following an integrated approach. These Outcomes cover: users of financial information and the purposes for which it is needed; sources of finance available to a business, both short term and long term; and an analysis of the performance and financial position of a business by looking at cash flow and use of accounting ratios. The assessment could take the form of a case study covering these three areas.

Business Law: An Introduction (F84P 34)

This 1-credit Unit is designed to introduce students to law within a business environment. It is specifically focused on Scots Law but may take into account some aspects of English Law.

The Unit examines sources of Scots Law and contractual relationships. There are three Outcomes:

Outcome 1 explains the main sources of Scots Law.

Outcome 2 explains the law of contract.

Outcome 3 distinguishes the legal characteristics of the various types of business relationships — sole trader, partnership, registered company, limited liability company.

The Unit may be taught by using reported cases from current law journals and other relevant sources. Students should be encouraged to gather information from various sources, eg the internet, journals and newspapers and use these in class discussions

Assessment for all three Outcomes may take the form of open-book assessments based on a case study and/or restricted response questions. Students may compile their responses from their own research. Useful websites are www.acas.org.uk and www.berr.gov.uk

Communication: Analysing and Presenting Complex Communication (DE3N 34)

This 1-credit Unit is designed to help students respond to and present complex business communication. It is recommended this Unit be taught and assessed within the subject area of the Group Award. The practical skills developed and assessed in this Unit may be integrated with other Units.

Outcomes may be integrated with elements of the course which require the analysis and production of complex written and/or oral communication. There are three Outcomes:

Outcome 1 analyses 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. Assessment should be undertaken in controlled conditions where arrangements are in place to assure the authenticity of students' work.

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.

Outcome 3 requires students to organise and participate in a formal meeting. Students will plan, prepare and take part effectively in a formal meeting.

It is possible to integrate Outcome 2 and Outcome 3, combining the report and meeting. Tutors should be advised setting up the meetings can be time consuming and it is recommended the report is marked at key stages and students given constructive feedback.

International Business Environment: Geographical Influences (H3MF 34)

In this Unit students will develop an understanding of the importance of physical and human geography in the development of international trade and business.

It will identify the key geographical influences on the international business environment and the relationship that climate, topography, physical resources, politics, economics and culture have on businesses and how they operate. Of particular interest will be the impact of geographical influences on international marketing, investment, economic risk, transportation and trade routes.

Outcome 1 requires students to describe key elements of physical geography which directly impact on international business, and then explain how population centres, international transport and trade routes, and investment in international markets are directly influenced by the physical environment.

In Outcome 2 students are required to explain how elements of human geography influence international business and trade, in particular the political and economic environment; cultural and social factors; and finally to consider ways that the commercial risk associated with these influences could be reduced.

Both Outcomes are assessed under open book supervised conditions.

International Trade Institutions (H2VX 34)

This Unit provides students with an understanding of the various International Trade Institutions and their influence on Global Trade and the World Economy. This will provide an appreciation of the roles of the various International Trade Institutions in assisting Business and International Trade.

Outcome 1 Students cover the history of the International Trade Institutions selected.

Outcome 2 Students look at the aims of International Trade Institutions from their inception in relation to the development of Global Trade and the Global Economy.

Outcome 3 Students analyse the contribution and the current influence of International Trade Institutions on the Global Economy.

The Unit is assessed by the production of a report which focuses on two international Trade Institutions and explains them in the context of their impact on the world economy and international trade. This is done in the student's own time.

Economic Issues: An Introduction (F7J8 34)

This 1-credit Unit introduces students to fundamental issues in economics with a particular emphasis on the business environment. They will learn about the basic economic problem and how the consumer and other economic agents address this problem. 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, measurement of national income, comparison of national income between countries and national income growth measured in monetary and real terms.

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

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

Outcomes 1 and 2 will be assessed using specific questions which may be based upon stimulus material and must be assessed under controlled conditions.

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

Economics 1: Micro and Macro Theory and Application (F7J6 35)

In the second half of Year 1, the introductory Unit in *Economics — Economic Issues: An Introduction* — is followed by a more in-depth Unit called *Economics I: Micro and Macro Theory and Application*. It is strongly recommended that the introductory Unit in Economics is achieved before progression to this Unit.

This 1-credit Unit is designed to build on students' knowledge of introductory economics and expose them to micro-economic and macro-economic applications of theory. The Unit allows the introduction of current issues in economics and provides an opportunity for students to analyse and evaluate these issues.

There are three Outcomes for this Unit.

In Outcome 1 students are required to explain the costs of the firm and the market structures within which firms operate. Areas to be covered are costs of the firm, market structures, price and output behaviour, profit maximisation, and alternatives to profit maximisation.

In Outcome 2 students are required to analyse the impact of unemployment and inflation. Areas to be covered are types of unemployment, types of inflation, the impact of unemployment on individuals and businesses, and the impact of inflation on individuals and businesses. Recent trends in unemployment and in inflation are relevant to this analysis.

