SQA Advanced Diploma in Business with Human Resource Management (HRM)

GM53 48

Course Tutor Guide (China)

Acknowledgement

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

Further information

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

Equality and inclusion

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

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes

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

NOTE: Where a Unit is revised by another Unit:

♦ No new centres may be approved to offer the Unit which has been revised.
♦ Centres should only enter students for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version number	Description	Date
10	Update to Professional Body Recognition (CIMA) **Unit update:** J4DK 47 Managing People and Organisations - Core Skills updated	27/10/20
09	**Revision of unit:** HP71 47 Managing People and Organisations (finish date 31/7/2024) has been replaced by J4DK 47 Managing People and Organisations (start date 01/08/2020). Centres may continue to enter students on HP71 47 but all students must have completed and results submitted for the unit by no later than 31/07/2024	31/08/20
08	**Revision of unit:** HP77 47 Continuous Workforce Development (finish date 31/7/2022) has been replaced by J491 47 Continuous Workforce Development (start date 01/08/2020). Centres may continue to enter students on HP77 47 but all students must have completed and results submitted for the unit by no later than 31/07/2022	08/07/20
07	**Revision of unit:** HP6T 47 Economic Issues: An Introduction (finish date 31/7/2024) has been replaced by J461 47 Economic Issues: An Introduction (start date 01/08/2020).	2/6/20

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Version number	Description	Date
	Centres may continue to enter students on HP6T 47 but all students must have completed and results submitted for the unit by no later than 31/07/2024	
06	**Revision of unit:** HP6V 48 *Statistics for Business (*finish date 31/7/2022) has been replaced by J45Y 47 *Statistics for Business* (start date 01/08/2019). Centres may continue to enter students on HP6V 48 but all students must have completed and results submitted for the unit by no later than 31/07/2022 **Revision of unit:** HP7E 48 *Human Resource Management Practice (*finish date 31/7/2021) has been replaced by J45T 48 *Human Resource Management Practice* (start date 01/08/2019). Centres may continue to enter students on HP7E 48 but all students must have completed and results submitted for the unit by no later than 31/07/2021	14/04/20
05	**Revision of unit:** HP74 47 *Human Resource Management: Introduction* (finish date 31/07/2021) has been replaced by J2FD 47 *Human Resource Management: Introduction* (start date 01/08/2019). Centres may continue to enter students on HP74 47 but all students must have completed and results submitted for the unit by no later than 31/07/2021	23/7/19
04	**Revision of unit:** HR0Y 47 *Research Skills* (finish date 31/07/2022) has been replaced by J1NB 47 *Research Skills* (start date 01/08/2019). Centres may continue to enter students on HR0Y 47 but all students must have completed and results submitted for the unit by no later than 31/12/2021	14/03/19
03	Update to professional body recognition	14/01/19
02	**Revision of Unit**: HP6W 48 *Behavioural Skills for Business* (finish date 31/07/2021) has been replaced by J1E5 48 *Behavioural Skills for Business* (start date 01/08/2018). Centres may continue to enter students on HP6W 48 but all students must have completed and results submitted for the unit by no later than 31/07/2021.	26/10/18

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Contents

1   Introduction

1.1   Purpose of Course Tutor Guide

This Guide is aimed at staff in SQA Approved Centres who are responsible for the SQA Advanced Diploma in Business with Human Resource Management (HRM). It will assist you in the delivery, assessment and internal verification of the SQA Advanced Diploma by providing information on setting up a course, the course framework, centre support with course delivery, teaching plans and guidance on assessment of the Units within the course. It also provides information about Core Skills, Graded Units, Quality Assurance and Verification.

2 Setting up the course

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

It is recommended that a Course Team is set up by the Institution/Department appointed to oversee the delivery of the course. The Course Team should include 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 while 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.

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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 Support Packs and re-assessments. This enables new members of staff to access this valuable resource prior to, and during, delivery of the course.

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

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

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

3 The SQA Advanced Diploma Structure

3.1 General SQA Advanced Diploma Qualification Framework

To be awarded an SQA Advanced Diploma, the student is required to achieve **30 SQA credits** with a mixture of SCQF level 7 and level 8 Units, **plus 2 additional Units[1]** which provide knowledge and skills **essential** for students prior to further study. These two additional Units develop English and research skills and **must be achieved** before the student can be awarded the SQA Advanced Diploma. The additional Units include one at SCQF level 6 and one at SCQF level 7.

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

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

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

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[1] **All students entering the SQA Advanced Diploma year 1 must achieve the 2 additional Units, to gain the SQA Advanced Diploma.**

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3.1.1 The Scottish Credit and Qualifications Framework (SCQF)

The SCQF has 12 levels ranging from National 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
♦ Autonomy, accountability and working with others

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

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

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

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

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

For example:

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

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

The Unit *Economics 1: Micro and Macro Theory and Application* (HP6P 48) follows on from *Economic Issues: An Introduction* (J461 47) and has an **SQA credit value of 1.** This represents 80 hours of teaching and learning.

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

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

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

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

The Unit *Human Resource Management Practice* (J45T 48) follows on from *Human Resource Management: Introduction* (J2FD 47) and has an **SQA credit value of 2.** This represents 160 hours of teaching and learning.

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

This means that students will take longer to study the Unit and it will progress the students' learning to a higher level.

3.2 Core Skills

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

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

A table illustrating where Core Skills and Core Skills components are signposted (opportunities to achieve identified) and embedded (achievement is automatically certificated) within the SQA Advanced Diploma in Business with HRM is provided in Appendices 2a and 2b.

3.3 Graded Units

In the framework of every SQA Advanced Diploma there are 3 SQA credits of Graded Unit. There are Graded Units built into the framework towards the latter part of Year 1 and Year 2. Depending on the SQA Advanced Diploma, there may be three individual Graded Units of 1 SQA credit or there may be two Graded Units — a 1-credit 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 SQA Advanced Diploma in Business with Human Resource Management (HRM)

4.1 Target audience

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

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

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

The SQA Advanced Diploma in Business with HRM may allow students to progress to qualifications offered by professional bodies, such as the Association of Chartered Certified Accountants (ACCA) and the Chartered Institute of Management Accountants (CIMA). Refer to Appendix 4 – **Professional Body Recognition** for more detailed information.

4.2 Access to the course

As with all SQA qualifications, access will be at the discretion of the centre and the recommendations, given below, 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 the course

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

1   Develop suitable competencies to enter a range of administrative, commercial or managerial positions in the field of Human Resource Management.

2   Develop student competencies in Human Resource Management 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 Human Resource Management.

8   Develop communication and presentation skills.

9   Adopt an innovative and creative approach to their work and be able to respond quickly to challenges posed by changes in the business environment.

10   Develop the ability to work flexibly and co-operatively with others.

4.4   SQA Advanced Diploma in Business with Human Resource Management (HRM) Framework

The table below shows the whole framework of Units for the SQA Advanced Diploma in Business with HRM and includes their SQA credit value and SCQF level.

