Group Award Specification for:

Higher National Certificate in Business

Group Award Code: GT04 15

Higher National Diploma in Business

Group Award Code: GT05 16

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Contents

1   Introduction

The HNC and HND Business Group Awards have existed for many years (titled Business Administration prior to 2003). The group awards have undergone a number of reviews over the years to reflect changes in the business environment.

The HNC and HND Business have been designed to equip learners with the knowledge, understanding and skills across a range of disciplines to provide a sound basis for success in the business environment, both in employment, progression in employment or to higher level Business degree or professional qualifications.

The last review of the HNC/D Business was in 2010, therefore in time there was an expectation that a review would be required which was established by consultation and scoping over 2018 and 2019. Since 2008–10 (the timeframe of the last review) there have been extensive changes in the business and technological environments which have had; and continue to have; a major influence on business and the knowledge and skills required for success in business.

As with any consultation there were a range and mix of viewpoints, however the outcome consistently identified four main areas for development:

♦ Changes to accommodate rapidly changing technological developments that has disrupted the internal and external business environments and increasing drive for businesses to use online models and app technology
♦ Changes to better integrate the various disciplines to provide learners with a more holistic understanding of running and managing a business
♦ Changes to put greater emphasis on self-employment and entrepreneurism
♦ More flexible means and reduction in volume of assessment

The HNC introduces the key functions in a business organisation (eg management, economics, marketing, accounting, communication and the ability to manage change driven by emerging technologies and changes in the internal and external environments). The HNC also develops human cognitive and transferable skills that are key for success in the business environment. There are a wide range of optional units to introduce further topics or build on certain themes within the mandatory section.

The HND builds on these key functions whilst introducing some new topics. Learners will build on the introductory Economics unit to cover micro and macro theory and application, as well as economics and policies in an international context. Learners will learn to prepare financial forecasts and will progress from management of people and organisations, to managing the culture and strategy of businesses. In line with the more strategic emphasis at SCQF level 8, the topic of Project Management is introduced in the context of managing risk and decision-making, making use of project management software to do so in the course of managing a project task. Business Law is introduced as a topic in the mandatory section to provide learners with an understanding of the legal characteristics of various forms of business organisations, the legal implications of these and an understanding of the law of contract and other forms of legislation that impact fundamentally on business organisations.

Human and cognitive transferable skills are further developed, and again there are a wide range of optional units for centres to broaden course content or develop specialist pathways according to local needs and/or articulation agreements.

The HNC and HND Business are particularly suitable for learners who wish to develop a broad understanding of business, are interested in starting their own business, seeking employment, seeking progression in existing employment, planning to progress their studies without committing to a specialist area and who wish to articulate to a degree or professional qualification.

1.1 Progression pathways

SCQF level	NQ	PDA	SVQ	HN	Degree
10					Honours degree
9					3rd year degree
8			SVQ Business and Administration	HND Business	2nd year degree
7		PDA IT in Business PDA Business and Finance		HNC Business	1st year degree
6	Higher Business Management NPA Business Skills NPA Enterprise and Business		SVQ Business and Administration		
5	NC in Business NPA Enterprise and Employability		SVQ Business and Administration		
4	NPA Enterprise and Employability				

2   Qualification structures

The HNC in Business requires completion of an appropriate combination of mandatory and optional Units totaling 96 SCQF credit points (12 SQA HN credits). A minimum of 48 SCQF credits (6 SQA HN credits) must be completed at SCQF level 7. This is ensured via completion of the mandatory section. The qualification structure is set out below.

HNC — Mandatory Core	Code	HN credit	SCQF credit	SCQF level
Managing People and Organisations	J4DL 34	2	16	7
Marketing: An Introduction	F7BX 34	1	8	7
Economic Issues: An Introduction	J462 34	1	8	7
Accounting for Business: An Introduction	J56F 34	2	16	7
Business Fundamentals and Emergent Technologies	J56C 34	2	16	7
Communication: Business Communication	H7TK 34	1	8	7
Business: Graded Unit 1	J5CS 34	1	8	7
Mandatory credits		**10**	**80**	
Mandatory credits at SCQF level 7 (min 48)		**10**	**80**	
Total credits required for HNC Award		**12**	**96**	

HNC and HND Optional Units	Code	HN credit	SCQF credit	SCQF level
Administration and Administrative Management				
IT in Business: Word Processing, Spreadsheets and Databases: An Introduction	FG69 33	1	8	6
IT in Business: Word Processing and Presentation Applications	HH84 34	2	16	7
IT in Business: Spreadsheets	HH83 34	1	8	7
IT in Business: Databases	F84X 34	1	8	7
IT in Business: Advanced Spreadsheets	F849 35	1	8	8
IT in Business: Advanced Databases	F848 35	1	8	8
IT in Business: Advanced Word Processing	HH86 35	1	8	8
Office Administration	F7JA 34	1	8	7
Office Management	F84D 35	2	16	8
Digital Technologies for Administrators	HH82 34	1	8	7
Administrative Procedures	FG62 33	2	16	6
Administrative Management: Personal Skills	F3FL 35	2	16	8
Managing Administrative Services	F3FM 35	2	16	8
Health and Safety Legislation: An Introduction	DF87 34	1	8	7
Medical Terminology for Administration Staff	FG61 34	2	16	7
Hospital Patient Administration	FG65 34	1	8	7
GP Medical Administration	FG63 34	1	8	7
Legal Protection of NHSS Patient Data	FG6A 35	1	8	8
Business Law				
Auditing	FN11 35	2	16	8
Company Law: An Introduction	DE5H 35	1	8	8
Company Law	F19T 35	2	16	8
Business Contractual Relationships	F84N 34	1	8	7
Business Law: An Introduction	J56B 34	1	8	7

HNC and HND Optional Units	Code	HN credit	SCQF credit	SCQF level
Business Management and Skills				
Managing Business Culture and Strategy	J56D 35	2	16	8
Project Management: Strategy, Decision-Making and Risk	J56E 35	2	16	8
Business Process Management: An Introduction	HT9K 34	1	8	7
Business Process Management	HT9J 35	2	16	8
Statistics for Business	J45X 34	1	8	7
Functional Areas of Business	DV6J 34	1	8	7
Presentation Skills	HH85 35	1	8	8
Research Skills	J1NC 34	1	8	7
Computing Science and Digital Literacy				
Social Media	HT9W 34	1	8	7
Social Media for Business	HT9P 35	1	8	8
Cyber Resilience	HT9V 34	1	8	7
Data Security	J0H9 34	1	8	7
Data Science	H8W9 35	2	16	8
Big Data	H8W8 34	1	8	7
Cloud Computing	H179 34	1	8	7
Mobile Technology	H17R 35	1	8	8
Artificial Intelligence	HT9T 34	1	8	7
Emerging Technologies and Experiences	HF85 34	1	8	7
Internet of Things	J0HC 34	1	8	7
Blockchain	J1GV 34	1	8	7
E-Commerce Solutions	HF83 35	1	8	8
Internet: Introducing E-Commerce	DH39 34	1	8	7
Developing Software: An Introduction	H173 34	1	8	7
Web Design: An Introduction	H383 34	1	8	7
IT Applications Software 1	D75X 34	1	8	7
Economics				
Economics: Micro and Macro Theory and Application	J56G 35	1	8	8
Economics: The World Economy	J576 35	1	8	8
Enterprise and Business Start-up				
Preparing to Start a Business	H7V4 34	1	8	7
Preparing a Formal Business Plan	H7V5 34	2	16	7
Developing Entrepreneurial Skills	H7V6 34	1	8	7
Managing Information Systems to Develop a Small Business	H544 35	2	16	8
Financial Services and Accounting				
Financial Services Regulatory Framework	HY94 35	1	8	8
Financial Sector: An Introduction	HY92 34	1	8	7
Financial Reporting and Analysis	HC43 35	2	16	8
Recording Financial Transactions	HH81 33	1	8	6
Recording Financial Information	F7JV 34	1	8	7
Using Financial Accounting Software	F7JP 34	1	8	7
Business Accounting	F84M 34	2	16	7
Preparing Financial Forecasts	J577 35	1	8	8
Income Tax	F86X 35	1	8	8
Investment	H9AM 35	2	16	8
Principles of Insurance	H9ND 35	1	8	8