In Outcome 3 students are required to evaluate government use of macro-economic policy. Areas to be covered are the aims of fiscal policy, fiscal policy methods in the UK, aims of monetary policy, monetary policy methods in the UK and supply-side policies.

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

Information Technology: Applications Software 1 (D75X 34)

This 1-credit Unit is designed to enable students to use Information Technology (IT) systems and applications independently to support a range of information processing activities and to develop a broad knowledge of the theoretical concepts of IT applications.

There are two Outcomes:

Outcome 1 focuses on operating a range of IT equipment independently, giving attention to security and to other users.

In Outcome 2 students use a range of software application packages to meet complex information requirements.

Assessment is largely practical and lends itself to a single assessment containing a number of tasks in the form of a project or case study. An observation checklist should be used for Outcome 1. Outcome 2 requires the student to use four or more software packages, and to integrate two or more different data types, eg text, number, graphics, audio or video. Examples of software applications which may be used include Word, Excel, Powerpoint, Publisher, Access, Outlook and the Internet.

Managing People and Organisations (F84T 34)

This 2-credit Unit consists of four Outcomes and assessment is based on a case study of a real or fictitious organisation. Students would normally be given 2–3 weeks to research and prepare their submissions. Tutors could use questioning to authenticate learning and ensure responses are the students' own work.

One case study can be used for assessment of all Outcomes but it would be recommended that students submit each Outcome separately. This approach helps students manage their assessment load, plus they benefit from tutor feedback and reflective learning.

In Outcome 1, students focus on the characteristics and purpose of the organisation and its environment. They will understand the importance of organisational goals, objectives and policy, the influence of key stakeholders and strategies of control.

In Outcome 2, students will analyse factors that contribute to workplace performance. They will consider theoretical models and relate to individual 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. Team tasks could be set that encourage students to work together researching and presenting key theories. In addition to the use of structured questions, some form of group assessment could be used to add value to team work.

Business Culture and Strategy (F7J7 35)

This 2-credit Unit builds on Managing People and Organisations from Year 1 and enhances students' understanding of business strategy and culture. There are five Outcomes and a holistic approach may be taken to all five Outcomes. A single instrument of assessment can be issued in the form of a case study or an investigation into an organisation of choice. Tutors should ensure any chosen organisation will offer sufficient evidence to cover the full range. Students should be familiar with their chosen organisation and ensure they can easily gather data required to complete all Outcomes. Clear guidelines should be issued for the investigative report.

It is advisable tutors monitor student progress and offer formative assessment feedback after completion of each Outcome. If students research an organisation of choice, then they should be encouraged to present their findings to the class group. This provides an insight into the strategy and culture of a variety of organisations and enhances learning. It also provides the opportunity to develop Core Skills in *Communication and Problem Solving*.

Outcome 1 examines how management analyse the organisation's relationship with its external environment.

Outcome 2 assesses the relationship between organisational culture and organisational behaviour.

Outcome 3 explains the influence of business strategy on organisational behaviour.

Outcome 4 explains how to manage business strategy.

Outcome 5 analyses how to manage change within an organisation.

Global Business Organisations (H2XK 35)

This Unit is designed to provide students with an understanding of the development of a chosen Global Business Organisation. It covers the organisation from its beginnings to its development into a global 'player'. It will develop understanding of how organisations develop and implement their financial, marketing, production and human resources strategies in the global context.

It is best offered at the end of the programme as it encompasses aspects and information gained through other Units.

Outcome 1 is concerned with the history of the chosen organisation, from the start of the business to its present status. Students will have to describe the factors that led to the organisation going 'global'. This may involve diversification into different fields, for example, Toyota's development from a local sewing machine company into a producer of automobiles. Emphasis is not on the origins, but the development itself.

Outcome 2 covers research and development, production and marketing strategies. The student is required to evaluate the requirements at a local level, particularly marketing decisions relating to product, price, distribution and promotion. An example would be the packaging and brand names that can be used; for example, the change of name of the branded product 'Jif' to 'Cif' due to EU pronunciation difficulties.

In Outcome 3, students are required to analyse the recruitment process employed by the chosen organisation. This could include how it appoints senior personnel to overseas positions, based for example, on a timed contract, which may result in their being repositioned elsewhere in the Organisation. Students will also be expected to consider ethics, for example, issues pertaining to child and 'sweat shop' labour. This could be reflected in the perception of the organisation by the public and the media.

In Outcome 4, students will explain the requirements for annual reporting based on the foreign currencies in which they are dealing. Where goods are exported or imported, to or from different regions around the world, fluctuations of currency affect finance and profitability. This can influence business decision making and brings with it legal requirements in terms of annual reporting. Students are also required to explain whether the organisation operates a centralised or decentralised method of financing.

