

Route map through learning, teaching and assessment

Course: Business Management

Level: Higher

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Higher Business Management.

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources: course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

These support materials are not intended to constrain staff, hence they are neither prescriptive nor exhaustive. They provide suggestions on approaches to learning and teaching that will promote development of the necessary knowledge, understanding and skills for Higher Business Management. Staff are encouraged to draw on these materials, and existing materials, to develop their own programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with a number of other subject-specific links staff may find helpful as they **develop programmes of learning** for Higher Business Management. These links are followed by a sequential list of the key guidelines, advice and support for the Higher Business Management **qualification**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

Useful links for learning and teaching Higher Business Management:

Education Scotland NQ Course Materials site accessed via Glow (login and password required)

A wide range of learning and teaching resources to help staff develop programmes of learning.

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/businessmanagement/index.asp> (copy and paste this link into your browser)

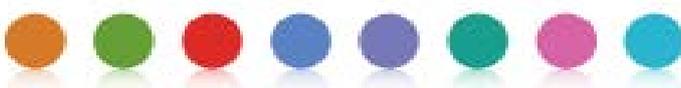
SQA course and unit support notes providing advice and guidance on learning and teaching

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_BusinessManagement.pdf

National Assessment Resource site via Glow (login and password required)

Materials that inform planning for learning, teaching, moderation and assessment.

<https://www.narscotland.org.uk/>



Key Curriculum for Excellence support

A quick guide to finding vital information about Curriculum for Excellence under the following headings:

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

BBC Knowledge and Learning

The Knowledge and Learning Beta site includes class clips on understanding business, people, finance and marketing & operations.

<http://www.bbc.co.uk/education/subjects/zw26n39>

Scholar (from 2014–2015)

Learning materials and activities provided for staff and pupils.

<http://scholar.hw.ac.uk/Scotland/>

Higher Business Management course content

The main SQA business management page is found at <http://www.sqa.org.uk/sqa/45693.html>, with pages specifically related to Higher at <http://www.sqa.org.uk/sqa/47919.html>. Staff should also regularly check the updates and announcements section of this page.

The course specification can be found at

http://www.sqa.org.uk/files_ccc/CfE_CourseSpecification_Higher_SocialStudies_BusinessManagement.pdf

There are three units: Understanding Business, Management of People and Finance, and Management of Marketing and Operations.

Understanding Business: Understand ways in which large organisations in the private, public and third sectors operate; carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals; analyse the impact that the internal and the external environment has on an organisation's activity, and consider the implications of these factors.

Management of People and Finance: Issues facing large organisations in the management of people and finance; Theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance, and Explanation and analysis of relevant business information.

Management of Marketing and Operations: Importance to large organisations of having effective marketing and operations systems; Relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness and importance of satisfying both internal and external customers' needs. More detail on course coverage can be found in the course support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_BusinessManagement.pdf

Further mandatory information on course coverage is found on pages 8 and 9 of the course assessment specification. This breaks each unit down into sections and topics.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_BusinessManagement.pdf

A course comparison for National 5 and Higher is also available.

http://www.sqa.org.uk/sqa/files_ccc/H_Business_Management_Course_comparison.pdf

Course assessment

At Higher, added value will be assessed in a course assessment, which consists of a question paper and an assignment. The course will be graded A–D.

http://www.sqa.org.uk/files_ccc/CfE_CourseAssessSpec_Higher_SocialStudies_BusinessManagement.pdf

Question paper

There will be a question paper of 2 hours and 15 minutes, which will be carried out under exam conditions and marked by SQA.

The question paper will have 70 marks (70% of the total mark). All questions must be completed.

This question paper has two sections.

Section 1 has 30 marks available and consists of a number of short-answer questions based on two pieces of stimulus material. The questions will be sampled from the full range of the mandatory course coverage. This section will mainly assess decision making and application of knowledge and understanding.

In this section learners can be asked to identify business techniques or theories from the stimulus and describe possible courses of action for a business to take in order to survive or maximise profits.

The stimulus material will be in the form of case studies based on real organisations. The questions will mostly relate to the stimulus although some questions may be based on the mandatory topics surrounding the stimulus material.