HNC and HND Optional Units	Code	HN credit	SCQF credit	SCQF level
Personal and Business Lending	HF2H 35	2	16	8
Financial Services: International Transactions	HY93 35	2	16	8
Personal Financial Services	H0BX 34	2	16	7
Management Accounting Using Information Technology	F7JS 34	2	16	7
Business Taxation	J0LY 35	2	16	8
Human Resource Management				
Human Resource Management: Introduction	J2FH 34	1	8	7
Human Resource Management: Core Activities	H2W8 34	2	16	7
Human Resource Management Practice	J45S 35	2	16	8
Individual Employment Relations: Law	H2MK 34	1	8	7
Individual Employee Relations: Practice	H29W 34	1	8	7
Grievance and Discipline Handling	D4XF 35	1	8	8
Continuous Workforce Development	J490 34	2	16	7
Recruitment, Selection and Induction	J2FS 34	1	8	7
Interviewing: Skills and Practice	J2FK 34	1	8	7
Leadership and Management				
Management: Organisational Leadership and Development	J1C0 35	1	8	8
Management: Strategic Change	H1S6 35	1	8	8
Management: Leadership at Work	H1F2 34	1	8	7
Managing Organisational Risks	DV7Y 36	1	8	9
Managing and Working with People	J1NH 34	2	16	7
Management: Develop Strategic Plans	H1S7 35	1	8	8
Developing the Individual Within a Team	F870 34	1	8	7
Manage Operational Resources	J1BY 34	1	8	7
Marketing, Sales and Customer Service				
Marketing Practice: An Introduction	J1F4 34	1	8	7
Marketing Research Applications	HW06 35	1	8	8
Marketing: Brand Management	HC4A 35	1	8	8
Managing Marketing Resources	FK8K 35	1	8	8
Marketing Communications: Using Digital Media	FK92 35	1	8	8
Digital Marketing Communications: An Introduction	FK93 34	1	8	7
Digital Marketing Communications: Content Development	HH6C 34	1	8	7
Digital Marketing Communications: Website Tools and Techniques	HX3V 34	1	8	7
Digital Marketing: Fundamentals	HG1N 34	1	8	7
Marketing Research Theory	HH9T 34	1	8	7
International Marketing: An Introduction	H8PD 34	1	8	7
International Marketing: The Mix	F7R3 35	1	8	8
Marketing Planning Domestic Market	HX3T 35	2	16	8
Marketing Plan. Lead and Implement Change	H1F3 35	1	8	8
Visual Communication: Social Media	H387 34	1	8	7
Principles and Practices of Selling	DG6W 34	1	8	7
Sales Promotion	FM0Y 35	1	8	8
Customer Care	H49P 33	1	8	6
Creating a Culture of Customer Care	H1F0 34	1	8	7
Contemporary Marketing Issues	DV8G 35*	1	8	8

HNC and HND Optional Units	Code	HN credit	SCQF credit	SCQF level
Personal Development				
Personal Development Planning	DE3R 34	1	8	7
Developing Skills for Personal Effectiveness	DF4E 34	1	8	7
Work Placement	HJ4W 34	1	8	7
Sustainable and Ethical Management and Development				
Resource Economics	F6CY 35	1	8	8
Sustainable Development	DN38 34	1	8	7
Sustainable Resource Management: Materials and Resources	H65K 34	2	16	7
Ethical Decision Making	H6MA 35	2	16	8
Organisational Ethics	F8K9 38	2	16	11
Supply Chain and Procurement				
Supply Chain: An Introduction	H358 34	1	8	7
Supply Chaim Fundamentals	H31L 34	2	16	7
Supply Chain: Business Strategy	H35D 35	1	8	8
Purchasing Strategy	H35H 35	2	16	8
Languages				
ESOL for Work: Advanced Operational	F1HW 34	3	24	7
French for Work: Basic Operational	F0HW 33	3	24	6
Gaelic for Work: Basic Operational	F0HV 33	3	24	6
Gaelic for Work: Intermediate Operational	F0HY 33	3	24	6
Gaelic for Work: Advanced Operational	F0J4 34	3	24	7
German for Work: Basic Operational	F0HT 33	3	24	6
German for Work: Intermediate Operational	F0J0 33	3	24	6
German for Work: Advanced Operational	F0J5 34	3	24	7
Italian for Work: Basic Operational	F0HS 33	3	24	6
Spanish for Work: Basic Operational	F0HR 33	3	24	6
Spanish for Work: Intermediate Operational	F0J2 33	3	24	6
Spanish for Work: Advanced Operational	F0J9 34	3	24	7
Workplace Communication in English	H8T2 33	1	8	6
Communication in Spanish: Basic Operational Speaking Skills	F6CL 33	1	8	6
Communication in Spanish: Basic Operational Speaking and Listening Skills	F20W 33	1	8	6
Communication in French: Basic Operational Speaking and Listening Skills	F20P 33	1	8	6
Communication in German: Basic Operational Reading and Writing Skills	F2FB 33	1	8	6
Communication in German: Basic Operational Speaking and Listening Skills	F20S 33	1	8	6
Communication in Spanish: Basic Operational Reading and Writing Skills	F2FE 33	1	8	6
Optional credits needed for HNC		**2**	**16**	
Total credits needed for HNC		**12**	**96**	

2.1   HND Structure

The HND in Business requires completion of an appropriate combination of mandatory and optional units totaling 240 SCQF credit points (30 SQA HN credits). A minimum of 64 SCQF credits (8 SQA HN credits) must be completed at SCQF level 8. This is ensured via completion of the mandatory section. The qualification structure is set out below.

HND — Mandatory Core	Code	HN credit	SCQF credit	SCQF level
Managing People and Organisations	J4DL 34	2	16	7
Marketing: An Introduction	F7BX 34	1	8	7
Economic Issues: An Introduction	J462 34	1	8	7
Accounting for Business: An Introduction	J56F 34	2	16	7
Business Fundamentals and Emergent Technologies	J56C 34	2	16	7
Communication: Business Communication	H7TK 34	1	8	7
Business: Graded Unit 1	J5CS 34	1	8	7
Managing Business Culture and Strategy	J56D 35	2	16	8
Economics: Micro and Macro Theory and Application	J56G 35	1	8	8
Economics: The World Economy	J576 35	1	8	8
Business Law: An Introduction	J56B 34	1	8	7
Preparing Financial Forecasts	J577 35	1	8	8
Project Management: Strategy, Decision-making and Risk	J56E 35	2	16	8
Business: Graded Unit 2	J5CT 35	2	16	8
Mandatory credits		**20**	**160**	
Mandatory credits at SCQF level 7		**11**	**88**	
Mandatory credits at SCQF level 8 (min 64)		**9**	**72**	
Total credits required for HND Award		**30**	**240**	

HNC and HND Optional Units	Code	HN credit	SCQF credit	SCQF level
Administration and Administrative Management				
*Information and Communication Technology in Business	HH87 35	2	16	8
IT in Business: Word Processing, Spreadsheets and Databases: An Introduction	FG69 33	1	8	6
IT in Business: Word Processing and Presentation Applications	HH84 34	2	16	7
IT in Business: Spreadsheets	HH83 34	1	8	7
IT in Business: Databases	F84X 34	1	8	7
IT in Business: Advanced Spreadsheets	F849 35	1	8	8
IT in Business: Advanced Databases	F848 35	1	8	8
IT in Business: Advanced Word Processing	HH86 35	1	8	8
Office Administration	F7JA 34	1	8	7
Office Management	F84D 35	2	16	8
Digital Technologies for Administrators	HH82 34	1	8	7
Administrative Procedures	FG62 33	2	16	6
Administrative Management: Personal Skills	F3FL 35	2	16	8
Managing Administrative Services	F3FM 35	2	16	8
Health and Safety Legislation: An Introduction	DF87 34	1	8	7
Medical Terminology for Administration Staff	FG61 34	2	16	7
Hospital Patient Administration	FG65 34	1	8	7

HNC and HND Optional Units	Code	HN credit	SCQF credit	SCQF level
GP Medical Administration	FG63 34	1	8	7
Legal Protection of NHSS Patient Data	FG6A 35	1	8	8
Business Law				
Auditing	FN11 35	2	16	8
Company Law: An Introduction	DE5H 35	1	8	8
Company Law	F19T 35	2	16	8
Business Contractual Relationships	F84N 34	1	8	7
Business Skills and Support Functions				
Business Process Management: An Introduction	HT9K 34	1	8	7
Business Process Management	HT9J 35	2	16	8
Statistics for Business	J45X 34	1	8	7
Functional Areas of Business	DV6J 34	1	8	7
Presentation Skills	HH85 35	1	8	8
Research Skills	J1NC 34	1	8	7
Computing Science and Digital Literacy				
Social Media	HT9W 34	1	8	7
Social Media for Business	HT9P 35	1	8	8
Cyber Resilience	HT9V 34	1	8	7
Data Security	J0H9 34	1	8	7
Data Science	H8W9 35	2	16	8
Big Data	H8W8 34	1	8	7
Cloud Computing	H179 34	1	8	7
Mobile Technology	H17R 35	1	8	8
Artificial Intelligence	HT9T 34	1	8	7
Emerging Technologies and Experiences	HF85 34	1	8	7
Internet of Things	J0HC 34	1	8	7
Blockchain	J1GV 34	1	8	7
E-Commerce Solutions	HF83 35	1	8	8
Internet: Introducing E-Commerce	DH39 34	1	8	7
Developing Software: An Introduction	H173 34	1	8	7
Web Design: An Introduction	H383 34	1	8	7
IT Applications Software 1	D75X 34	1	8	7
Enterprise and Business Start-up				
Preparing to Start a Business	H7V4 34	1	8	7
Preparing a Formal Business Plan	H7V5 34	2	16	7
Developing Entrepreneurial Skills	H7V6 34	1	8	7
Managing Information Systems to Develop a Small Business	H544 35	2	16	8
Financial Services and Accounting				
Financial Services Regulatory Framework	HY94 35	1	8	8
Financial Sector: An Introduction	HY92 34	1	8	7
Financial Reporting and Analysis	HC43 35	2	16	8
Recording Financial Transactions	HH81 33	1	8	6
Recording Financial Information	F7JV 34	1	8	7
Using Financial Accounting Software	F7JP 34	1	8	7
Business Accounting	F84M 34	2	16	7
Income Tax	F86X 35	1	8	8
Investment	H9AM 35	2	16	8
Principles of Insurance	H9ND 35	1	8	8
Personal and Business Lending	HF2H 35	2	16	8