Assessment is conducted under open-book conditions and it is possible for evidence to be generated for all Outcomes of the Unit via one report based on researching an organisation chosen by the student.

Economics 2: The World Economy (F86E 35)

This 1-credit Unit introduces the world economy, the main focus being the key features of the global economic environment. It advances economic concepts and allows students to develop their research and analytical skills. The core economic issues that are focused on in this Unit are trade, international payments, exchange rates and economies undergoing change.

In Outcome 1 students will explain international trade and the role of trade organisations. Areas to be included are trade theory, barriers to international trade, protectionism, the World Trade Organisation and Trading blocs.

In Outcome 2 students will analyse the balance of payments and exchange rate regimes. Areas to be covered are the structure of the UK balance of payments accounts, recent trends in the UK balance of payments account, the relationship between exchange rates and the balance of payments, exchange rate regimes and the effects of exchange rates on economic agents.

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 and theories of leadership. 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. Structured questions could be supplemented by evidence from team work. Students should be encouraged to submit evidence of reflective learning on their team/leader's performance, eg what did they do well, what could they improve on, action plan for improvements.

In Outcome 4, students are required to identify and compare alternative approaches to organising people and activities within the workplace. Tutors should ensure there is enough scope within the case study or real organisation to evidence this. The organisation should be one that would benefit from restructuring and provide students will scope to cover the range required and present an alternative structure.

Marketing: An Introduction (F7BX 34)

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. They will explain why market research is important for the organisation, and two examples of how the organisation could collect and use market research. The examples must include one qualitative and one quantitative technique. The report will then cover an explanation of the importance and benefits of market segmentation and targeting to the organisation and the process that the organisation may use to segment and target the market. An explanation of marketing theory, supported by examples of the following, should also be included:

- ◆ Product mix decisions that the organisation has taken.
- ◆ Place — how the organisation makes the product or service available to the customer, eg 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, eg 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.

International Marketing: An Introduction (DG6M 34)

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 identify and explain the criteria for international market selection, identify information sources for international market selection, identify sources of international market information, investigate international markets in terms of the political, economic, socio-logical, and technological (PEST) factors, explain the international market selection process.

In Outcome 2 students are required to evaluate the methods of accessing international markets, entry methods for international markets, decision 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. The assessment(s) must cover the justification of accessing an international market and the evaluation of market entry decision-making criteria.

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

Business Contractual Relationships (F84N 34)

The 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.

It 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 and www.berr.gov.uk

Global Trade and Business: Graded Unit 1 (H3P4 34)

This one credit Unit will provide evidence that students have met the aims of the first year of the Group Award. It assesses their ability to integrate knowledge and skills and problem solving across five of the first year Units.

See Section 8.3 for full details.

YEAR 2 Units

International Marketing: The Mix (F7R3 35)

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

In Outcome 1 students are expected to display a knowledge and understanding of the factors that influence the design of an international marketing mix — the importance of market research and information, the process involved in identifying an appropriate target market(s), and the concept of adaption versus standardisation and its influence on the marketing mix.

It is anticipated that this Unit may be delivered to a variety of student groups and, wherever possible, teaching should be slanted towards their individual needs. The latest materials and examples from current and business practice should be used to highlight and illustrate the differences between nations.

In Outcome 2 students propose marketing mix decisions for an organisation based on a case study/stimulus material. They would be expected to apply the theoretical knowledge by analysing market information from the case materials and/or from additional research they have carried out, identify a target market(s) and produce marketing decisions based on their analysis of the market.

Both Outcomes are assessed under supervised conditions.

International Physical Distribution (H316 35)

This Unit enables students to understand the process and management of international physical distribution. It is aimed principally at those who aspire to work in the area of international physical distribution, exporting and freight forwarding.

Outcome 1 develops the student's understanding of the process and management of physical distribution in an international trading organisation. In particular looking at the role of the physical distribution manager, the structure of international trade departments and the relationships with other internal departments and external integrating bodies, such as Freight Forwarders and Carriers, HM Revenue & Customs, Custom Brokers and Agents.

In Outcome 2 the student has to evaluate the international physical distribution function of an organisation in integrating the shipment of goods according to the modes of transport available, the terms of trade, groupage/consolidation arrangements and procedures/documentation.

Outcome 3 requires the student to consider the difficulties which may be encountered by the international trading organisation in the movement of goods with reference to transport problems, packaging of goods, cargo insurance, political unrest and customs.

Assessment evidence is generated for all Outcomes using a single report completed in the student's own time, based on research of an organisation of their own choice, in agreement with their tutor.

In Outcome 3 students will evaluate world economies. Areas covered will be the characteristics of Newly Industrialised Countries (NICs), the issues facing NICs, characteristics of Less Developed Countries (LDCs), issues facing LDCs and the impact of transnationals in NICs and LDCs. Assessment could be undertaken by using one instrument of assessment which allows students to develop their research skills. An investigative approach could be taken to enable them to gather evidence. This may be in the form of a portfolio.