Unit title	Unit code	Credit value	SCQF level
YEAR 1			
Business Accounting	HP7K 47	2	7
Business Law: An Introduction	HP6Y 47	1	7
Communication: Business Communication	HP75 47	1	7
Creating a Culture of Customer Care	HP73 47	1	7
Economic Issues: An Introduction	J461 47*	1	7
Economics 1: Micro and Macro Theory and Application	HP6P 48	1	8
Grievance and Discipline Handling	HP7F 48	1	8
Human Resource Management: Introduction	J2FD 47*	1	7
Information Technology: Applications Software 1	HP6L 47	1	7
IT in Business: Spreadsheets	HP78 47	1	7
Managing People and Organisations	HP71 47*	2	7
Marketing: An Introduction	HP6N 47	1	7
Business with Human Resource Management: Graded Unit 1	HP7G 47	1	7
YEAR 2			
Behavioural Skills for Business	J1E5 48*	1	8
Business Contractual Relationships	HP6X 47	1	7
Business Culture and Strategy	HP6R 48	2	8
Economics 2: The World Economy	HP72 48	1	8
Human Resource Management Practice	J45T 48*	2	8
Information and Communication Technology in Business	HP7A 48	2	8
Preparing Financial Forecasts	HP70 48	1	8
Statistics for Business	J45Y 47*	1	7
Continuous Workforce Development	J491 47*	2	7
Business with Human Resource Management: Graded Unit 2	HP7H 48	2	8

Additional Units[2]	Unit code	Credit value	SCQF level
YEAR 1			
Workplace Communication in English	HR1C 46	1	6
YEAR 2			
Research Skills	J1NB 47*	1	7

*Refer to History of Change for information

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[2] **All students entering SQA Advanced Diploma year 1 must achieve the 2 additional Units, to gain the SQA Advanced Diploma.**

4.5   Core Skills

All of the revised Units within this award have been assessed and validated against the Core Skills 2008 framework.[3]

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

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

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

4.6   Graded Unit

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

The Graded Units take the form of:

Business with Human Resource Management: Graded Unit 1 (HP7G 47) — an Examination at SCQF level 7 — 1 SQA credit

Business with Human Resource Management: Graded Unit 2 (HP7H 48) — a Project (Investigation) at SCQF level 8 — 2 SQA credits

Further details are provided in Section 8.3.

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

5 Course delivery of an SQA Advanced Diploma

5.1 How the course is delivered

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

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

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

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

Each Unit should have a master folder containing the Unit specification, teaching materials, the teaching and assessment plan along with Assessment Support Packs and re-assessments. The teaching materials and teaching plan should provide details of activities that students should undertake. Typically they include activities such as small group/whole class discussion, group problem solving, 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

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[4] For further information about different assessment activities — whether they be for formative or summative purposes, tutors may wish to complete the SQA Academy course *Produce HN Assessments for successful prior verification* (https://www.sqaacademy.org.uk) and/or read SQA's *Guide to Assessment* (Pub code AA4147 http://www.sqa.org.uk)

♦ Case studies
♦ Group/team work
♦ Online materials
♦ IT based teaching materials
♦ Projects
♦ Quizzes
♦ Research and presentation of findings to fellow students
♦ Role play
♦ Short response questions, multiple choice questions
♦ Create questions for other learners with answers

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

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

Some activities could require students to work in pairs or small groups to discuss issues or to solve a given problem. Other activities could require the student to undertake some independent research outside 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, learners should be encouraged to independently use the online Help facilities within applications. It should be noted that even in practical classes, students should be encouraged to work in small groups and to support one another as part of the learning process — by explaining to another, a student has to reformulate and communicate the learning point thus deepening their 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 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 are encouraged to use these collaborative tools in the learning process.

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

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

5.2 Support for students

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

Each individual tutor has a role to monitor 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 learners and to establish if students are progressing well on the course.

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

6 SQA Advanced Diploma in Business with HRM course delivery

6.1 Teaching plan

The Units that make up this Group Award are listed in Section 6.2 —*Overview of Units*.

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

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

♦   Year 1 contains Units which are mainly at SCQF level 7.
♦   Year 2 contains Units which are mainly at SCQF level 8 and there should be a natural progression from some of the Units delivered in Year 1 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 mandatory Units. 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.

The two additional Units[5] *Workplace Communication in English* (HR1C 46) and *Research Skills* (J1NB 47) support students in development of their communication skills and prepare them for progression to further study.

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

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

Including the two additional Units, students will study 16 credits worth of Units in each year. Each semester will have 8 credits. The weighting of these Units will depend on the relationship of the relevant Unit to others in terms of prior knowledge needed and/or complementary knowledge.

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[5] **All students entering SQA Advanced Diploma year 1 must achieve the 2 additional Units, to gain the SQA Advanced Diploma.**

Rationale for the suggested delivery schedules

Two suggested delivery schedules have been given for Year 1 and Year 2 of the SQA Advanced Diploma in Business with HRM — Option A and Option B.

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

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

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

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

6.1.1 Year 1: Suggested delivery schedule
YEAR 1 — OPTION A

Semester 1	Semester 2
Workplace Communication in English (HR1C 46) SCQF Level 6, 1 SQA credit	Communication: Business Communication (HP75 47) — SCQF level 7, 1 SQA credit
Marketing: An Introduction (HP6N 47) — SCQF level 7, 1 SQA credit	Human Resource Management: Introduction (J2FD 47) — SCQF level 7, 1 SQA credit
Business Accounting (HP7K 47) — SCQF level 7, 2 SQA credits	Business Law: An Introduction (HP6Y 47) — SCQF level 7, 1 SQA credit
Information Technology: Applications Software 1 (HP6L 47) — SCQF level 7, 1 SQA credit	IT in Business: Spreadsheets (HP78 47) — SCQF level 7, 1 SQA credit
Economics Issues: An Introduction (J461 47) — SCQF level 7, 1 SQA credit	Economics 1: Micro and Macro Theory and Application (HP6P 48) — SCQF level 8, 1 SQA credit
Managing People and Organisations (J4DK 47) — SCQF level 7, 2 SQA credits	Grievance and Discipline Handling (HP7F 48) — SCQF level 8, 1 SQA credit

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Semester 1	Semester 2
Creating a Culture of Customer Care (HP73 47) –SCQF level 7, 1 SQA credit	Business with Human Resource Management: Graded Unit 1 (HP7G 47) — SCQF level 7, 1 SQA credit
7 Units studied: 1 at SCQF level 6, 6 at SCQF level 7 (9 credits completed)	**7 Units studied: 5 at SCQF level 7, 2 at SCQF level 8 (7 credits completed)**

Rationale for Year 1 (Option A)

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

Information Technology: Applications Software 1 (HP6L 47) will also assist students throughout their studies.

Some Units need to be delivered in sequence during Year 1:

The Unit *Economic Issues: An Introduction* (J461 47) is the introductory economics Unit and so must be delivered to students before *Economics 1: Micro and Macro Theory and Application* (HP6P 48). These two Units are then followed in Year 2 with *Economics 2: The World Economy* (HP72 48). It is very important that students achieve the previous two Units before starting their second year Unit.

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

Communication: Business Communication (HP75 47) is particularly important as it not only teaches 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 *Human Resource Management: Introduction* (J2FD 47) should be delivered to students before they study *Human Resource Management Practice* (J45T 48) and *Continuous Workforce Development* (J491 47). This will provide students with background knowledge to Human Resource Management and an overview of the key functions before studying topics in more detail.

The Unit *Information Technology: Applications Software 1* (HP6L 47) should be delivered to students before, or in conjunction with, *IT in Business: Spreadsheets* (HP78 47).

SQA Advanced Qualifications

Key features of Year 1 (Option A)

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

YEAR 1 — OPTION B

Semester 1	Semester 2
Managing People and Organisations (J4DK 47) — SCQF level 7, 2 SQA credits	
Business Accounting — (HP7K 47) — SCQF level 7, 2 SQA credits	
Marketing: An Introduction (HP6N 47) — SCQF level 7, 1 SQA credit	Creating a Culture of Customer Care (HP73 47) — SCQF level 7, 1 SQA credit
Information Technology: Applications Software 1 (HP6L 47) — SCQF level 7, 1 SQA credit	IT in Business: Spreadsheets (HP78 47) — SCQF level 7, 1 SQA credit
Economic Issues: An Introduction (J461 47) — SCQF level 7, 1 SQA credit	Economics 1: Micro and Macro Theory and Application (HP6P 48) — SCQF level 8, 1 SQA credit
Workplace Communication in English (HR1C 46) SCQF Level 6, 1 SQA Credit	Grievance and Discipline Handling (HP7F 48) — SCQF level 8, 1 SQA credit
Human Resource Management: An Introduction (J2FD 47) — SVQF level 7, 1 SQA credit	Business with Human Resource Management: Graded Unit 1 (HP7G 47) — SCQF level 7, 1 SQA credit
Business Law: An Introduction (HP6Y 47) — SCQF level 7, 1 SQA credit	Communication: Business Communication (HP75 47) — SCQF level 7, 1 SQA credit
8 Units studied: 1 at SCQF level 6, 7 at SCQF level 7 (6 credits completed; 2 credits partially completed)	**8 Units studied: 6 at SCQF level 7, 2 at SCQF level 8 (10 credits completed)**

Rationale for Year 1 (Option B)

Option B spreads the 2-credit Units *Managing People and Organisations* (J4DK 47) and *Business Accounting* (HP7K 47) over two semesters. The advantage of this is that it can assist students with the completion of their Graded Unit as tutors can integrate teaching and students will have better retention of information.