HNC and HND Optional Units	Code	HN credit	SCQF credit	SCQF level
Financial Services: International Transactions	HY93 35	2	16	8
Personal Financial Services	H0BX 34	2	16	7
Management Accounting Using Information Technology	F7JS 34	2	16	7
Business Taxation	J0LY 35	2	16	8
Human Resource Management				
Human Resource Management: Introduction	J2FH 34	1	8	7
Human Resource Management: Core Activities	H2W8 34	2	16	7
Human Resource Management Practice	J45S 35	2	16	8
Individual Employment Relations: Law	H2MK 34	1	8	7
Individual Employee Relations: Practice	H29W 34	1	8	7
Grievance and Discipline Handling	D4XF 35	1	8	8
Continuous Workforce Development	J490 34	2	16	7
Recruitment, Selection and Induction	J2FS 34	1	8	7
Interviewing: Skills and Practice	J2FK 34	1	8	7
Leadership and Management				
Management: Organisational Leadership and Development	J1C0 35	1	8	8
Management: Strategic Change	H1S6 35	1	8	8
Management: Leadership at Work	H1F2 34	1	8	7
Managing Organisational Risks	DV7Y 36	1	8	9
Managing and Working with People	J1NH 34	2	16	7
Management: Develop Strategic Plans	H1S7 35	1	8	8
Developing the Individual Within a Team	F870 34	1	8	7
Manage Operational Resources	J1BY 34	1	8	7
Marketing, Sales and Customer Service				
Marketing Practice: An Introduction	J1F4 34	1	8	7
Marketing Research Applications	HW06 35	1	8	8
Marketing: Brand Management	HC4A 35	1	8	8
Managing Marketing Resources	FK8K 35	1	8	8
Marketing Communications: Using Digital Media	FK92 35	1	8	8
Digital Marketing Communications: An Introduction	FK93 34	1	8	7
Digital Marketing Communications: Content Development	HH6C 34	1	8	7
Digital Marketing Communications: Website Tools and Techniques	HX3V 34	1	8	7
Digital Marketing: Fundamentals	HG1N 34	1	8	7
Marketing Research Theory	HH9T 34	1	8	7
International Marketing: An Introduction	H8PD 34	1	8	7
International Marketing: The Mix	F7R3 35	1	8	8
Marketing Planning Domestic Market	HX3T 35	2	16	8
Marketing Plan. Lead and Implement Change	H1F3 35	1	8	8
Visual Communication: Social Media	H387 34	1	8	7
Principles and Practices of Selling	DG6W 34	1	8	7
Sales Promotion	FM0Y 35	1	8	8
Customer Care	H49P 33	1	8	6
Creating a Culture of Customer Care	H1F0 34	1	8	7
Contemporary Marketing Issues	DV8G 35*	1	8	8

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HNC and HND Optional Units	Code	HN credit	SCQF credit	SCQF level
Personal Development				
Personal Development Planning	DE3R 34	1	8	7
Developing Skills for Personal Effectiveness	DF4E 34	1	8	7
Work Placement	HJ4W 34	1	8	7
Sustainable and Ethical Management and Development				
Resource Economics	F6CY 35	1	8	8
Sustainable Development	DN38 34	1	8	7
Sustainable Resource Management: Materials and Resources	H65K 34	2	16	7
Ethical Decision Making	H6MA 35	2	16	8
Organisational Ethics	F8K9 38	2	16	11
Supply Chain and Procurement				
Supply Chain: An Introduction	H358 34	1	8	7
Supply Chaim Fundamentals	H31L 34	2	16	7
Supply Chain: Business Strategy	H35D 35	1	8	8
Purchasing Strategy	H35H 35	2	16	8
Languages				
ESOL for Work: Advanced Operational	F1HW 34	3	24	7
French for Work: Basic Operational	F0HW 33	3	24	6
Gaelic for Work: Basic Operational	F0HV 33	3	24	6
Gaelic for Work: Intermediate Operational	F0HY 33	3	24	6
Gaelic for Work: Advanced Operational	F0J4 34	3	24	7
German for Work: Basic Operational	F0HT 33	3	24	6
German for Work: Intermediate Operational	F0J0 33	3	24	6
German for Work: Advanced Operational	F0J5 34	3	24	7
Italian for Work: Basic Operational	F0HS 33	3	24	6
Spanish for Work: Basic Operational	F0HR 33	3	24	6
Spanish for Work: Intermediate Operational	F0J2 33	3	24	6
Spanish for Work: Advanced Operational	F0J9 34	3	24	7
Workplace Communication in English	H8T2 33	1	8	6
Communication in Spanish: Basic Operational Speaking Skills	F6CL 33	1	8	6
Communication in Spanish: Basic Operational Speaking and Listening Skills	F20W 33	1	8	6
Communication in French: Basic Operational Speaking and Listening Skills	F20P 33	1	8	6
Communication in German: Basic Operational Reading and Writing Skills	F2FB 33	1	8	6
Communication in German: Basic Operational Speaking and Listening Skills	F20S 33	1	8	6
Communication in Spanish: Basic Operational Reading and Writing Skills	F2FE 33	1	8	6
Optional credits needed for HND		**10**	**80**	
Total credits needed for HND		**30**	**240**	

3 Aims of the qualifications

The key aims of the HNC and HND Business Awards are to develop knowledge and skills for progression to higher level study in Business disciplines or related employment in entry level business officer or management roles. The overall aims have been established in their current form since 2004 so have been refreshed and updated moderately in line with consultation, evolving developments in technological change, a desire for more integrated learning about business organisations, the meta-skills/human skills agenda and greater emphasis on enterprise and self-employment.

3.1 General aims of the qualifications

The general aims for these awards are to:

1. Develop transferable core skills and opportunities to develop meta-skills to support personal development and the needs of employers
2. Enable articulation routes to higher level Business education programmes
3. Develop knowledge and skills in a range of specialist disciplines to support career and further study options in those areas, eg Marketing, Accounting or Economics
4. Develop knowledge, independent study and research skills for academic study

3.2 Specific aims of the qualifications

3.2.1 Aims of the HNC

The specific aims of HNC Business are to:

1. Develop knowledge and skills of core business functions to enable access to employment in entry level commercial, officer, supervisory or managerial positions in business organisations
2. Develop knowledge and skills to facilitate progression in commercial, officer or supervisory career paths
3. Foster innovation and creativity to enable learners to adapt to changes in the business environment
4. Provide a grounding in knowledge, skills and creative thinking required to start a business
5. Develop and apply knowledge and skills across a range of business disciplines in an integrated manner to the analysis of business situations

3.2.2 Aims specific to the HND

The specific aims of HND in Business build on and extend the range and depth of those of the HNC.

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

3.3 Graded units

The purpose of the graded units is to assess the learner's ability to retain and integrate the knowledge and skills gained in the mandatory units; to assess that the learner has met the principal aims of the group award and to grade the learner's achievement. A graded unit is assessed and a grade of A, B or C awarded to learners who successfully achieve the unit.

Learners undertake a one credit graded unit at SCQF level 7 in the HNC/1st year HND, and a further two credit graded unit at SCQF level 8 in the second year of the HND Group Award.

The graded units take the form of:

♦ *Business: Graded Unit 1* (J5CS 34) Examination at SCQF level 7
♦ *Business: Graded Unit 2* (J5CT 35) Project Investigation at SCQF level 8

3.3.1 Business: Graded Unit 1 Overview

Business: Graded Unit 1 (J5CS 34) 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 the key units *Accounting for Business: An Introduction* (J56F 34), *Economic Issues: An Introduction* (J462 34), *Managing People and Organisations* (J4DL 34), *Marketing: An Introduction* (F7BX 34) and *Business Fundamentals with Emerging Technologies* (J56C 34). The addition *of Business Fundamentals with Emerging Technologies* (J56C 34) ensures that the Graded Unit 1 remains relevant and reflective of current business models and practices primarily driven by digital technology.

3.3.2 Business: Graded Unit 1 Assessment

Business: Graded Unit 1 (J5CS 34) is assessed through an examination based upon a seen case study provided to learners up to three weeks prior to the assessment date. The unit involves the examination of integrative knowledge and understanding of business and also knowledge and understanding of five primary areas of business. The first section in the paper contains two compulsory integrative type questions. The addition of a fifth contributing unit allows for greater learner choice in the second part of the paper where learners can now select three questions from five, rather than the previous four. Delivery is best served by consistent allocation to each subject area, not on the basis of credit values of the units of recommended entry. There should be substantial scope to prepare learners for Graded Unit 1 from the outset of the course, rather than commencing only when delivery of the unit itself begins. However assessment of Graded Unit 1 should take place towards the end of the HNC/HND year 1 programme to ensure that learners have covered the topics that will be assessed within the graded unit.