Information and Communication Technology in Business (F84W 35)

This 2-credit Unit is designed to develop students' knowledge and skills in identifying, evaluating, managing and presenting business information to facilitate and influence decision-making. There are five Outcomes in this 2-credit Unit:

Outcome 1 — students are required to identify and evaluate the role of business information in decision making.

Outcome 2 — students are required to describe and evaluate data communications and new ICT innovations.

Outcome 3 — students are required to plan project development work using project management software to meet client needs.

Outcome 4 — students are required to schedule project development work using project management software to meet client needs.

Outcome 5 — students are required to create a presentation using appropriate presentation software.

Outcomes 1, 2 and 3 can be linked using an appropriate case study. Outcome 3 requires the use of Project Management software. Outcome 4 is a practical activity based on Outcome 3 and the evidence presented as a report. Outcome 5 is a practical assignment using presentation software. This Outcome could be linked with the Unit Global Trade and *Business: Graded Unit 2 (H3P5 35)*.

For the delivery of this Unit, students should be able to pull together concepts and ideas from various other Units such as *Business Culture and Strategy (F7J7 35)* and Global Trade and *Business: Graded Unit 2 (H3P5 35)*.

International Purchasing and Supply (H2X3 35)

This Unit is designed to provide students with an understanding of the contribution of international purchasing and supply to the competitiveness and profitability of domestic companies.

Outcome 1 — students will consider and evaluate the reasons why organisations consider sourcing overseas.

Outcome 2 — students will consider and evaluate the key challenges associated with overseas sourcing.

Outcome 3 — will allow students to develop an understanding of the role and operation of an international purchasing department, and will consider the international purchasing cycle, operational problems associated with overseas purchasing, appraisal of overseas suppliers and the relationships between Purchasing and other departments in the organisation.

Outcome 4 — students will be required to consider the reasons for using distribution channel intermediaries, the role of freight forwarders, and the contribution of ICT and EDI in international distribution.

The Unit is assessed through a report derived from a project based on research of an organisation chosen by the student. It is completed under open-book conditions.

Preparing Financial Forecasts (F84R 35)

This 1-credit financial Unit contains four Outcomes although it is recommended that the delivery and assessment of Outcomes 1 and 2 be combined and that the delivery and assessment of Outcomes 3 and 4 be combined also.

Outcome 1 covers the preparation of an operating statement and the classification of costs into direct and indirect. Students also learn about the analysis of overhead costs and methods of determining profit using mark-up and margin.

Outcome 2 further develops the analysis of costs for a business through marginal costing to provide relevant data for decision making. This Outcome also looks at the effect of changing costs and revenue levels on the total contribution made by the goods and services an organisation produces.

Outcome 3 introduces students to the important business process of budgeting and covers the preparation of functional budgets and flexed budgets. Further, they will calculate variances between budgeted and actual revenues and costs for an organisation.

Outcome 4 involves the use of investment and project appraisal techniques to assess the viability of a project. These techniques include traditional and discounted cash flow and their uses in decision making. The use of a spreadsheet package is encouraged for Outcomes 3 and 4. The assessment will be carried out under open book conditions in the student's own time.

Using Sources of Export Assistance (H31C 35)

The Unit is designed to enable students to develop a knowledge of the wide range of sources of export assistance available to exporters, and to develop the skill to evaluate and apply that knowledge to a specific export situation.

The unit should be delivered in the context of an organisation which is already exporting or is planning to export overseas.

In Outcome 1 the student will have to research the relevant technical standards for two chosen consumer durable products for both the national and selected export markets. They should be encouraged to seek information through the relevant national standards body and overseas equivalents. Students are then required to compare the compatibility of standards and recommend product modification.

For Outcome 2 students should be able to compare the wide range of export marketing assistance that is available from both government and non-government sources, and be able to select appropriate sources of assistance for a selected exporting organisation. Students will also have to consider the cost-effectiveness of the sources chosen.

In Outcome 3 students will look at sources available to exporters in the areas of finance and legal assistance.

Global Trade and Business: Graded Unit 2 (H3P5 35)

This 2-credit Unit will provide evidence that students have met the aims of the Group Award.

It will be assessed by a project investigation. The project will involve the investigation of an international trade/ business issue and assessing its implications for a business or a number of businesses.

See Section 8.3 for full details

6.3 Opportunities for integration of Units

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

Integration means identifying opportunities either within a Unit or across Units to deliver and/or assess topics which meet the criteria for either two or more Outcomes within the same Unit, or one or more Outcomes within two Units.