The prominence of open-book assessment and infrequency of examinations in many Units means students may need more practice in exam techniques. Tutors should need less time for revision and be able to focus more on exam technique and study skills.

Students are introduced to a wider range of subjects with *Human Resource Management: Introduction* (J2FD 47) being included in Semester 1 and giving students an earlier introduction to their specialism.

Key features of Year 1 (Option B)

♦ Able to introduce more subjects in Semester 1
♦ Variety may increase student motivation
♦ Able to integrate teaching with Graded Unit 1
♦ Completing *Workplace Communication in English* (HR1C 46) in Semester 1 will assist students in their communication skills in all the later Units
♦ Fewer Units completed in Semester 1

6.1.2 Year 2: Suggested delivery schedule

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

YEAR 2 — OPTION A

Semester 1	Semester 2
Business Culture and Strategy (HP6R 48) — SCQF level 8, 2 SQA credits	Economics 2: The World Economy (HP72 48) — SCQF level 8, 1 SQA credit
Behavioural Skills for Business (J1E5 48) — SCQF level 8, 1 SQA credit	Preparing Financial Forecasts (HP70 48) — SCQF level 8, 1 SQA credit
Human Resource Management Practice (J45T 48) — SCQF level 8, 2 SQA credits	Continuous Workforce Development (J491 47) — SCQF level 7, 2 SQA credits
Information and Communication Technology in Business (HP7A 48) — SCQF level 8, 2 SQA credits	
Business Contractual Relationships (HP6X 47) — SCQF level 7, 1 SQA credit	Statistics for Business (J45Y 47) — SCQF level 7, 1 SQA credit
Research Skills (J1NB 47) – SCQF Level 7, 1 SQA Credit	
Business with Human Resource Management: Graded Unit 2 (HP7H 48) — SCQF level 8, 2 SQA credits	
7 Units studied: 2 at SCQF level 7, 5 at SCQF level 8 (6 credits completed; 3 Units partially completed)	**7 Units studied: 3 at SCQF level 7, 4 at SCQF level 8 (9 credits completed)**

Rationale for Year 2 (Option A)

All the Units in Year 2 are SCQF level 8 Units, except for *Business Contractual Relationships* (HP6X 47) and *Continuous Workforce Development* (J491 47), which are SCQF level 7.

Human Resource Management Practice (J45T 48) builds on *Human Resource Management: Introduction* (J2FD 47) and develops students' knowledge and understanding in a range of human resource areas. It is followed by *Continuous Workforce Development* (J491 47) as students will benefit from their increased confidence and knowledge/skill range when developing and delivering a training programme. Completing *Human Resource Management Practice* (J45T 48) in Semester 1 provides students with a greater understanding of HRM issues that should assist completion of the Graded Unit 2 project.

Business Culture and Strategy (HP6R 48) develops the business management skills introduced in Year 1 in *Managing People and Organisations* (J4DK 47). It is completed in Semester 1 and this may help students integrate their research for their Graded Unit 2 project.

Business with Human Resource Management: Graded Unit 2 (HP7H 48) is spread over two semesters giving students more time to complete their project. This reduces pressure on students and helps learning as students have more time to work with organisations and appreciate the practical application of their course.

Information and Communication Technology in Business (HP7A 48) is also spread over two semesters and this can assist timetabling of IT rooms. Where this unit is spread over two semesters, it develops competencies in identifying, evaluating, managing and presenting business information which should support completion of Graded Unit 2.

Key features of Year 2 (Option A)

♦ Fewer subjects in each semester
♦ Earlier completion of Units of 2 x 2-credit Units — *Human Resource Management Practice* (J45T 48) and *Business Culture and Strategy* (HP6R 48)
♦ Builds confidence and motivation through earlier completion of these Units
♦ Completion of *Human Resource Management Practice* (J45T 48) in Semester 1 should assist *Business with HRM: Graded Unit 2* (HP7H 48)
♦ More time to research *Business with HRM: Graded Unit 2* (HP7H 48)

YEAR 2 — (OPTION B)

Semester 1	Semester 2
Business Culture and Strategy (HP6R 48) — SCQF level 8, 2 SQA credits	
Information and Communication Technology in Business (HP7A 48) — SCQF level 8, 2 SQA credits	
Preparing Financial Forecasts (HP70 48) — SCQF level 8, 1 SQA credit	Statistics for Business (J45Y 47) — SCQF level 7, 1 SQA credit
Economics 2: The World Economy (HP72 48) — SCQF level 8, 1 SQA credit	Business Contractual Relationships (HP6X 47) — SCQF level 7, 1 SQA credit
Behavioural Skills for Business (J1E5 48) — SCQF level 8, 1 SQA credit	Continuous Workforce Development (J491 47) — SCQF level 7, 2 SQA credits
Research Skills (J1NB 47) – SCQF Level 7, 1 SQA Credit	
Human Resource Management Practice (J45T 48) — SCQF level 8, 2 SQA credits	
Business with Human Resource Management: Graded Unit 2 (HP7H 48) — SCQF level 8, 2 SQA credits	
8 Units studied: 1 at SCQF level 7, 7 at SCQF level 8 (3 credits completed; 5 Units partially completed)	**8 Units studied: 4 at SCQF level 7, 4 at SCQF level 8 (13 credits completed)**

Rationale for Year 2 (Option B)

Business Culture and Strategy (HP6R 48) is spread over two semesters and this allows students to spread their research over a longer period. *Economics 2: The World Economy* (HP72 48) can now be studied in Semester 1. This Unit advances economic concepts and allows students to develop their research and analytical skills.

Human Resource Management Practice (J45T 48) is spread across two semesters and this could assist students with completion of the Graded Unit 2 Project.

Information and Communication Technology in Business (HP7A 48) is spread over two semesters and *Preparing Financial Forecasts* (HP70 48) can now be completed in Semester 1. Students can now be introduced to a wider range of topics in Semester 2.

Key features of Year 2 (Option B)

♦   More subjects introduced in Semester 1
♦   Variety may increase student motivation
♦   *Human Resource Management Practice* (J45T 48) runs alongside *Business with HRM: Graded Unit 2* (HP7H 48)
♦   More time for *Business with HRM: Graded Unit 2* (HP7H 48) research
♦   Fewer Units completed in Semester 1

6.2   Overview of Units

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

YEAR 1 Units

Business Accounting (HP7K 47)

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 an income statement, statement of financial position and statement of changes in equity and incorporating year-end adjustments.

Outcome 2 focuses on the preparation of management accounting information and students will prepare a cash budget. Further, students 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 using 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 statements of cash flows and use of accounting ratios. The assessment could take the form of a case study covering these three areas.

Business Law: An Introduction (HP6Y 47)

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.