3.3.3 Business: Graded Unit 2 Overview

Business: Graded Unit 2 (J5CT 35) 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 the mandatory units of the HND, ie *Accounting for Business: An Introduction* (J56F 34), *Preparing Financial Forecasts* (J577 35), *Economic Issues: An Introduction* (J462 34), *Economics: Micro and Macro Theory and Application* (J56G 35), *Economics: The World Economy* (J56G 35), *Marketing: An Introduction* (F7BX 34), *Managing People and Organisations* (J4DL 34), *Business Fundamentals with Emerging Technologies* (J56C 34), *Managing Business Culture and Strategy* (J56D 35), *Project Management: Strategy, Decision Making and Risk* (J56E 35), *Communication: Business Communication* (H7TK 34), *Business Law: An Introduction* (J56B 34), etc.

In addition to the integration of knowledge and skills needed to complete the project investigation, learners 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.

The planning stage of the project is worth 24% of the overall mark, the developing stage 54% and the evaluation stage 22%. A pass mark of 50% for each stage is required to achieve the overall unit.

3.3.4 Business: Graded Unit 2 Assessment

The project investigation promotes the skills of planning, negotiation and evaluation within the context of a business issue or issues. It is important that learners have a suitable foundation upon which to conduct a meaningful project. Delivery of the project in the HND second year ensures that learners have a wide range of topics around which the project can be based and then linked to one or more organisations.

In addition to the appropriate knowledge drawn from the mandatory units, the project investigation also requires planning and research skills, greater independent learning, referencing and the ability to solve problems and analyse information. The planning and evaluative nature of the project encourages learners to develop these higher level skills.

The project investigation provides the learner with the opportunity to draw on concepts and issues that may arise out of the content of the mandatory section of the HND Business framework. Common topic areas extend from the study of Economics, Marketing, Management and Finance and Business Culture, with learners able to choose from a large range of organisational issues that they can link to knowledge and understanding gained from the group award.

4   Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

Relevant Business qualifications

♦   Business Management Higher at SCQF level 6
♦   NPA in Business Skills at SCQF level 6
♦   NC in Business at SCQF level 5*

Other qualifications and relevant experience

♦   Relevant National Qualifications or National Qualification Group Awards at SCQF level 5 or 6
♦   An SVQ at level 2 (SCQF 5/6) or 3 (SCQF 6/7) in a relevant occupational area
♦   Equivalent vocational qualifications from other awarding bodies
♦   Good communication and analytical skills
♦   Good level of digital literacy
♦   Relevant work experience

For learners whose first language is not English, it is recommended that they possess English for Speakers of Other languages (ESOL) at SCQF level 5 or an overall score of 5.5 in IELTS.

*The structure of NC Business at SCQF level 5 allows centres to design their programmes to include up to four credits at SCQF level 6 by selecting appropriate units from the optional section. It is recommended centres use this model where possible if using the NC Business as a means of providing a smooth progression to HNC/D Business.

Work experience

Those with relevant work experience may be accepted for entry if the enrolling centre is satisfied that the learner has a reasonable expectation of successfully completing the qualification. This may be established through a written application, face-to-face interview or other means as deemed appropriate by the centre.

Entry to Year 2

HND In order to achieve the HND Business learners must gain a total of 30 HN Credits from the appropriate parts of the qualification structure. Access to HND typically varies between a requirement to have a minimum of between 12 and 15 credits, usually including all of the HNC Business mandatory units.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme. There are numerous optional units within the HNC and HND Business Group Awards that could be used to develop areas of potential weakness.

It is recommended that learners possess the following minimum Core Skills or equivalent on entry to the HNC or HND Business Group Awards.

Core Skill or component	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Report writing; extended responses; essays; letter writing; participating in meeting(s); evaluating information
Numeracy	5	Basic financial statements; graphical information, spreadsheets — basic arithmetic cell formulae
Information and Communication Technology (ICT)	4	Word processing: templates, embedding graphics, form design; business presentations, spreadsheets.
Problem Solving	4	Planning, organising, investigating, evaluation, analysis.
Working with Others	4	Team working; group discussion, group presentation, peer review

5   Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

The HNC and HND Business prepare learners for entry to a wide range of positions in employment. Below are a small selection of those where progression is possible directly or with further study or experience:

Manager	Officer	General
Business Development Manager	Project Officer	Sales Co-ordinator
Assistant Manager (various sectors)	Purchasing Officer	Business Analyst
Business Change Manager	Marketing Officer	Business Advisor
Operations Manager	Business Support Officer	Team Leader/Supervisor (various sectors)
Business Account Manager	Communications Officer	Business Executive Trainee
Corporate Office Manager	Business Systems Officer	Commercial Insight Analyst
Project Manager	Business Intelligence Officer	Campaign Analyst
Local Authority Service Manager	Assistant Audit Officer	Operations Analyst

The HND has a managerial focus which enables learners to progress more quickly to supervisory/management roles. HND learners, through their choice of options, can prepare for a career (or further studies) in a number of specialist areas, for example, Human Resource Management, Marketing, and Financial Services.

5.1 Mapping of qualification aims to units

Mapping of mandatory units to the aims of the HNC and HND

HNC unit title	General aims	Specific aims	HND Unit Title	General aims	Specific aims
Accounting for Business: An Introduction	1, 2, 3	1, 2, 3, 4	Economics: Micro and Macro Theory and Application	1, 2, 3, 4	1, 2, 3, 5, 7
Marketing: An Introduction	1, 2, 3, 4	1, 2, 3, 4	Economics: The World Economy	1, 2, 3, 4	1, 3, 5, 6
Economic Issues: An Introduction	1, 2, 3, 4	1, 2, 4	Project Management: Strategy, Decision Making and Risk	1, 2, 3	1, 2, 3, 5, 7
Communication: Business Communication	1, 2, 4	1, 2	Managing Business Culture and Strategy	1, 2, 3, 4	1, 2, 3, 5
Managing People and Organisations	1, 2, 3, 4	1, 2	Business Law: An Introduction	1, 2, 3, 4	3, 4, 5
Business Fundamentals with Emerging Technologies	1, 2	1, 2, 3, 4	Preparing Financial Forecasts	1, 2, 3, 4	1, 2, 3, 5, 7
Business: Graded Unit 1	1, 2, 4	1, 2	Business: Graded Unit 2	1, 2, 3, 4	2, 3, 5

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5.2 Mapping of National Occupational Standards (NOS)

The links identified below may provide knowledge evidence or underpinning knowledge for the **SVQ in Business and Administration GM31 24 at SCQF level 8** in whole or in part. The scope and alignment depends critically on the specific context of the SVQ delivery. This table is indicative and not exhaustive.

HNC — Mandatory Unit	NOS/SVQ Unit
Managing People and Organisations J4DL 34	Manage Work in a Business Environment FE75 04 Manage People's Performance at Work H58X 04 Build Teams H683 04
Marketing: An Introduction F7BX 34	Use Information to Take Effective Decisions H8H1 04 Explore Innovation in a Business Environment H98D 04
Economic Issues: An Introduction J462 34	Monitor and Evaluate Trends and Events that Affect Organisations HL45 04
Accounting for Business: An Introduction J56F 34	Manage the Use of Financial Resources H5K4 04 Manage Physical Resources H58W 04 Manage Budgets H68K 04
Business Fundamentals and Emergent Technologies J56C 34	Explore Innovation in a Business Environment H98D 04 Monitor and Evaluate Trends and Events that Affect Organisations HL45 04 Engage Audiences Through Digital, Including Social Media HL48 04 Plan Change HK2A 04
Communication: Business Communication H7TK 34	Engage Internal Audiences HL49 04 Develop Knowledge and Make it Available HL41 04 Manage Communications in a Business Environment FE76 04 Communicate Information and Knowledge H8GX 04
Business: Graded Unit 1 J5CS 34	Manage and be Accountable for Own Performance in a Business Environment FE74 04 Evaluate and Solve Business Problems FE12 04
Economics: Micro and Macro Theory and Application J56G 35	Monitor and Evaluate Trends and Events that Affect Organisations HL45 04
Economics: The World Economy J576 35	Monitor and Evaluate Trends and Events that Affect Organisations HL45 04
Preparing Financial Forecasts J577 35	Manage the Use of Financial Resources H5K4 04 Manage Physical Resources H58W 04 Manage Budgets H68K 04