For example, in the Unit DE3N 34 *Communication: Analysing and Presenting Complex Communication*, Outcome 2 requires students to produce complex written business documents (which can be one or more documents) of approximately 1,500 words but which must conform to a range of standards. The content of the 'complex written business documents' are not stated and it would, therefore, be possible to select a topic from another theory based Unit, for example, *Managing People and Organisations* or *Marketing: An Introduction* to form the basis of a 'formal business report'. Hence two Outcomes are being assessed in a single assessment activity.

Based on the proposed delivery of years one and two the following opportunities exist for integration of delivery and/or assessment:

| Unit code | Unit title | Integration opportunity |
|-----------|--|--|
| DE3N 34 | Communication: Analysing and Presenting Complex Communication | Business Accounting (F84M 34) — Outcomes 4 and 5, where students prepare a report for management Managing People and Organisations (F84T 34) — Outcome 4, where students prepare a report Marketing: An Introduction (F7BX 34) where students prepare a report |
| F84W 35 | Information and Communication Technology in Business — Outcome 4 | Global Trade and Business: Graded Unit 2 (H3P5 35) — Project — Stage 1 Planning |
| F84W 35 | Information and Communication Technology in Business — Outcome 5 | Economics 2: The World Economy (F86E 35) — Outcomes 1, 2, 3 where students prepare a presentation |
| H3P5 35 | Global Trade and Business: Graded Unit 2 | Business Culture and Strategy (F7J7 35) — Outcome 1 where students research an organisation and consider external factors and impact. |

7 Assessment in an HND 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 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 HND

All HND 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 has 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.
- ◆ says what assessment methods will be used.
- ◆ describes how the assessments are to be administered, eg practical, online, etc.
- ◆ 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 they are ready to attempt the summative assessment or if there are still 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 exemplars

Assessment exemplars are produced by SQA and are made available to centres for all Units in this HND. Assessment exemplars are intended solely for the purpose of assessment of students against the standards stated 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 exemplars. Students should not be permitted to retain assessment exemplars after the assessment is complete.**

A Unit assessment exemplar 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, ie open-book, closed-book, controlled conditions.
- ◆ mark assessments consistently in line with the marking scheme or model answer provided.
- ◆ keep all assessment exemplars secure so that they can be used for future assessments.

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

8 HND Global Trade and Business assessment strategy and plan

8.1 HND Global Trade and Business assessment strategy

A guide to the type and number of assessments in each Unit of the HND Global Trade and Business is shown below.

| Unit | Assessment — Year 1 | | | | |
|---|---|---|--|-----------|-----------|
| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
| Business Accounting (F84M 34) | Practical exercise Supervised with access to pro forma layout only (integrate Outcomes 1 and 2) | | Open-book report generated under supervised conditions. Questions and report linked to case study. (integrate Outcomes 3, 4, 5) | | |
| Business Law: An Introduction (F84P 34) | Open-book Written/oral Case study with given questions | Open-book Written/oral Case study with given questions | Open-book Written/oral Case study with given questions | | |
| Economic Issues: An Introduction (F7J8 34) | Integrative assessment Set questions Controlled conditions with defined amount of notes | Open-book Short Investigative exercise | | | |
| Economics 1: Micro and Macro Theory and Application (F7J6 35) | Open-book report based on case study with set questions | Supervised assessment. Written responses. Students can bring their own notes of no more than 500 words | | | |
| Information Technology: Applications Software 1 (D75X 34) | Practical exercise Observation checklist | Practical exercise | | | |
| Marketing: An Introduction (F7BX 34) | Open-book Case study with structured questions | | | | |
| International Marketing: An Introduction (DG6M 34) | Open-book Integrative assessment | | | | |
| International Business Environment: Geographical Influences (H3MF 34) | Open-book Supervised | Open-book Supervised | | | |
| International Trade Institutions (H2VX 34) | Open-book A Report based on student research | | | | |
| Communication: Analysing and Presenting Complex Communication (DE3N 34) | Controlled conditions Analysis of business text | Open-book. Report — extended response and formal meeting (integrate Outcomes 2 and 3) | | | |
| Business Contractual Relationships (F84N 34) | Open-book Written/oral Case study with given questions | Open-book Written/oral Case study with given questions | Open-book Written/oral Case study with given questions | | |

| Unit | Assessment — Year 1 | | | | |
|--|--|--|--|-----------|-----------|
| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
| Managing People and Organisations (F84T 34) | Open-book Case study Written and/or oral responses | Open-book Case study Written and/or oral responses | Open-book Case study Written and/or oral responses | | |
| Global Trade and Business: Graded Unit 1 (H3P4 34) | Closed-book Examination | | | | |