SQA Advanced Qualifications

Outcome 1 explains the main sources of Scots Law, Outcome 2 explains the law of contract and 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.gov.uk**

Workplace Communication in English (HR1C 46)

This 1-credit Unit focusses on the skills needed for communication in the workplace. Students will summarise business texts and evaluate the effectiveness of the content, format and layout, while meeting the needs of purpose and readership. They will produce effective business documents such as proposals, letters and reports and develop the skills for sustained spoken interactions with others.

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

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

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

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

Communication: Business Communication (HP75 47)

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

SQA Advanced Qualifications

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 and evaluates complex written business information and develops skills in reading and analysing complex text, summarising key information and evaluating the suitability of written text for its purpose. Assessment is undertaken in open-book conditions. Centres should ensure the authenticity of students' work.

Outcome 2 involves students in the production of complex written business documents. It covers selection of relevant information, sequencing for impact and effectiveness, appropriateness of language and style for formal business documents. Within the documents spelling, punctuation and grammar should be accurate. Students are also required to reference sources. Assessment is undertaken in open-book conditions. Centres should ensure the authenticity of students' work.

Outcome 3 requires students to present and respond to complex oral information in a business context. Students will plan and deliver an input to a formal business related event. The event may take the form of a meeting, event, webinar, etc. Assessment is undertaken in open-book conditions. Centres should ensure the authenticity of students' work.

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

Creating a Culture of Customer Care (HP73 47)

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

There are two Outcomes and student evidence can be gathered in a variety of ways, eg presentations, case study analysis, structured questions, oral questioning, e-portfolio, etc.

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

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

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

SQA Advanced Qualifications

Economic Issues: An Introduction (J461 47)

This Unit introduces learners to fundamental issues in economics with a particular emphasis on the business environment. Learners will consider the basic economic problem, how consumers and other economic agents address this problem, and how markets can be used to allocate resources. Learners 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.

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

In Outcome 1 learners 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 learners are required to explain the theory of National Income. In this they will cover areas such as circular flow of income, injections and withdrawals, multiplier, measures of national income, difficulties in measuring national income, comparison of national income between countries and national income growth measured in monetary and real terms.

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

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

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

The Evidence Requirements section of the Unit Specification sets out criteria which must be complied with when assessing this Unit.

Economics 1: Micro and Macro Theory and Application (HP6P 48)

In the second half of Year 1, the introductory Unit in Economics — *Economic Issues: An Introduction* (J461 47) — is followed by the higher level Unit *Economics 1: Micro and Macro Theory and Application* (HP6P 48). It is strongly

recommended that the introductory Unit in Economics is passed 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:

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.

Grievance and Discipline Handling (HP7F 48)

This 1-credit Unit describes good practice in handling workplace grievance and discipline issues. There are three Outcomes and three separate assessments.

Tutors and students will find the following websites useful for research — **www.acas.org.uk** and **www.cipd.co.uk**

Outcome 1 examines the concepts of 'fair' and 'unfair' dismissal. Students will also develop an understanding of the common law definition of 'reasonableness'. Assessment is by restricted response.

Outcome 2 examines the need for disciplinary procedures within an organisation and describes the components and implementation of an appropriate disciplinary procedure. Advisory, Conciliation and Arbitration Service (ACAS) is used for advice on good practice. This Outcome is assessed by extended responses.

Outcome 3 explains the role grievance procedures play in the resolution of workplace conflicts. Good practice is identified and applied in an assessment case study.

Human Resource Management: Introduction (J2FD 47)

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

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

There are three Outcomes with this Unit with two assessments.

Outcome 1 is intended to give students an overview of the changing face of HRM, focusing on the past, present and future. Students will be required to produce a 1000 word submission in a format of their choice.

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

Information Technology: Applications Software 1 (HP6L 47)

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.

There is scope to link assessment to other Units, eg *IT in Business: Spreadsheets* (HP78 47).

IT in Business: Spreadsheets (HP78 47)

This unit is designed to allow learners to develop an understanding of spreadsheet design and how to use spreadsheet features and functions for practical and effective use in a business environment. Learners will develop knowledge and skills to allow them to create customised solutions to common business problems and scenarios.

In Outcome 1 students are required to create a spreadsheet design to meet the needs of a business

In Outcome 2 students need to apply statistical functions and present information in an appropriate format

In Outcome 3 students are required to present data in graphical format and evaluate this information.

It is possible to link the assessment for all Outcomes (1, 2 and 3) using a case study.

Assessment for all Outcomes (1, 2 and 3) can be done using a single case study broken down into a number of smaller tasks. The assessment evidence may be presented in a variety of forms, eg hard copies of screenshots, e-portfolio, VLE, stored on data stick etc.

There is scope to link the assessment to other Units, eg *Information Technology: Applications Software 1* (HP6L 47).

Managing People and Organisations (J4DK 47)

This 2-credit Unit consists of three 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 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 students 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.

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.

Marketing: An Introduction (HP6N 47)

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

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

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

Business with Human Resource Management: Graded Unit 1 (HP7G 47)

This 1-credit Unit will provide evidence that students have met the aims of the first year of the Group Award. It assesses the student's ability to integrate knowledge and skills and problem solving across four of the first year Units.

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

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

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

See Section 8.3 for full details.

YEAR 2 Units

Behavioural Skills for Business (J1E5 48)

The aim of this 1-credit unit is to develop an understanding of the role of a manager as a leader and some of the key management skills required to meet an organisation's goals and objectives. It is possible to combine the 3 outcomes in this unit in a single holistic assessment eg by using a single case study.

Outcome 1 examines the role of the manager and the difference between a manager and a leader and the managerial activities that contribute to managerial effectiveness.

Outcome 2 covers the techniques used by managers to manage themselves and others in given situations – positive relationships, problem solving, time and stress management.

Outcome 3 examines behavioural strategies managers must apply in given situations – effective communication, conflict management, assertiveness strategies, influencing and negotiation strategies.

Business Contractual Relationships (HP6X 47)

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 the **Department for Business, Energy and Industrial Strategy**.

Business Culture and Strategy (HP6R 48)

This 2-credit Unit builds on *Managing People and Organisations* (J4DK 47) 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.

SQA Advanced Qualifications

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 student 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.

Economics 2: The World Economy (HP72 48)

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 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 by the student to enable them to gather evidence. This may be in the form of a portfolio.

Human Resource Management Practice (J45T 48)

This 2-credit Unit concentrates on the procedures and processes connected with the employment of people by organisations. Students should be encouraged to make use of their own experience, particularly any work experience/placements. These could be discussed in relation to current good practice. There are four Outcomes and four assessments. A variety of assessments could be used — written reports, case studies, role play, oral presentations, and projects.

Outcome 1 provides advice on the recruitment, selection and induction of employees. Students will follow good practice throughout the stages of recruitment and selection.

Students should be encouraged to collect information on real job vacancies and share their job search experiences. Tutor-led discussions and student research activities can help establish good practice.

Outcome 2 explores the objectives and constraints of the principal employee remuneration systems, including the advantage and disadvantages of employee services and benefits. Techniques for job evaluation schemes are investigated and a guest speaker could give students an insight into workplace application. A report can be used for assessment and it would be recommended students are issued with bullet points to ensure full coverage of the range.

Outcome 3 focuses on the principal objectives, constraints and implementation of employee appraisal systems. The roles of those involved should be clearly defined following good practice. Evidence for assessment can be gathered by written responses and supplemented by student role play scenarios.

Outcome 4 provides advice on the health, safety and welfare of employees. Students will research current legislation and discuss the principal causes of accidents at work. Strategies for dealing with increased stress levels should be investigated and good practice reported to managers. There are opportunities for team challenges to gather and present information for assessment purposes.

Information and Communication Technology in Business (HP7A 48)

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.

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

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

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

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

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

Assessment of 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 *Business with Human Resource Management: Graded Unit 2* (HP7H 48).

In the course of this Unit students should be able to pull together concepts and ideas from various other Units such as *Behavioural Skills for Business* (J1E5 48), *Business Culture and Strategy* (HP6R 48) and *Business with Human Resource Management: Graded Unit 2* (HP7H 48).