HNC — Mandatory Unit	NOS/SVQ Unit
Business Law: An Introduction J56B 34	Invite Tenders and Select Contractors FE1E 04 Monitor and Evaluate the Performance of Contractors HL44 04 Prepare Specifications for Contracts FE1C 04 Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements H8H3 04
Project Management: Strategy, Decision-making and Risk J56E 35	Manage Work in a Business Environment FE75 04 Use Information to Take Effective Decisions H8H1 04 Manage Business Processes FM5P 04 Manage Projects H8H0 04 Evaluate and Solve Business Problems FE12 04
Managing Business Culture and Strategy J56D 35	Provide Leadership in Your Area of Responsibility H8GY 04 Manage Work in a Business Environment FE75 04 Negotiate in a Business Environment FE14 04 Explore Ideas for Innovation in a Business Environment H89D 04 Monitor and Evaluate Trends and Events that Affect Organisations HL45 04 Plan Change HK2A 04 Implement Change FM4X 04 Evaluate and Solve Business Problems FE12 04
Business: Graded Unit 2 J5CT 35	Manage and be Accountable for Own Performance in a Business Environment FE74 04 Manage Projects H8H0 04 Develop Knowledge and Make it Available HL41 04 Communicate Information and Knowledge H8GX 04 Monitor and Evaluate Trends and Events that Affect Organisations HL45 04 Evaluate and Solve Business Problems FE12 04 Assisting in Improving Organisational Performance HL47 04

5.3 Mapping of Core Skills development opportunities across the qualifications

Core Skills certification and signposting within mandatory units

SCQF X Auto	Automatic certification of the Core Skill at SCQF level X
SCQF X O	Opportunity to develop the Core Skill at SCQF level X

Unit title and code	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Accounting for Business: An Introduction J56F 34	SCQF 6 O	SCQF 6 O						SCQF 6 O				
Economic Issues: An Introduction J462 34	SCQF 6 O	SCQF 6 O						SCQF 5 O				
Marketing: An Introduction F7BX 34	SCQF 6 O	SCQF 6 O	SCQF 6 O					SCQF 6 O	SCQF 6 O	SCQF 6 O		
Business Fundamentals with Emerging Technologies J56C 34	SCQF 6 O	SCQF 6 O						SCQF 6 O	SCQF 6 O	SCQF 6 O		
Managing People and Organisations J4DL 34	SCQF 6 O	SCQF 6 O						SCQF 5 Auto		SCQF 6 O		
Communication: Business Communication H7TK 34	SCQF 6 Auto	SCQF 6 Auto	SCQF 6 Auto			SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 O

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HND Year 2 Unit title and code	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written Comms (Reading)	Written Comms (Written)	Oral Comms	Graphical Info	Using Number	Accessing Info	Provide Create Info	Critical Thinking	Planning Organising	Reviewing Evaluating	Working Co-op	Reviewing Co-op
Managing Business Culture and Strategy J56D 35	SCQF 6 O	SCQF 6 O	SCQF 6 O			SCQF 5 O	SCQF 5 O	SCQF 6 O				
Business Law: An Introduction J56B 34	SCQF 6 O	SCQF 6 O	SCQF 6 O			SCQF 5 O	SCQF 5 O	SCQF 6 Auto				
Economics: Micro and Macro Theory and Application J56G 35	SCQF 6 O	SCQF 6 O				SCQF 5 O	SCQF 5 O	SCQF 6 Auto				
Economics: The World Economy J576 35	SCQF 6 O	SCQF 6 O	SCQF 6 O			SCQF 6 O	SCQF 6 O	SCQF 6 Auto				
Preparing Financial Forecasts J577 35				SCQF 6 Auto	SCQF 6 Auto			SCQF 6 Auto				
Project Management: Strategy, Decision Making and Risk J56E 35					SCQF 5 O			SCQF 5 O				
Business: Graded Unit 2 (J5CT 35)	SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 O	SCQF 6 Auto	SCQF 6 Auto	SCQF 6 Auto	SCQF 6 O	SCQF 6 O

5.4 Assessment strategy for the qualifications

Most units can be assessed using different formats, whilst some such as the graded units have a prescribed format. Assessment load in the mandatory units compared to comparable units in the preceding HN Business awards is provided to illustrate the improved manageability of assessment across the two awards. Readers must refer to the relevant unit specifications to identify what formats can be changed and which are fixed, where outcomes might be combined and for full information regarding assessment conditions.

In addition to reduction of content, the adaptation of evidence requirements in some units aligned to approaches used in the HN Enhancements Pilot (eg sampling, threshold scores, assessment matrices) will further reduce assessment loading as it will reduce the amount of re-assessment required.

HNC — Mandatory unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Managing People and Organisations J4DL 34 2 HN credits	**Outcome description** Explain the importance of organisation structure and design in relation to its environment	Analyse factors that influence workplace performance	Analyse factors that influence managerial performance	
	Assessment conditions Open-book conditions, outcome by outcome or holistic assessment across all outcomes	Open-book conditions, outcome by outcome or holistic assessment across all outcomes	Open-book conditions, outcome by outcome or holistic assessment across all outcomes	
	Example assessment format Holistic assessment — Essay with achievement of 50% of the available marks or more			

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HNC — Mandatory unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Marketing: An Introduction F7BX 34 1 HN credit	**Outcome description** Explain the nature of marketing and its importance in organisations	Explain marketing decisions for a product based and a service organisation		
	Assessment conditions Open-book conditions outcome by outcome or integrated, based on a case study, project or other stimulus material	Open-book conditions outcome by outcome or integrated, based on a case study, project or other stimulus material		
	Example assessment format A set of structured questions based on a given case study. Updated to include use of digital technology			
Economic Issues: An Introduction J462 34 1 HN credit	**Outcome description** Explain the allocation of resources within the economy	Explain the theory of National Income	Explain and evaluate the role of government policy in correcting market failures	
	Assessment conditions Supervised closed-book conditions	Supervised closed-book conditions	Supervised closed-book conditions	
	Example assessment format 60 mark examination with achievement at 30 marks or more			

HNC — Mandatory unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Accounting for Business: An Introduction J56F 34 2 HN credits	**Outcome description** Produce a quotation for a potential customer, building in the required level of profit	Complete inventory control documentation and arrive at a value for inclusion in the financial statements	Prepare bookkeeping records for a business	Prepare basic financial statements from accounting information for internal use
	Assessment conditions Supervised conditions with access to a provided spreadsheet blank template	Supervised conditions with access to a provided spreadsheet blank template	Supervised conditions with access to a provided spreadsheet blank template	Supervised conditions with access to a provided spreadsheet blank template
	Example assessment format Practical task with achievement at 70% or more of the available marks. Use of spreadsheet recommended	Practical task with achievement at 70% or more of the available marks. Use of spreadsheet recommended	Practical task with achievement at 70% or more of the available marks. Use of spreadsheet recommended	Practical task with achievement at 70% or more of the available marks. Use of spreadsheet recommended
Business Fundamentals with Emerging Technologies J56C 34 2 HN credits	**Outcome description** Explain contemporary factors influencing the external business environment	Explain contemporary factors affecting the internal business environment	Discuss the impact of current technology on business operations.	
	Assessment conditions Open-book conditions	Open-book conditions	Open-book conditions	
	Example assessment format Project/portfolio	Report	Individual Presentation	

HNC — Mandatory unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Communication: Business Communication H7TK 34 1 HN credit	**Outcome description** Analyse and evaluate complex written business information	Produce complex written business documents	Present and respond to complex oral information in a business context	
	Assessment conditions Open-book conditions	Open-book conditions	Open-book conditions	
	Example assessment format Analyse, summarise and evaluate a complex text	Write complex business documents totalling a minimum of 1,500 words.	Plan for and take part in a formal presentation or meeting	
Business: Graded Unit 1 J5CS 34 1 HN credit	**Outcome description** There are no outcomes within a graded unit			
	Assessment conditions Closed-book examination			
	Assessment format A closed-book three hour single event examination marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands. The examination is based on a case study of an organisation that is provided up to three weeks prior to the examination. The timing and assessment conditions for Graded Units are fixed for all SQA Graded Unit examinations.			
Managing Business Culture and Strategy J56D 35 2 HN credits	**Outcome description** Assess the relationship between organisational culture and organisational behaviour	Explain the influence of business strategy on organisational behaviour	Explain how to manage a changing business strategy effectively.	Analyse the behavioural skills and techniques required to manage a business strategy.
	Assessment conditions Open-book conditions, outcome by outcome or combining outcomes	Open-book conditions, outcome by outcome or combining outcomes	Open-book conditions, outcome by outcome or combining outcomes	Open-book conditions, outcome by outcome or combining outcomes
	Example assessment format Investigative report			Presentation

HNC — Mandatory unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Economics: Micro and Macro Theory and Application J56G 35

1 HN credit | **Outcome description** Explain the costs of the firm and the market structures within which firms operate | Assess the impact of macroeconomic issues and evaluate related government macroeconomic policy | | |
| | **Assessment condition** Open-book unsupervised conditions in a single assessment | Sample basis, open-book unsupervised conditions | | |
| | **Example assessment format** Investigative exercise | Investigative assignment report | | |
| Economics: The World Economy J576 35

1HN credit | **Outcome description** Explain international trade and the role of trade organisations | Analyse the operations of the international monetary system | Analyse issues facing developing countries | Assess the importance of multinational enterprises (MNEs) in the world economy |
| | **Assessment conditions** Open-book conditions | Open-book conditions | Open-book conditions | Open-book conditions |
| | **Example assessment format** Outcomes may be assessed together or outcome by outcome to complete an investigative task | | | |