| Unit | Assessment — Year 2 | | | | |
|--|---|---|---|---|--------------------------------------|
| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
| International Physical Distribution (H316 35) | Open-book Report based on case materials and research | | | | |
| International Marketing: The Mix (F7R3 35) | Closed-book Structured questions- | Controlled conditions Structured questions | | | |
| ICT in Business (F84W 35) | Open-book Case study with set questions and tasks | | | Open-book Report based on practical activity | Open-book Practical assignment |
| International Purchasing and Supply (H2X3 35) | Open-book Report based on case study and research | | | | |
| Economics 2 The World Economy (F86E 35) | Open-book Integrative assessment based on research Portfolio of evidence | | | | |
| Using Sources of Export Assistance (H31C 35) | Open-book. All Outcomes can be assessed by one integrated assessment based on case study or research | | | | |
| Preparing Financial Forecasts (F84R 35) | Closed-book supervised conditions Practical exercise. | | Open-book home based assessment. Analysis of a case study | | |
| Global Business Organisations (H2XK 35) | Open-book. A report completed in the student's own time All Outcomes can be assessed by one integrated assessment based on case study or research | | | | |
| Business Culture & Strategy (F7J7 35) | Open-book. Written and/or oral responses All five Outcomes can be assessed by one integrated assessment based on case study or research | | | | |
| Global Trade and Business: Graded Unit 2 (H3P5 35) | Open-book. Project Investigation | | | | |

8.2 HND Global Trade and Business Course Assessment Plan

Suggested course assessment schedules for Year 1 and Year 2 are found in Appendix 2a and 2b.

They are based on two semesters of 17 weeks, where centres have a different length of semester, they should amend their schedules accordingly.

If centres decide to deliver Units in a different order, they should amend their schedules accordingly.

8.3 HND Global Trade and Business Graded Unit assessments

Global Trade and Business: Graded Unit 1 (H3P4 34) Examination at SCQF level 7 — 1 SQA HN credit

Global Trade and Business: Graded Unit 2: (H3P5 35) Project Investigation at SCQF level 8 – 2 SQA HN credits

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

F84M 34 *Business Accounting*
F7J8 34 *Economic Issues: An Introduction*
F84T 34 *Managing People and Organisations*
F7BX 34 *Marketing: An Introduction*
DG6M 34 *International Marketing: An Introduction*

This assessment should take place towards the end of the 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 HND:

F7J6 35 *Economics 1: Micro and Macro Theory and Application*
F86E 35 *Economics 2: The World Economy*
F7J7 35 *Business Culture and Strategy*

DG6M 34 *International Marketing: An Introduction*
F7R3 35 *International Marketing: The Mix*
H31C 35 *Using Sources of Export Assistance*

H2VX 34 *International Trade Institutions*
H316 35 *International Physical Distribution*

H2XK 35 Global Business Organisations
H2X3 35 International Purchasing and Supply

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 quickly. Tutors should take time to individually feedback as to 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. This is when the student revises class work or practises skills covered in class **before** they attempt the re-assessment. It is important that students 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, eg if a student has submitted a report based on a piece of independent research, s/he 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, eg underlined, coloured and dated in the margin.
- ◆ For practical tasks related to their use of information technology, students may be permitted to correct work and resubmit — the original submission and the re-submission should both be kept.
- ◆ For multiple choice, short response and Graded Units, students may be required to attempt a completely new assessment instrument.

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

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

For Units other than Graded Units, SQA usually provides **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 purpose³.

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.

³ For centres wishing support in this process, an online course has been developed - Produce HN Unit Assessments for successful prior verification available at — <http://cn.sqa.org.uk/Qualifications/HN/Resources>

SQA regularly monitors centres to ensure that they have the resources and expertise to assess students against the qualification criteria

10 Verification

10.1 Introduction

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 (ie 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 is 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.
- ◆ 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 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 1⁴

| Unit code | Unit title | Communication | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|---|-----------------------|--------------------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written Communication | Oral Communication | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| F84M 34 | Business Accounting | SCQF 5 S | | SCQF 6 E | | | | | | | | |
| F84T 34 | Managing People and Organisations | SCQF 6 S | | | | | | SCQF 6 S | | SCQF 6 S | | |
| H3MF 34 | International Business Environment: Geographical Influences | SCQF 6 S | | | | SCQF 5 S | SCQF 5 S | SCQF 5 S | SCQF 5 S | | | |
| H2VX 34 | International Trade Institutions | SCQF 6 S | | | | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | | SCQF 4 S | |
| F7BX 34 | Marketing: An Introduction | SCQF 6 S | | | | | | SCQF 6 S | SCQF 6 S | SCQF 6 S | | |
| DG6M 34 | International Marketing: An Introduction | SCQF 6 S | | | | | | SCQF 6 S | | | | |
| DE3N 34 | Communication: Analysing and Presenting Complex Communication | SCQF 6 E | SCQF 6 E | | | | | | | | | |
| F7J8 34 | Economic Issues: An Introduction | SCQF 6 S | | | SCQF 5 S | | | SCQF 6 S | SCQF 6 S | SCQF 6 S | | |
| F7J6 35 | Economics 1: Micro & Macro Theory and Application | SCQF 6 S | | | | | | | SCQF 5 S | SCQF 5 S | | |
| D75X 34 | Information Technology: Applications Software 1 | | | | | SCQF 6 E | SCQF 6 E | | | | | |