Section 2 has 40 marks available and consists of extended-response questions sampled from the full range of mandatory course coverage. This section will mainly assess knowledge and understanding.

In this section there are four 10-mark questions. These questions will be broken down into sub-questions. Learners could be asked to explain business concepts and theories and outline their costs and benefits. Learners could also be asked to describe different processes used by businesses and outline factors a business would consider before adopting these.

A specimen question paper and marking scheme can be seen at the following link:

http://www.sqa.org.uk/files_ccc/BusinessManagementSQPH.pdf.

Assignment

The purpose of the assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the course. It is set by SQA and evidence will be externally marked by SQA. It should be conducted under some supervision and control to ensure that the work is the learner's own.

This assignment will have 30 marks (30% of the total mark).

The assignment will give learners an opportunity to demonstrate their ability to:

- collect information/evidence relating to the context of assignment from a range of sources
- make decisions or solve problems by applying relevant business concepts and theories to the context of the assignment
- analyse and evaluate the business information/evidence relating to the assignment
- communicate business reasoning and conclusions with clarity
- produce an appropriately formatted business report for others, which clearly communicates the findings.

The assignment will have a greater emphasis on the assessment of skills than the question paper and marks awarded will reflect this. The assignment will take the form of producing a business report and learners will apply a business analytical technique. It will assess planning, research, interpretation and evaluating skills in the context of a business topic drawn from the course coverage. To allow for personalisation and choice, learners have a high degree of choice when selecting the business topic that they will research. Staff may provide reasonable assistance to learners throughout the planning stages. The first stage of the assignment can take six and a half hours to complete. The presentation of findings will then take no more than one and a half hours. Learners may use a maximum of four pages of research evidence whilst writing up their assignment, which should be handed in with their report. This should be a maximum of six sides.

For further details of the course requirements please see the further mandatory information on course coverage section of the general assessment information.

http://www.sqa.org.uk/files_ccc/GAInfoBusinessManagement.pdf

Unit assessment

Units are mandatory when taken as part of the Higher Business Management course, but they can be taken independently. Unit support notes follow on from the course support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_BusinessManagement.pdf

Each individual unit also has a Higher unit specification. Each unit specification gives details of the outcomes and assessment standards. There are **two** outcomes per unit.

Understanding Business

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_BusinessManagement_UnderstandingBusiness.pdf

Management of People and Finance

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_BusinessManagement_ManagementofPeopleandFinance.pdf

Management of Marketing and Operations

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_BusinessManagement_ManagementofMarketingandOperations.pdf

Learners must meet all the outcomes and assessment standards, and staff should read the documentation carefully. Assessment support packs set out a possible approach or approaches that are in line with standards that must be met. Staff should use their professional judgement to determine the most appropriate ways to generate evidence, and the conditions and contexts in which they are used. Evidence can take a number of forms and may be a combination of practical, written, oral and/or recorded evidence as appropriate to the assessment activity and the needs of the individual learner.

Three different ways of gathering evidence have been suggested by SQA. The most traditional approach is unit by unit. As staff confidence grows, it is likely that there will be a move towards a combined approach, which links knowledge and understanding from two units together, or a portfolio approach whereby evidence is gathered from everyday learning using key classroom tasks. Unit assessment support is kept on the SQA Secure website.

Verification

The verification process is meant to be supportive and not onerous.

Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools and is carried out by SQA.

Information on quality assurance can be found at: <http://www.sqa.org.uk/sqa/58448.html>.

Prior verification

http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided. It gives departments confidence that their proposed assessment is fit for purpose and meets national standards.

Internal verification

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

As a matter of course staff should be quality assuring their assessments by carrying out activities that they have used previously. For example, a sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another presenting centre to cross mark.

External verification

<http://www.sqa.org.uk/sqa/66837.html>

In business management, schools will submit a sample of learners' evidence for scrutiny by subject-specialist qualification verifiers. SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May. Twelve samples will be asked for.

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf

Schools must retain the evidence until 31 July of each academic year.

http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Key messages from verification will be put up on the SQA website.

Results services

http://www.sqa.org.uk/sqa/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf

<http://www.sqa.org.uk/sqa/65427.html>

SQA offer two services to replace the appeals service:

- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post-results Service – this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.