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HNC — Mandatory unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Business Law: An Introduction J56B 34 1 HNU credit	**Outcome description** Outline the significance of four areas of law affecting business today	Explain the law of contract	Compare and contrast the legal characteristics of the various types of business organisations	
	Assessment conditions Open-book conditions	Supervised open-book conditions	Open-book conditions	
	Example assessment format Posters/leaflets/interactive media	Application of contract law to assess situation and outcomes of mini case studies.	Group presentation.	
Preparing Financial Forecasts J577 35 1 HN credit	**Outcome description** Prepare and analyse budget statements for decision making and cash management	Analyse the impact of price and costs on break-even analysis for decision making	Assess the viability of a project using investment and project appraisal techniques	
	Assessment conditions Open-book, supervised conditions, time bound, three errors allowed for figures	Open-book, supervised conditions, time bound, three errors allowed for figures	Open-book, supervised conditions, time bound, four errors allowed for figures	
	Example assessment format Budgets exercise	Impact of prices and costs exercise	Investment and project appraisal exercise	

HNC — Mandatory unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Project Management: Strategy, Decision-making and Risk J56E 35 2 HN credits	**Outcome description** Evaluate the role of business information in decision-making	Assess the potential strategic risks posed to an organisation in a specific context	Develop a plan to manage identified risk	Plan a project using project management software
	Assessment conditions Open-book conditions	Open-book conditions	Open-book conditions	Open-book conditions
	Example assessment format Structured questions and risk assessment exercise		Practical project planning and scheduling exercise using software	
Business: Graded Unit 2 J5CT 35 2 HN credits	**Outcome description** There are no outcomes within a graded unit			
	Assessment conditions Open-book conditions			
	Example ssessment format Three stage project investigation marked out of 100 with learners graded at A, B, and C using the standard SQA grade bands			

5.4.1 Digital literacy — Entry

Entrants to the HNC/D Business should have a good level of digital literacy prior to embarking on the course, as would be the case with literacy, numeracy and other core and human cognitive skills (see Section 4 *Recommended Entry to the qualifications*). This may be evidenced by prior achievement of lower-level units in digital subjects, either as options within group awards or on a stand-alone basis, or unaccredited or informal evidence. The majority of assessments will be word processed and centres are likely to make use of VLEs, and in the wake of the COVID-19 Pandemic, make more use of online and digital learning resources.

The HNC/HND year 1 unit, *Accounting for Business: An Introduction* (J56F 34) recommends that spreadsheets are used to generate assessment evidence. This will require a basic level of familiarity with spreadsheets and arithmetic functions to perform basic calculations. Some knowledge of formatting would be an advantage, however blank templates may be provided by centres. If there is a shortfall in learner(s)' level of knowledge and skills in relation to this, then short informal sessions may be provided to equip learner(s) adequately. A formula sheet may also be provided as the unit assesses Accounting Knowledge and Skills, not the ability to manipulate spreadsheets.

There are a wide range of Computing and IT units that may be selected to complement and support delivery. These can be referred to in section *2.0 Qualification Structures*. In terms of examples, *IT in Business: Word Processing, Spreadsheets and Databases: An Introduction* FG69 33 could be used to equip learners with a good grounding in Spreadsheet design and functions, as well as developing Word Processing Skills which could be integrated with assessments that require report writing, in particular the unit *Communication: Busines Communication* HT7K 34. As an alternative, or for progression into HND year 2, there are more advanced optional units — *IT in Business: Spreadsheets* HH83 34 and *IT in Business: Word Processing and Presentation Applications* HH84 34 at SCQF level 7 among others.

5.4.2 Digital skills — Development

Learners will engage with various forms of digital technology in the course of their learning and assessment and therefore naturally develop their knowledge and skills in these areas. There are mandatory units where SQA recommends, and is developing ASPs to encourage, use of digital technology to enhance these skills in tandem with the unit content. In addition there are a wide range of digital, IT and Computing optional units that can be selected to prioritise this area as they see fit.

Spreadsheets

IT in Business: Spreadsheets HH83 34 is significantly more advanced in complexity than the SCQF level 6 unit and is wider in scope being dedicated solely to spreadsheets. Again, learners may require some remedial learning to achieve the unit, however if delivered prior, or in tandem with the introductory Accounting unit, it could support learners remedial learning for the basic level of knowledge and skills needed to manipulate spreadsheets adequately to complete the Accounting assessments. Use of spreadsheets is mandatory in the Accounting unit *Management Accounting Using Information Technology* F7JS 34, There is also potential for spreadsheets to be used with the unit *Preparing Financial Forecasts* J577 35.

Word processing

IT in Business: Word Processing and Presentation Applications HH84 34 is also significantly more advanced and wider in scope than its SCQF Level 6 counterpart, but has benefits in terms of supporting and integrating report writing and business communication in various units that are assessed via formal business report writing (eg *Communication: Business Communication* H7TK 34, *Business Fundamentals and Emerging Technologies* J56C 34, *Managing Business Culture and Strategy* J56D 35, *Economics: Micro and Macro Theory and Application* J56G 35) as well as essay writing and referencing of sources.

Presentation software

Communication: Business Communication H7TK 34, *Business Fundamentals with Emerging Technologies* J56C 34, *Managing Business Culture and Strategy* J56D 35 and *Business Law: An Introduction* J56B 34 all have explicitly identified opportunities for the use of a presentation for assessment evidence and therefore the opportunity to develop knowledge and skills in the use of presentation software, be it, PC-based or online. SQA ASPs are in development that include presentation as an assessment instrument.

Social media

The mandatory unit *Business Fundamentals with Emerging Technologies* J56C 34 will cover this area (among other technologies) that is increasingly influential in the external environment and the way in which businesses operate. If centres wish to extend the focus on Social Media as part of their programmes there are optional units *Digital Technologies for Administrators* HH82 34, *Social Media* HT9W 34 and *Social Media for Business* HT9P 34 available. Social Media can be integrated as part of delivery for *Marketing: An Introduction* F7BX 34 where a focus on digital marketing is recommended.

Extended Digital Pathways

In addition to these examples there are a range of introductory units in IT, Digital and Computing Science designed for non-specialists that centres could select as a means of building on the topics in *Business Fundamentals with Emerging Technologies* J56C 34 unit if they wish to develop a Course with more emphasis on this area e.g. *Big Data* H8W8 34, *Cyber Resilience* HT9V 34*, Data Security* J0H9 34, *Mobile Technology* H17R 35, *E-Commerce Solutions* HF83 35, *Artificial Intelligence* HT9T 34, *Internet of Things* J0HC 34, *Web Design: An Introduction* H383 34 etc. Such units should be delivered in the context of their impact on the business environment rather than focusing solely on technical aspects.

Practical Approaches to Digital Delivery

The HNC/HND year 1 unit *Business Fundamentals and Emerging Technologies* J56C 34 introduces a sample of digital topics in a holistic way, integrating them with their impact on the internal and external business environment and therefore on how business operate and must evolve in in response to ceaseless change to thrive and survive. The unit also illustrates the growing opportunities for entrepreneurism via digital resources such as E-bay, Amazon and on-demand services that provide individuals with access to markets and means of production. Centres should expose learners to examples of these technologies in a hands-on practical environment as much as possible and encourage them to investigate them, ideally to explore ideas of their own. Assessment is designed to be learner-led, therefore learners will research such technologies and evaluate specific examples where emerging technology has disrupted or otherwise significantly impacted an industry or organisation. Evidence can be generated by means of a portfolio and offers a good opportunity to integrate with aspects of content across the HNC and HND to consolidate holistic knowledge and skills in managing businesses of all sizes, either in part or in self-employment.

Learners may use Blogs or other online services such as Google Forms, Glide Apps and Voki to generate and record their evidence. Youtube videos or similar could be used to record verbal evidence in the form of presentations or professional discussion. There are a multitude of synergies across practical digital resources that could be incorporated into delivery and assessment.

6 Guidance on approaches to delivery and assessment

Suggested delivery schedules have been included in **Section 6.1** but the choice of delivery pattern is at the discretion of the centre. It is anticipated that centres will ensure that as much of the relevant mandatory content as possible is covered prior to commencing delivery of the graded unit.

Centres should ensure that when planning a course delivery programme, it reflects the needs and requirements of the learners. Centres will be able to customise course programmes through the optional section of the framework but should, wherever possible, develop delivery schedules that enable learners to build on knowledge and understanding and gain a holistic view of business.

The qualifications can be delivered in a number of ways:

♦ Full-time
♦ Full-time fast track
♦ Day release
♦ Part-time evening
♦ Open learning
♦ Online

A combination of these modes can also be used. For example, learners may wish to study on a half-day/one evening basis or combine evening, or day release study with some online or other open learning provision. Such combined mode study may enable learners to complete the awards within a shorter time period, for example it is possible to devise a combined mode programme to allow part-time students (who currently have a 12 credit HNC) to complete all the required credits for the HND award in two years. For both the HNC and HND Group Award a similar approach can be used. However given that the HND Group Award contains several units at SCQF level 8, greater emphasis is placed on learners working with less supervision in order to develop their analytical and research skills; therefore delivery and teaching should reflect this.