Preparing Financial Forecasts (HP70 48)

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, students 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.

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Statistics for Business (J45Y 47)

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

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

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

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

Outcome 1 could be assessed using an assessment containing short response questions and given circumstances covering all aspects of Outcome 1.

Outcome 2 could be assessed by an open-book assessment carried out in controlled conditions. The use of an appropriate software package is permitted. Where data files are provided, these should contain only the raw data and should not be provided in the form of pre-prepared files containing templates of formulae.

Outcome 3 could be assessed by an open-book assessment carried out in controlled conditions in which students use an appropriate software package.

Continuous Workforce Development (J491 47)

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

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

Outcome 2 focuses on how to produce a training and development strategy based on a case study of a fictitious organisation. Students will learn how to identify training and development needs of individuals, groups and organisations as a whole and how they link to the short and longer term aims of the business

objectives. They should be facilitated and encouraged to make recommendations about how the organisation can fulfil their training and development goals. Research to find out more about the role agencies and the implications for training within the organisation will be carried out.

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

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

They will be encouraged to think about how they can find out if the training programme designed in Outcome 3 has been successful. Who would be asked, what will be used to find out the information about the value of the programme for the candidates and also the organisation.
Research of learning and evaluation theories will be used to support the design of appropriate evaluation tools.

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

Research Skills (J1NB 47)

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

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

There are opportunities for integration with other Units that involve investigation and analysis. The unit could be delivered in conjunction with *Business with Human Resource Management: Graded Unit 2* (HP7H 48).

Business with Human Resource Management: Graded Unit 2 (HP7H 48)

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

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

The unit is assessed by a project investigation. The project will involve the investigation of a business issue and the assessment of its implications for a business or a number of businesses. Students will be required to analyse and evaluate the issue and present their findings and conclusions in a final report.

The project is split into three stages – Planning (explaining the issue being investigated, background, developing a plan etc); Developing (carrying out the investigation, evaluation, analysis etc); and Evaluating (evaluating the success of the project, the methods used, the reliability and validity of evidence sources used etc.)

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

See Section 8.3 for full details.

6.3   Opportunities for integration of Units

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

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

For example, in the Unit *Communication: Business Communication* (HP75 47)*,* Outcome 2 requires students to produce complex written business documents (which can be one or more documents) of approximately 1,500 words but which must conform to a range of standards. The content of the 'complex written business documents' is not stated and it would therefore be possible to select a topic from another theory based Unit to form the basis of a 'formal business report' (e.g. *Human Resource Management: Introduction* (J2FD 47) or *Managing People and Organisations* (J4DK 47). In this way, two Outcomes are assessed in a single assessment activity.

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The Unit *Research Skills[6]* (J1NB 47) can be delivered in conjunction with *Business with Human Resource Management: Graded Unit 2* (HP7H 48).

Based on the proposed delivery of Years 1 and 2 the following table gives some examples of opportunities that exist for integration of delivery and/or assessment:

Unit code	Unit title	Integration opportunity
HP75 47	Communication: Business Communication	Business Accounting (HP7K 47) — Outcomes 4 and 5, where students prepare a report for management
		Managing People and Organisations (J4DK 47) — Outcome 4, where students prepare a report
		Human Resource Management: Introduction (J2FD 47) — Outcome 2 and 3 where students prepare a report
HP7A 48	Information and Communication Technology in Business — Outcome 4	Business with Human Resource Management: Graded Unit 2 (HP7H 48) — Project — Stage 1 Planning
HP7A 48	Information and Communication Technology in Business — Outcome 5	Economics 2: The World Economy (HP72 48) — Outcomes 1, 2, 3 where students prepare a presentation
		Continuous Workforce Development (J491 47) — Outcome 3 where students could prepare a presentation
HP7H 48	Business with Human Resource Management: Graded Unit 2	Business Culture and Strategy (HP6R 48) — Outcome 1 where students research an organisation and consider external factors and impact
J1NB 47	Research Skills	All Outcomes can be integrated with Business with Human Resource Management: Graded Unit 2 (HP7H 48)

Further details of opportunities to integrate assessments are given in Appendix 1.

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[6] For further information on integrating delivery and assessment of Research Skills with Graded Unit projects, refer to the SQA publication **A Guide to the Planning, Delivery and Assessment of the Research Skills Unit with SQA Advanced Diploma Frameworks in China** (Pub code CA7527) available from SQA website http://cn.sqa.org.uk

7 Assessment in an SQA Advanced Diploma

7.1 Assessment in learning and for certification

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

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

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

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

7.2 Assessment planning of an SQA Advanced Diploma

All SQA Advanced Diploma qualifications are **summatively assessed** using a mix of continuous Unit assessment and Graded Unit assessments. It is helpful for students, the Course Team and the internal verifiers if the Course Team 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 the student is ready to attempt the summative assessment or if the student still has gaps in knowledge and understanding that need to be addressed through further work.

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

7.5   Summative Assessment Support Packs

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

A Unit Assessment Support Pack contains:

♦   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 Support Packs secure so that they can be used for future student assessments.

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

7.6   Accounting Units — summative Assessment Support Packs — Error Tolerance Guidance

Within the Accounting Units an error tolerance is allowed within the assessments. The Unit specification and Assessment Support Pack, for each Unit, states the number of errors allowed for each Outcome. Errors are classified as either an 'arithmetic error' or an 'error of principle'. Appendix 5 – **Error Tolerance Guidance Notes** – contains further guidance.

8   SQA Advanced Diploma in Business with HRM assessment strategy and plan

8.1   SQA Advanced Diploma in Business with HRM assessment strategy

A guide to the type and number of assessments in the programme is shown below.

Unit	Assessment — Year 1				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Business Accounting (HP7K 47)	Practical exercise Supervised with access to pro forma layout only		Open-book report generated under supervised conditions. Questions and report linked to case study.		
Business Law: An Introduction (HP6Y 47)	Open-book Case study with questions	Open-book Case study with questions	Open-book Case study with questions		
Workplace Communication in English (HR1C 46)	Open-book Written or oral summary of business text	Open-book Portfolio showing production of business documents	Open-book evidence of contributing to extended complex vocational issue		
Communication: Business Communication (HP75 47)	Open-book Analysis and evaluation of complex business information	Open-book Production of complex business documents	Open-book Plan and deliver an input to a formal business related event		
Creating a Culture of Customer Care (HP73 47)	Open-book Written/oral evidence	Open-book Questions linked to case study			
Economic Issues: An Introduction (J461 47)	Question paper controlled conditions with notes	Question paper controlled conditions with notes	Open-book Short investigative exercise		
Economics 1: Micro and Macro Theory and Application (HP6P 48)	Open-book report based on case study with set questions	Supervised assessment. Written responses. Students can have 500 words of summary notes			
Grievance and Discipline Handling (HP7F 48)	Open-book Restricted response Written and/or oral evidence	Open-book Extended response Written and/or oral evidence	Open-book Case study Written and/or oral evidence		
Human Resource Management: Introduction (J2FD 47)	Open-book Short responses	Open-book Case study with given questions and Report			

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Unit	Assessment — Year 1				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
Information Technology: Applications Software 1 (HP6L 47)	Observation checklist	Practical tasks			
IT in Business: Spreadsheets (HP78 47)	Open-book practical task(s). May be one large task divided into smaller tasks				
Managing People and Organisations (J4DK 47)	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	Open-book Case study Written and/or oral responses	
Marketing: An Introduction (HP6N 47)	Open-book Case study with written structured questions				
Business with Human Resource Management: Graded Unit 1 (HP7G 47)	Closed-book examination				