⁴S = signposted, E = embedded

| Unit code | Unit title | Communication | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|--|-----------------------|--------------------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written Communication | Oral Communication | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| F84P 34 | Business Law: An Introduction | SCQF 6 s | SCQF 6 s | | | SCQF 5 s | SCQF 5 s | SCQF 6 s | SCQF 6 s | SCQF 6 s | | |
| F84N 34 | Business Contractual relationships | SCQF 6 s | SCQF 6 s | | | SCQF 5 s | SCQF 5 s | SCQF 6 s | SCQF 6 s | SCQF 6 s | | |
| H3P4 34 | Global Trade and Business: Graded Unit 1 | | | | | | | | | | | |

Appendix 1b: Core Skills Year 2⁵

| Unit code | Unit title | Communication | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|--|-----------------------|--------------------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written Communication | Oral Communication | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| H316 35 | International Physical Distribution | SCQF 6 S | | SCQF 5 S | | SCQF 5 S | SCQF 5 S | SCQF 6 S | SCQF 6 S | | | |
| F7R3 35 | International Marketing: The Mix | SCQF 6 S | | SCQF 5 S | | | | SCQF 6 S | | | | |
| F84W 35 | Information and Communication Technology in Business | SCQF 6 S | | | | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | | |
| H2X3 35 | International Purchasing and Supply | SCQF 6 S | | SCQF 5 S | | SCQF 5 S | SCQF 5 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | | |
| F86E 35 | Economics 2 The World Economy | SCQF 6 S | SCQF 6 S | | | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | | |
| H31C 35 | Using Sources of Export Assistance | SCQF 6 S | | SCQF 5 S | | SCQF 5 S | SCQF 5 S | SCQF 6 S | SCQF 6 S | | | |
| F84R 35 | Preparing Financial Forecasts | | | SCQF 5 S | | | | SCQF 5 S | | | | |
| H2XK 35 | Global Business Organisations | SCQF 6 S | | SCQF 5 S | | SCQF 5 S | SCQF 5 S | SCQF 5 S | | | | |
| F7J7 35 | Business Culture & Strategy | SCQF 6 S | SCQF 6 S | | | | | SCQF 6 S | SCQF 6 S | SCQF 6 S | | |
| H3P5 35 | Global Trade and Business: Graded Unit 2 | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 S | SCQF 6 E | SCQF 6 E | SCQF 6 E | SCQF 6 S | SCQF 6 S |

⁵S = signposted, E = embedded

Appendix 2a: Year 1, Semester 1 — Assessment Plan

| Unit nameWeek | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|---|---|---|---|---|-----------|---|---|---|----|----|----|----|----|---------------------------|----|----|
| Business Accounting (F84M 34) | | | | | | X O1,2 | | | | | | | | | X O3,4,5 | | |
| Managing People and Organisations (F84T 34) | | | | | X | | | X | | X | | | | | X possible integration | | |
| International Business Environment: Geographical Influences (H3MF 34) | | | | | | | | X | | | | | | | | X | |
| International Trade Institutions (H2VX34) | | | | | | | | | | | | | | | | | |
| Marketing: An Introduction (F7BX 34) | | | | | | | X | | | | | | | | | X | |
| International Marketing: An Introduction (DG6M 34) | | | | | | | | | | | | | | | | | |
| Communication: Analysing and Presenting Complex Communication (DE3N 34) | | | | | X | | | | | X | | | | | X possible integration | | |
| Economic Issues: An Introduction (F7J8 34) | | | | | | | | | X | | | | | X | | | |
| Economics 1: Micro & Macro Theory and Application (F7J6 35) | | | | | | | | | | | | | | | | | |
| Information Technology: Applications Software 1 (D75X 34) | | | | | | | | | | | | | | | | | |
| Business Law: An Introduction (F84P 34) | | | | | | | | | | | | | | | | | |
| Business Contractual Relationships (F84N 34) | | | | | | | | | | | | | | | | | |
| Global Trade and Business: Graded Unit 1 (H3P4 34) | | | | | | | | | | | | | | | | | |