A wide range and combination of teaching, learning and assessment methods may be used by centres. The following suggested delivery methods could be adopted:

♦ lectures
♦ Virtual Learning Environments
♦ problem based scenarios
♦ digital resources
♦ exploration of contemporary issues
♦ case studies
♦ group work
♦ projects
♦ investigations
♦ study packs

Unit specifications set out the statements of standards required for achieving the unit, along with guidance on content and assessment. Assessment support packs will be available for all of the mandatory units that may be used to assess learners and must be kept secure at all times. Should centres wish to alter assessment support packs or use different instruments of assessment, particularly where a Core Skill is embedded, it is strongly recommended that they should seek prior verification before using such instruments.

The evidence requirements within the mandatory units focus on the knowledge/skills that learners should perform/use and the assessment conditions are not prescribed in the majority of the units. This means that there is some flexibility as to when and how the evidence is gathered thereby reducing the possibility of assessing similar evidence on more than one occasion.

Throughout delivery, learners should be set clear standards in terms of presentation of information. It is recommended that learners use standard referencing conventions such as Harvard Referencing system throughout so they are confident about using wider evidence in support of a business or academic report and ensuring compliance with copyright and avoiding issues of plagiarism.

6.1 Sequencing/integration of units

As highlighted in the previous section there are many different potential modes of delivery. It is not possible to illustrate all possibilities for sequencing the delivery of units and the following examples are for illustrative purposes only, and are not exhaustive.

In both a two semester and three block delivery sequencing it is possible to teach double credit units over the whole year, or to double their teaching so they are completed over a shorter period. Centres need to consider the approach that will benefit their learners the most.

It is essential that units that require knowledge and understanding from other units are taught in the correct order. For example centres choosing to deliver *Research Skills* would deliver it before or in tandem with the start of *Business: Graded Unit 2*. It is possible to deliver SCQF level 8 units in year one and centres are advised to start the learners with level 7 units.

There are five units that contribute directly to the new *Business: Graded Unit 1* and it is essential that these units are taught prior to the assessment of the graded unit. In the two semester example that follows, the two credit units have been scheduled across the two semesters and it is important that when adopting such an approach that the centre ensures that all content directly related to *Business: Graded Unit 1* is delivered timeously so as not to adversely impact on learner performance in the examination.

When planning the sequencing of units in year 1 only 12 credits are needed for the HNC but many centres offer 15 credits in year 1 assuming learners will progress onto the HND year. When following this plan the centre needs to decide which semester should contain 7 credits and which will have 8. There is no definitive correct answer with some centres preferring to ease learners into their course and offer 7 credits in semester 1, whilst others prefer to offer 8 credits in semester 1 in order to lighten the load round Graded Unit 1.

Two Semester Delivery Option

HNC Business (year 1 includes options to attain 15 credits for progression to year 2)

Semester One	HN credits	Semester Two	HN credits
Marketing: An Introduction*	1	*Business: Graded Unit 1*	1
Accounting for Business: An Introduction*	→	*Accounting for Business: An Introduction**	2
Managing People and Organisations*	→	*Managing People and Organisations**	2
Business Fundamentals with Emerging Technologies*	→	*Business Fundamentals with Emerging Technologies**	2
Economic Issues: An Introduction*	1	Optional unit	1
Communication: Business Communication	1	Optional unit	1
Optional unit	1	Optional unit	1
		Optional unit	1
Total HN credits			15
*Units directly contributing to *Business: Graded Unit 1*			

HND Business (year 2)

Semester One	HN credits	Semester Two	HN credits
Managing Business Culture and Strategy	→	*Managing Business Culture and Strategy*	2
Economics: Micro and Macro Theory and Application	1	*Economics: The World Economy*	1
Business: Graded Unit 2	→	*Business: Graded Unit 2*	2
Business Law: An Introduction	1	Optional unit	1
Preparing Financial Forecasts	1	Optional unit	1
Project Management: Strategy, Decision Making and Risk	→	*Project Management: Strategy, Decision Making and Risk*	2
Optional unit	1	Optional unit	1
		Optional unit	1
Total HN credits			15

Three Block Delivery Option

Teaching over a three block year assumes a higher number of taught hours per subject each block than per semester in the semester system.

HNC Business (year 1 includes options to attain 15 credits for progression to year 2)

Block One	HN credits	Block Two	HN credits	Block Three	HN credits
*Managing People and Organisations**	→	*Managing People and Organisations**	2	*Business: Graded Unit 1*	1
*Marketing: An Introduction**	1	*Economic Issues: An Introduction**	1	*Communication: Business Communication*	1
*Business Fundamentals with Emerging Technologies**	→	*Business Fundamentals with Emerging Technologies**	2	Optional unit	1
*Accounting for Business: An Introduction**	→	*Accounting for Business: An Introduction**	2	Optional unit	1
Optional unit	1	Optional unit	1	Optional unit	1
Total HN credits					15
*Units directly contributing to *Business: Graded Unit 1*					

HND Business (year 2)

Block One	HN credits	Block Two	HN credits	Block Three	HN credits
Managing Business Culture and Strategy	→	*Managing Business Culture and Strategy*	2	Optional unit	1
Economics: Micro and Macro Theory and Applications	1	*Economics: The World Economy*	1	Optional unit	1
Optional unit*	1	*Business: Graded Unit 2**		*Business: Graded Unit 2**	2
Preparing Financial Forecasts	1	*Business Law: An Introduction*	1	Optional unit	1
Project Management: Strategy, Decision Making and Risk	→	*Project Management: Strategy, Decision Making and Risk*	2	Optional unit	1
Total HN credits					15

*It is common practice to integrate the unit *Research Skills* with *Business: Graded Unit 2*. This can be delivered before Graded Unit 2 or in tandem. When delivering in tandem it is common for centres to deliver Graded Unit 2 across the three blocks.

6.2   Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may not be used as a method of assessing in the following types of units and assessments:

♦   HN Graded Units
♦   Course and/or external assessments
♦   Other integrative assessment units (which may or not be graded)
♦   Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
♦   Where there is an existing requirement for a licence to practice
♦   Where there are specific health and safety requirements
♦   Where there are regulatory, professional or other statutory requirements
♦   Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purpose.

6.2.1 Professional recognition

Chartered Management Institute (CMI)

Learners completing the HND Business are currently eligible for the Associate Grade of the Chartered Management Institute (CMI) with the designatory letters ACMI. HND Business graduates who also have three years management experience are currently eligible for the Member Grade with the designatory letters MCMI. For more information see **https://www.managers.org.uk/membership/become-a-member/**

Chartered Banker Institute (CBI)

The Chartered Institute of Bankers for Scotland currently accept holders of HNC and HND directly into their higher level qualification leading to MCIBS (Member of the Chartered Institute of Bankers in Scotland). For more information see **https://www.charteredbanker.com/**

Chartered Institute of Management Accountants (CIMA)

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

6.2.3 Transitional arrangements

The most straightforward manner of transitioning from old to new qualifications is for learners who have completed year 1 (HNC) to continue with that award into HND year 2.

Units that were previously mandatory in the old group awards have been included as options in the new so that returning learners can be credited for prior achievement without having to complete more than 30 HN credits.

Full credit transfer is available for the vast majority of the revised units (see 6.2.4).

6.2.4 Credit transfer

Where learners have completed individual units from the predecessor frameworks, they can be given credit transfer on a unit by unit basis. Credit transfer can be given where there is broad equivalence between the subject-related content of the units, ie the knowledge and/or skills have not changed significantly, or are covered in the unit for which credit is being awarded.

HNC/HND Year 1		
Old Unit	**New Unit**	**Transfer Status**
Business Accounting (F84M 34)	Accounting for Business: An Introduction (J56F 34)	No automatic credit transfer*
Economic Issues: An Introduction (F7J8 34)	Economic Issues: An Introduction (J462 34)	Full credit transfer
Marketing: An Introduction (F7BX 34)	Marketing: An Introduction (F7BX 34)	No change
No equivalent	Business Fundamentals with Emerging Technologies (J56C 34)	No automatic credit transfer*
Managing People and Organisations (F84T 34)	Managing People and Organisations (J4DL 34)	Full credit transfer
Communication: Business Communication (H7TK 34)	Communication: Business Communication (H7TK 34)	No change
Business: Graded Unit 1 (F8LD 34)	Business: Graded Unit 1 (J5CS 34)	Full credit transfer

HNC/HND Year 1		
Old unit	**New unit**	**Transfer status**
Business Culture and Strategy (F7J7 35)	Managing Business Culture and Strategy (J56D 35)	Full credit transfer when both preceding units have been achieved
Behavioural Skills for Business (J1BW 35)		Full credit transfer from F84L 34
Business Law: An Introduction (F84P 34)	Business Law: An Introduction (J56B 34)	Full credit transfer
Economics 1: Micro and Macro Theory and Application (F7J6 35)	Economics: Micro and Macro Theory and Application (J56G 35)	Full credit transfer
Economics 2: The World Economy (F86E 35)	Economics: The World Economy (J576 35)	Full credit transfer
Preparing Financial Forecasts (F84R 35)	Preparing Financial Forecasts (J577 35)	Full credit transfer
Information and Communication Technology in Business (F84W 35)	Project Management: Strategy, Decision Making and Risk (J56E 35)	Full credit transfer
Business: Graded Unit 2 (F8LE 35)	Business: Graded Unit 2 (J5CT 35)	Full credit transfer

*Note — Credit transfer is a decision for centres and can be given where there is broad equivalence between the subject-related content of the units, ie the knowledge and/or skills have not changed significantly, or are covered in the unit for which credit is being awarded. Where "no automatic credit transfer" appears in the table above, changes are too sizeable to offer full credit transfer. In such circumstances centres may be able to offer partial credit transfer depending where overlap of content and/or assessment evidence can be identified. Centres should give some consideration to currency of achievement when awarding credit transfer. The guidance above has been written and vetted by SQA External Verifiers.