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Unit	Assessment — Year 2				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Behavioural Skills for Business (J1E5 48)	Open-book — case study — written report and/or oral evidence. Integrate Outcomes 1, 2 and 3				
Business Contractual Relationships (HP6X 47)	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		
Business Culture and Strategy (HP6R 48)	Open-book. Written and/or oral responses All five Outcomes can be assessed by one integrated assessment based on case study or research into tutor approved organisation				
Human Resource Management Practice (J45T 48)	Open-book Written response with possible oral evidence	Open-book Written response with possible oral evidence	Open-book Written response with possible oral evidence	Open-book Written response with possible oral evidence	
Economics 2: The World Economy (HP72 48)	Open-book integrative assessment Portfolio of evidence				
Information and Communication Technology in Business (HP7A 48)	Report based on case study		Project planning task using software		Create a presentation (no verbal delivery)
Preparing Financial Forecasts (HP70 48)	Practical exercise covering Outcomes 1 and 2. Closed-book supervised conditions.		Open-book out of class assessment. Analysis of a case study.		
Statistics for Business (J45Y 47)	Closed-book restricted response questions	Open-book controlled conditions Practical tasks	Open-book controlled conditions Practical tasks		
Continuous Workforce Development (J491 47)	Open-book – Continuous employee development. Written/oral statement and possible oral questioning.	Open-book – Produce a training and development strategy. Written statement with possible oral questioning.	Open-book – Design one written training program with resources for the program. Written statements with possible oral questioning.	Open-book – Produce an evaluation strategy based on Outcome 3 training program. Written statements with possible oral questioning	
Research Skills (J1NB 47)	Open-book – plan research investigation	Open-book – access, analyse and evaluate researched data	Open-book – present findings of research in a report		
Business with Human Resource Management: Graded Unit 2 (HP7H 48)	Project				

8.2 SQA Advanced Diploma in Business with HRM Course Assessment Plan

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

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

If centres decide to deliver Units in a different order, eg Year 1 and/or Year 2 (Option B), they should amend their schedules accordingly.

8.3 SQA Advanced Diploma in Business with HRM Graded Unit assessments

Business with Human Resource Management: Graded Unit 1 (HP7G 47) Examination at SCQF level 7 — 1 SQA credit

Business with Human Resource Management: Graded Unit 2: (HP7H 48) Project (Investigation) at SCQF level 8 — 2 SQA 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 the mandatory Units, but focusing on:

HP7K 47   *Business Accounting*
J461 47   *Economic Issues: An Introduction*
J4DK 47   *Managing People and Organisations*
HP6N 47   *Marketing: An Introduction*

This assessment should take place towards the end of the first year 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 SQA Advanced Diploma:

HP7K 47   *Business Accounting*
HP70 48   *Preparing Financial Forecasts*
J461 47   *Economic Issues: An Introduction*
HP6P 48   *Economics 1: Micro and Macro Theory and Application*
HP72 48   *Economics 2: The World Economy*
HP6N 47   *Marketing: An Introduction*
J4DK 47   *Managing People and Organisations*
HP6R 48   *Business Culture and Strategy*

HP7A 48   *Information and Communication Technology in Business*
HP6L 47   *Information Technology: Applications Software 1*
HP78 47   *IT in Business: Spreadsheets*
HP75 47   *Communication: Business Communication*
J1E5 48   *Behavioural Skills for Business*
HP6Y 47   *Business Law: An Introduction*
HP6X 47   *Business Contractual Relationships*
J45Y 47   *Statistics for Business*

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

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

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

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

Re-assessment may take a variety of forms.

♦   For some assessments, students may be allowed to provide additional information, 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 provides only **one** summative assessment and it is extremely important that centres produce their own **alternative** assessments. These assessments can be used for re-assessment purposes.

Once a draft assessment has been prepared by the centre it should first be quality checked by centre staff (internally verified) and submitted to SQA for prior-verification to ensure that it is fit for purpose[7].

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.

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[7] For tutors seeking support in this process, an SQA Academy course is available – *Produce HN Assessments for successful prior verification* (https://www.sqaacademy.org.uk)

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9 Quality Assurance

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

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

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

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

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

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

10 Verification

10.1 Introduction

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

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

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

10.2 Why do we need verification?

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

♦ centres' assessment decisions are sound (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 are credible with all students being assessed to a common standard.

10.3 Internal verification

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

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

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

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

♦ 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 1b: SQA Advanced Diploma Year 1 — Assessment Strategy: Integration Opportunities

The assessment strategy below provides suggestions for assessment rather than prescriptive direction.

Units	Assessment	Nature of integration	Additional comments
Communication: Business Communication (HP75 47) Business Accounting (HP7K 47) Information Technology: Applications Software 1 (HP6L 47) IT in Business: Spreadsheets (HP78 47)	Simulated exercise	A meeting could be held to discuss financial performance of a business. The production of an accounting statement using, for example, spreadsheets could form the basis for an agenda item.	The emphasis is upon the development of skills that are applicable to a business environment. As a result, it is important to provide students with the opportunity to generate evidence through simulated business activity where possible. For example, student may participate in a business meeting, they may produce a profit and loss account for a business, they may produce business documentation to support business decision making.
Managing People and Organisations (J4DK 47) Marketing: An Introduction (HP6N 47) Economic Issues: An Introduction (J461 47)	Case study with questions	Opportunities may exist to use common case study stimulus material. This may provide students with a more holistic view of the nature of business and the internal and external environmental factors that impact upon it.	Students should be provided with the opportunity to generate evidence within the context of a real-life or simulated business environment. This will enable students to apply knowledge and skills to business issues and challenges rather than merely regurgitating theoretical concepts.

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Units	Assessment	Nature of integration	Additional comments
Communication: Business Communication (HP75 47) Information Technology: Applications Software 1 (HP6L 47) IT in Business: Spreadsheets (HP78 47)	Practical exercise	Opportunities may exist to generate evidence through documentation that may satisfy different Units, for example, the production of a newsletter would promote integration between Information Technology: Applications Software 1 and Communication: Business Communication.	The generation of business documentation will provide students with tangible, transferable skills that are consistently demanded by HEIs and employers.
Managing People and Organisations (J4DK 47) Economic Issues: An Introduction (J461 47) Marketing: An Introduction (HP6N 47)	Project: Practical assignment	Opportunities may exist for students to generate evidence based upon a real-life business organisation or situation and as such, students may have opportunities to integrate assessment evidence. For example, analysis of market conditions and management decision making may provide opportunities for integration.	The ability to generate evidence through project based assignments would provide the student with the opportunity to undertake independent research and development and would facilitate the development of planning, organisational and evaluation skills.

Appendix 1b: SQA Advanced Diploma Year 2 — Assessment Strategy: Integration Opportunities

Units	Assessment	Nature of integration	Additional comments
Information and Communication Technology in Business (HP7A 48) Statistics for Business (J45Y 47) Preparing Financial Forecasts (HP70 48)	Simulated exercise	Opportunities may exist to develop a simulated project with budgetary parameters that must be planned, agreed and analysed.	The emphasis is upon the development of skills that are applicable to a business environment. As a result, it is important to provide students with the opportunity to generate evidence through simulated business activity where possible.
Business Culture and Strategy (HP6R 48) Information and Communication Technology in Business (HP7A 48) Behavioural Skills for Business (J1E5 48) Economics 1: Micro and Macro Theory and Application (HP6P 48) Business Law: An Introduction (HP6Y 47) Business Contractual Relationships (HP6X 47)	Case study with questions	Opportunities may exist to use common case study stimulus material. This may provide students with a more holistic view of the nature of business and the internal and external environmental factors that impact upon it.	Students should be provided with the opportunity to generate evidence within the context of a real-life or simulated business environment. This will enable students to apply knowledge and skills to business issues and challenges rather than merely regurgitating theoretical concepts.