Assessment submission date is shown by an X

Appendix 2a: Year 1, Semester 2 — Assessment Plan

| Unit nameWeek | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
|---|----|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|----|----|----|
| Business Accounting (F84M 34) | | | | | | | | | | | | | | | | | |
| Managing People and Organisations (F84T 34) | | | | | | | | | | | | | | | | | |
| International Business Environment: Geographical Influences (H3MF 34) | | | | | | | | | | | | | | | | | |
| International Trade Institutions (H2VX34) | | | | | | | | | | | | | | | | X | |
| Marketing: An Introduction (F7BX 34) | | | | | | | | | | | | | | | | | |
| International Marketing: An Introduction (DG6M 34) | | | | | | | X | | | | | | | X | | | |
| Communication: Analysing and Presenting Complex Communication (DE3N 34) | | | | | | | | | | | | | | | | | |
| Economic Issues: An Introduction (F7J8 34) | | | | | | | | | | | | | | | | | |
| Economics 1: Micro & Macro Theory and Application (F7J6 35) | | | | | | X | | | | | | | | X | | | |
| Information Technology: Applications Software 1 (D75X 34) | | | | | | | | | | | X | | | X | | | |
| Business Law: An Introduction (F84P 34) | | | | X | | | | | X | | | | | | X | | |
| Business Contractual Relationships (F84N 34) | | | | | X | | | | | X | | | | | | X | |
| Global Trade and Business: Graded Unit 1 (H3P5 35) | | | | | | | | X (Practice) | | | | | X | | | | |

Assessment submission date is shown by an X

Appendix 2b: Year 2, Semester 1 — Assessment Plan

| Unit nameWeek | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| International Physical Distribution (H316 35) | | | | | | X | | | | | X | | | | | X | |
| International Marketing: The Mix (F7R3 35) | | | | | | | | X | | | | | | | X | | |
| InfCT in Business (F84W35) | | | | | | | | | | | | X | | | | | |
| International Purchasing and Supply (H2X3 35) | | | | | | | | | | | | | | | | | |
| Economics 2 The World Economy (F86E35) | | | | | | | | | | | | | | | | | |
| Using Sources of Export Assistance (H31C 35) | | | | | | | | | | | | | | | | | |
| Preparing Financial Forecasts (F84R35) | | | | | | | | | | | | | | | | | |
| Global Business Organisations (H2XK 35) | | | | | X | | | | X | | | | X | | | | |
| Business Culture & Strategy (F7J735) | | | | X | | | X | | | X | | | X | | | X | |
| Global Trade and Business: Graded Unit 2 (H3P5 35) | | | | | | X | | | | | | | | | | | |

Assessment submission date is shown by an X

Appendix 2b: Year 2, Semester 2 — Assessment Plan

| Unit nameWeek | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| International Physical Distribution (H316 35) | | | | | | | | | | | | | | | | | |
| International Marketing: The Mix (F7R3 35) | | | | | | | | | | | | | | | | | |
| ICT in Business (F84W 35) | | | | | | | X | | | | | | | | X | | |
| International Purchasing and Supply (H2X3 35) | | | | X | | | | X | | | | X | | | | X | |
| Economics 2 The World Economy (F86E 35) | | | | | | | | | | | | | X | | | | |
| Using Sources of Export Assistance (H31C 35) | | | | | | | | | | | | | | | | X | |
| Preparing Financial Forecasts (F84R 35) | | | | | | | | | | | | | | X | | | |
| Global Business Organisations (H2XK 35) | | | | | | | | | | | | | | | | | |
| Business Culture & Strategy (F7J7 35) | | | | | | | | | | | | | | | | | |
| Global Trade and Business: Graded Unit 2 (H3P5 35) | | | | | | | | X | | | | | X | | | | |

Assessment submission date is shown by an X

Appendix 3: Accounting Units — Error Tolerance Guidance

Business Accounting F84M 34

Preparing Financial Forecasts F84R 35

Error Tolerance Guidance Notes

The marking guidelines for the new HN Units have changed from students having to reach a percentage of available marks to achieve an Outcome (usually 70%), to an error tolerance consisting of arithmetic errors and errors of principle.

The exceptions to this are the Graded Units which remain unchanged.

The types of error which constitute errors of principle and arithmetic errors have been widely discussed and input has been received from stakeholders.

The information which follows is not meant to be an exhaustive list, merely a guidance note to assist assessors in making assessment decisions under the new frameworks.

Error tolerance statements are included in each of the revised Unit specifications for each Outcome and, as with the existing Units, the professional judgement of the assessor will be at the centre of assessment decisions.

In addition to the list provided, an example of a marked script is also available to illustrate the marking of assessments under the new guidelines. This can be downloaded from SQA's secure website.

Types of Errors

Commonly in the Unit specifications, two types of errors will be mentioned — Arithmetic Errors and Errors of Principle.

Arithmetic 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 stock in stock 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 final accounts, eg Creditors included in current assets
- ◆ Incorrect use of stock valuation methods, ie 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, eg figure for materials consumed included rather than materials purchased
- ◆ Depreciation calculations incorrectly carried out, ie 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, ie credit balances on stock accounts; sales in the DR column
- ◆ Capital allowances incorrectly identified

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

| Version number | Description | Date |
|----------------|-------------|------|
| | | |
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