SQA Advanced Qualifications

Units	Assessment	Nature of integration	Additional comments
Information and Communication Technology in Business (HP7A 48) Behavioural Skills for Business (J1E5 48) Preparing Financial Forecasts (HP70 48)	Practical exercise	The planning, financial analysis and management of a project could provide the basis for the generation of evidence.	Providing students with an opportunity to carry out practical activities through, for example, experiential learning, will increase the transferability of learned skills and knowledge.
Information and Communication Technology in Business (HP7A 48) Business Culture and Strategy (HP6R 48) Economics 2: The World Economy (HP72 48) Preparing Financial Forecasts (HP70 48)	Project: Practical assignment	Students may have an opportunity to generate evidence while working in partnership with a real-life business organisation. A range of business activities and influences could be examined and evaluated.	The ability to generate evidence through project based assignments would provide the student with the opportunity to undertake independent research and development and would facilitate the development of planning, organisational and evaluation skills.
Research Skills (J1NB 47) Business with HRM Graded Unit 2 (HP7H 48)	Project	Delivery integration with planning and analysing aspects of Graded Unit 2.	In *Research Skills*, students develop the skills to access, analyse and evaluate data from sources and plan, carry out and report via a research investigation. Assessment of the research activities and final investigative report could be incorporated into the Graded Unit 2 Project.

Appendix 2a: Core Skills Year 1[8]

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Graphical Information	Using Number	Accessing Information	Providing/ Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HP7K 47	Business Accounting	SCQF 5 S	SCQF 5 S		SCQF 6 E							
HP6Y 47	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		
HR1C 46	Workplace Communication in English	SCQF 6 E	SCQF 6 E			SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S
HP75 47	Communication: Business Communication	SCQF 6 E	SCQF 6 E									
HP73 47	Creating a Culture of Customer Care	SCQF 6 S	SCQF 6 S					SCQF 6 S		SCQF 6 S		
J461 47	Economic Issues: An Introduction	SCQF 6 S	SCQF 6 S					SCQF 5 S	SCQF 5 S	SCQF 5 S		
HP6P 48	Economics 1: Micro and Macro Theory and Application	SCQF 6 S				SCQF 6 S						
HP7F 48	Grievance and Discipline Handling*											

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[8] S = signposted, E = embedded
* = although no Core Skills have been signposted or embedded in this Unit there are opportunities to develop

SQA Advanced Qualifications

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Graphical Information	Using Number	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J2FD 47	Human Resource Management: Introduction	SCQF 6 S	SCQF 6 S					SCQF 6 S				
HP6L 47	Information Technology: Applications Software 1					SCQF 6 E	SCQF 6 E					
HP78 47	IT in Business: Spreadsheets			SCQF 5 E	SCQF 5 E			SCQF 5 E	SCQF 5 S	SCQF 5 S		
J4DK 47	Managing People and Organisations	SCQF 6 S						SCQF 5 E		SCQF 6 S		
HP6N 47	Marketing: An Introduction	SCQF 6 S	SCQF 6 S					SCQF 6 S	SCQF 6 S	SCQF 6 S		
HP7G 47	Business with Human Resource Management: Graded Unit 1 *											

S = signposted, E = embedded

* = although no Core Skills have been signposted or embedded in this Unit there are opportunities to develop

Appendix 2b: Core Skills Year 2[9]

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Graphical Information	Using Number	Accessing Information	Providing/ Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J1E5 48	Behavioural Skills for Business							SCQF 6 E				
HP6X 47	Business Contractual Relationships	SCQF 6 S	SCQF 6 S			SCQF 5 S	SCQF 5 S	SCQF 6 S	SCQF 6 S	SCQF 6 S		
HP6R 48	Business Culture and Strategy	SCQF 6 S	SCQF 6 S					SCQF 6 S	SCQF 6 S	SCQF 6 S		
HP72 48	Economics 2: The World Economy	SCQF6 S	SCQF 6 S			SCQF 5 S	SCQF 5 S	SCQF 6 S	SCQF 6 S	SCQF 6 S		
J45T 48	Human Resource Management Practice*											
HP7A 48	Information and Communication Technology in Business	SCQF 6 S				SCQF 6 S	SCQF 6 E	SCQF 6 E	SCQF 6 E	SCQF 6		
HP70 48	Preparing Financial Forecasts				SCQF 6 S			SCQF 5 S				
J45Y 47*	Statistics for Business											
HP77 47	Continuous Workforce Development							SCQF 6 E				
J1NB 47	Research Skills							SCQF 6 E	SCQF 6 E	SCQF 6 E		
HP7H 48	Business with Human Resource Management: 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

[9] S = signposted, E = embedded
* = although no Core Skills have been signposted or embedded in this Unit there are opportunities to develop

Appendix 3a: Year 1, Semester 1 — Assessment Plan (Option A)

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Business Accounting (HP7K 47)						X* O1/2									X* O3/4/5		
Workplace Communication in English (HR1C 46)						X					X					X	
Creating a Culture of Customer Care (HP73 47)							X								X		
Economic Issues: An Introduction (J461 47)									X* O1/2					X			
Information Technology: Applications Software 1 (HP6L 47)											X			X			
Managing People and Organisations (J4DK 47)					X			X			X				X		
Marketing: An Introduction (HP6N 47)									X							X	

Assessment submission date is shown by an X

X*   integrated assessment of more than one Outcome with relevant Outcomes indicated

Appendix 3b: Year 1, Semester 2 — Assessment Plan (Option A)

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Business Law: An Introduction (HP6Y 47)					X				X					X			
Communication: Business Communication (HP75 47)					X					X					X		
Economics 1: Micro and Macro Theory and Application (HP6P 48)						X								X* O2/3			
Grievance and Discipline Handling (HP7F 48)					X					X					X		
Human Resource Management: Introduction (HP74 47)					X										X* O2/3		
IT in Business: Spreadsheets (HP78 47)						X								X			
Business with Human Resource Management: Graded Unit 1 (HP7G 47)								X **Practice**					X **Summative**			X **Resit**	

Assessment submission date is shown by an X

X*   integrated assessment of more than one Outcome with relevant Outcomes indicated

Appendix 3c: Year 2, Semester 1 — Assessment Plan (Option A)

Unit	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Behavioural Skills for Business (J1E5 48)						X					X					X	
Business Contractual Relationships (HP6X 47)				X					X					X			
Business Culture and Strategy (HP6R 48)				X			X			X			X			X	
Human Resource Management Practice (J45T 48)					X			X			X				X		
Information and Communication Technology in Business (HP7A 48)						X						X					X
Research Skills (J1NB 47)						X											
Business with Human Resource Management: Graded Unit 2 (HP7H 48)									X Plan-ning								

Assessment submission date is shown by an X

Appendix 3d: Year 2, Semester 2 — Assessment Plan (Option A)

Unit	Week																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Economics 2: The World Economy (HP72 48)													X* O1/2/3				
Information and Communication Technology in Business (HP7A 48)							X							X			
Preparing Financial Forecasts (HP70 48)								X* O1/2								X* O3/4	
Statistics for Business (J45Y 47)						X					X				X		
Continuous Workforce Development (J491 47)				X						X					X* O3/4		
Research Skills (J1NB 47)								X					X				
Business with Human Resource Management: Graded Unit 2 (HP7H 48)								X **Devel-oping**					X **Eval-uating**				

Assessment submission date is shown by an X

X*   integrated assessment of more than one Outcome with relevant Outcomes indicated

Appendix 4: Professional Body Recognition

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

Chartered Management Institute (CMI)
Graduates are eligible for Associate Grade membership. For more information see https://www.managers.org.uk/individuals/become-a-member

Chartered Banker Institute (CBI)
Graduates are eligible for entry into the Institute's *Chartered Banker Diploma (ACBD).* For more information see https://www.charteredbanker.com/

Appendix 5: Error Tolerance Guidance Notes

Background

There are a range of **SQA Advanced Accounting Units** that are included in a number of the SQA Advanced Diploma fixed frameworks. These are:

♦ Recording Financial Transactions – HP64 46
♦ Recording Financial Information – HP04 47
♦ Business Accounting – HP7K 47
♦ Financial Reporting and Analysis – HP08 48
♦ Management Accounting for Decision Making – HP05 48
♦ Preparing Financial Forecasts – HP70 48
♦ Cost Accounting – HP5H 47

An Error Tolerance statement is provided within each Unit under the Evidence Requirements for each Outcome. This statement clearly indicates the acceptable number of errors (i.e. the threshold) a student may make within the evidence they produce. Centres must note:

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

Error Tolerance Guidance Notes

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

♦ Errors of Principle, and
♦ Arithmetic or Computational Errors

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

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

SQA Advanced Qualifications

Types of Errors

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

Arithmetic/Computational Errors

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

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

Errors of Principle

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

♦ Error of commission
♦ Error of omission
♦ Reversal of entries
♦ Incorrect classification of items in financial statements, eg Trade Payables included in current assets
♦ Incorrect use of inventory 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 inventory accounts; sales in the debit (DR) column

Capital allowances incorrectly identified

Appendix 6: New Terminology to Comply with FRS 102 Requirements

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

Appendix 7: Suggested Layouts for Financial Statements

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

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

SOLE TRADER

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

SQA Advanced Qualifications

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

PARTNERSHIP

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

Blogg & Blagg - Partnership		
Statement of Financial Position at 31 December …..		
	£	£
Non-current assets		
Property, plant and equipment		60,000
Current assets		
Inventories	14,000	
Trade receivables	32,000	
Other receivables	8,000	
Bank and Cash	4,000	
		58,000
Total Assets		**118,000**
Capital Accounts		
Blogg	22,000	
Blagg	20,000	
		42,000
Current Accounts		
Blogg _note[10]_	26,000	
Blagg _note_	30,100	
		56,100
Non-current liabilities		
Loan		8,300
Current liabilities		
Trade payables	6,000	
Other payables	4,300	
Bank overdraft	1,300	
		11,600
Total Equity and Liabilities		**118,000**

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[10] Working note required to calculate closing Current Account balances.

SQA Advanced Qualifications

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

SQA Advanced Qualifications

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

SQA Advanced Qualifications

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

Worked Example of Question for a PLC

conforming to FRS 102

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

Public Limited Company		
BOSS plc		
The following Trial Balance has been extracted from the books as at 31 December 2014		
	£000	**£000**
Trade receivables	1,200	
Trade payables		408
Inventory 1 January 2014	160	
Revenue		3,700
Purchases of goods for resale	1,820	
Retained earnings		300
Freehold land	980	
Property	600	
Depreciation: Property 1 January 2014		40
Plant and Machinery	900	
Depreciation: Plant and Machinery 1 January 2014		300
Distribution costs	120	
Deferred taxation		140
Corporation tax		30
Cash at bank and in hand	100	
Administration expenses	488	
Interim dividend paid on Ordinary Shares	80	
Non-current asset investments	280	
Dividends from investments		40
Ordinary Shares of £1		1,000
4% Preference Shares of £1 fully paid		600
8% Debentures		200
Preference dividend paid	24	
Other receivables	36	
Other payables		12
Allowance for doubtful debts		34
Loss on discontinued operations	16	
	6,804	**6,804**

SQA Advanced Qualifications

Required:

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

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

1	Inventories at 31 December was estimated to be worth (valued at the lower of cost of NRV)	180,000
2	During the year Plant and Machinery was acquired for	300,000
3	Government grants are due to be received relating to the acquisition of the Plant and Machinery during the year. No record has yet been made of this in the accounts.	60,000
4	Depreciation is to be provided on the basis of:	

Property – 50 years on a SLN basis. Depreciation to be apportioned: 70% to production; 20% to distribution; 10% to administration

Plant and Machinery – 20% on a RBM basis. Plant and machinery relates to production.

Note: A full year's depreciation is charged in the year of acquisition and no depreciation is charged in the year of disposal.

5	The freehold land was purchased several years ago when the company moved premises. On 30 June 2013 the land was valued on an open market basis by qualified surveyors at	1,400,000

The directors wish to incorporate this into the accounts.

6	Corporation tax on profits on ordinary activities for the year ended 31 December is estimated at	180,000
7	Administration expenses include auditors' remuneration of	34,000
8	The debenture interest should be accrued	
9	The allowance for doubtful debts should be adjusted to 2% of net debtors.	
10	Deferred tax should be increased by	48,000
11	A legal claim for damages due to faulty products is pending. It is probable that the company may have to pay this claim of	44,000

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

BOSS plc

BOSS plc	
Statement of Financial Position	

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

Statement of Changes in Equity for the year ended…

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

Property, Plant and Equipment

Tangible Non-Current Assets 1,000	Land	Property	P&M	Total
Cost/Valuation				
As at 1 January	980	600	600	2,180
Additions	0	0	300	300
Revaluations	420	0		420
Disposals	0	0		0
As at 31 December	**1,400**	**600**	**900**	**2,900**
Depreciation				
As at 1 January		40	300	340
Charge for year		12	120	132
Relating to disposals				0
As at 31 December	**0**	**52**	**420**	**472**
Net Book Value				
As at 31 December	**1,400**	**548**	**480**	**2,428**

SQA Advanced Qualifications

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

Distribution costs			
ii	As per trial balance		120
	Depreciation Property 20%		2
			122

Administration expenses			
iii	As per trial balance		488
	Depreciation Property 10%		1
	Bad debt provision - *decrease*		-10
			479

Operating expenses		
iv	Distribution costs	122
	Administration expenses	479
		602

v	*Finance costs*	
	Debenture Interest [200 * 8%]	**16**

vi	*Taxation*	
	Tax for year	180
	Adjustment for over-provision	-30
	Transfer to deferred taxation	48
		198

vii	*Deferred tax*	
	As per TB	140
	Increase in deferred taxation	48
		188

SQA Advanced Qualifications

viii	**Provisions**	
	Deferred taxation as per TB	140
	Deferred taxation - increase	48
	Contingent liability	44
		232

ix	**Current liabilities**	
	Trade creditors	408
	Other payables	12
		420

x	**Deferred income**			
	Government grant receivable	**CL**		**12**
	Deferred income	**NCL**	[60 – 24]	**36**
				48

xi	**Current tax liabilities**	
	Tax for year	**180**

xii	**Trade and other receivables**			
Trade receivables				1,200
BDP	[1,200 * 2%	=	24]	-24
As per trial balance			34	1,176
			-10	
Prepayments and accrued income				36
Government grant				60
				1,272

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

Statement of Financial Position as at 31 December

SQA Advanced Qualifications

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

Notes to the accounts:

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

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

SQA Advanced Qualifications

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

Workings

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

Total Acquisitions	
Intangible	440
NCA	1,370
	1,810

Total Receipts	
NCA	210
	210

NCA	
Net book value	160
Receipt	210
Gain/loss on disposal	**-50**

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

	Yr 2	Yr 1	Change
Bank	80	60	20
Cash	0	0	0
	-		
Overdraft	152	-11	-141
Investments	240	240	0
	168	**289**	**-121**

Appendix 8: Summary of Commonly Used Ratios within SQA Advanced accounting Units

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

Profitability Ratios

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

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

$(also\ known\ as\ Gross\ Profit\ percentage)$

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

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

$(also\ known\ as\ Operating\ Profit\ percentage)$

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

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

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

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

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

Liquidity Ratios

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

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

Efficiency Ratios

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

$(also\ known\ as\ Average\ Collection\ Period)$

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

$(also\ known\ as\ Average\ Payment\ Period)$

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

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

OR

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

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

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

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

Capital Structure Ratios

SQA Advanced Qualifications

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

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

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

Investment Ratios

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

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

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

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

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