6.3 Opportunities for e-assessment

Centres are encouraged to use new technologies to support and enhance the delivery and assessment of the HNC/D Business Group Awards. Unit content has been written as flexibly as possible to allow for a range of assessment methods, including e-technologies to be used. More information about online resources available via SQA's SOLAR project can be found at the website **https://www.sqasolar.org.uk/mini/27322.html**

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

Delivery of the HNC and HND Business requires access to a range of up-to-date ICT equipment to facilitate and enable suitable learning, teaching and assessment. This includes access to the internet with as few restrictions as possible. Centres should keep up-to-date with developments in legislation and business practices relevant to the knowledge and skills within the group awards.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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**.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's Guide to Assessment (**www.sqa.org.uk/GuideToAssessment**).

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8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦ learners may not be entered for the group award
♦ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦ the group award will be deleted from the relevant catalogue
♦ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦ no new centres may be approved to offer the group award
♦ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator 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 learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
09	**Addition of optional unit:** DV8G 35 Contemporary Marketing Issues has been added as an optional unit to the HNC and HND frameworks.	19/06/24
08	**Addition of optional unit:** HH87 35 Information and Communication Technology in Business has been added as an option for the HND framework.	13/09/23
07	**Removal of optional unit**: HH87 35 Information and Communication Technology in Business has been removed as an option for both the HNC and HND.	06/03/23
06	**Correction to unit Title:** The correct title of unit J1C0 35 is Management: Organisational Leadership and Development	8/2/23
05	**Correction to Unit Title:** The correct title of unit H65K 34 is Sustainable Resource Management: Materials and Resources	22/11/22
04	**Addition of optional unit**: HH87 35 Information and Communication Technology in Business has been added as an option to both the HNC and HND. **Changes to Framework:** J1BW 34 Behaviour Skills for Business has been removed as an optional unit from the HND.	7/3/22
03	Correction of unit title in section 6.4.2 Credit Transfer: H7TK 34 **Communication: Business Communication** Deletion of text below first table in section 6.4.2 as no longer applicable Correction of unit codes in section 5.4.2 Digital Skills – Development: - Managing Business Culture and Strategy **J56D 35** - Mobile Technology H17R **35**	1/2/22

Version Number	Description	Date
02	Corrected the unit code and level in the structure tables for: Social Media for Business - HT9P **35**, **SCQF level 8** and E-commerce Solutions - HF83 **35, SCQF Level 8**	6/12/21

Acknowledgement

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

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9   General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The HNC and HND Business Group Awards are designed to enable you to develop the skills and knowledge that will facilitate your entry to and development within the world of business. They will enable you to acquire skills and knowledge in key business functions such as Management, Marketing, and Finance as well as developing knowledge and skills in Economics, Communication, Problem Solving and the influence of technology on the business environment and businesses themselves.

The group awards also provide a grounding for those intending to, or interested in, starting their own business by integrating a Business Fundamentals unit with other topics within the Group Awards and exploring the digital business models that are available and emerging to facilitate access to markets and means of production. You will also complete an introductory Accounting unit to equip you to manage cash flow, inventory and how to cost and price products and services.

Towards the end of the HNC (or HND year 1) you will complete a Graded Unit examination based on the subjects Economic Issues: An Introduction, Managing People and Organisations, Marketing: An Introduction, Business Fundamentals with Emerging Technologies and Accounting for Business: An Introduction.

The HND introduces legal knowledge required to operate in a business environment, such as the different legal personalities a business can have and their legal implications, law of contract and consumer, employment and data protection law. The HND builds on many of the topics in the HNC, while progressing to a higher level including managing business culture and strategy, project management and decision-making based on strategy and risk, preparing financial forecasts and building on Economic theory and application at micro and macro level as well as globally.

Throught the second year of the HND you will complete a project based on an investigation of an organisation or issue affecting a number of organisations of your choice. The project will consist of three stages, planning, developing and evaluating. The project should draw on knowledge, skills and principles from a number of units across the HND Group Award. You should receive some guidance from your lecturer in the choice of topic for your project investigation.

Appendix 1: Mapping of meta-skills against the mandatory units of HNC and HND Business

Mapping of meta-skills against the mandatory units of HNC Business

Unit title/meta-skills	Self-management				Social intelligence				Innovation			
	Focussing	Integrity	Adapting	Initiative	Communicating	Feeling	Collaborating	Leading	Curiosity	Creativity	Sense making	Critical thinking
Accounting for Business: An Introduction	✓		✓		✓		✓		✓	✓		
Marketing: An Introduction	✓		✓		✓		✓		✓	✓		
Economic Issues: An Introduction	✓		✓		✓		✓		✓	✓		✓
Communication: Business Communication	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Managing People and Organisations	✓	✓	✓		✓	✓	✓	✓	✓	✓		
Business Fundamentals with Emerging Technologies	✓		✓		✓	✓	✓		✓	✓	✓	
Business: Graded Unit 1	✓		✓	✓	✓		✓		✓	✓		✓

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Mapping of the additional mandatory units of the HND against meta-skills

Unit title/meta-skills	Self-management				Social intelligence				Innovation			
	Focussing	Integrity	Adapting	Initiative	Communicating	Feeling	Collaborating	Leading	Curiosity	Creativity	Sense making	Critical thinking
Economics: Micro and Macro Theory and Application	✓		✓		✓		✓		✓	✓		
Economics: The World Economy	✓		✓	✓	✓		✓		✓	✓	✓	
Business: Graded Unit 2	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Project Management: Strategy, Decision Making and Risk	✓		✓		✓		✓		✓	✓	✓	✓
Managing Business Culture and Strategy	✓		✓		✓	✓	✓	✓	✓	✓		
Business Law: An Introduction	✓		✓		✓		✓		✓	✓		
Preparing Financial Forecasts	✓		✓		✓		✓		✓	✓	✓	

Per unit rationale for the mapping of the meta-skills

Unit: Accounting for Business: An Introduction		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Marketing: An Introduction		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Economic Issues: An Introduction		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.
Critical thinking — The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions	♦ Deconstruction ♦ Logical thinking ♦ Judgement ♦ Computational thinking	Learners will study a specific government policy, interpret the aim of the policy, and assess its effectiveness.

Unit: Communication: Business Communication		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by — filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Integrity — Acting in an honest and consistent manner based on a strong sense of self and personal values	♦ Self-awareness ♦ Ethics ♦ Self-control	The Unit invites learners to be self-aware, exert self-control and respect others.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Initiative — Readiness to get started and act on opportunities built on a foundation of self-belief	♦ Courage ♦ Independent thinking ♦ Risk taking ♦ Decision making ♦ Self-belief ♦ Self-motivation ♦ Responsibility ♦ Enterprising	Learners are encouraged to think independently and be motivated to express their self-belief.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Feeling — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account	♦ Empathy ♦ Social conscience	Opportunities exist for learners to express their feelings and views whilst appreciating those of others.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.

Social intelligence	Meta-skill characteristics	Rationale
Leading — The ability to lead others by inspiring them with a clear vision and motivating them to realise this	♦ Inspiring others ♦ Influencing ♦ Motivating others ♦ Developing others ♦ Change catalyst	The unit involves presenting and responding to a complex oral presentation and provides an opportunity to inspire and influence others.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Managing People and Organisations		
Meta-skill	**Meta-skill characteristics**	**Rationale**
Self-management		
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	Sorting Attention Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Integrity — Acting in an honest and consistent manner based on a strong sense of self and personal values	Self-awareness Ethics Self-control	The Unit requires learners to understand the importance of ethical practice within business and how it can be best applied.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	Openness Critical reflection Adaptability Self-learning Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.

Social intelligence	Meta-skill characteristics	Rationale
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Feeling — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account	♦ Empathy ♦ Social conscience	The Unit helps develop learners understanding of different views and how best to accommodate other perspectives in the workplace.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Leading — The ability to lead others by inspiring them with a clear vision and motivating them to realise this	♦ Inspiring others ♦ Influencing ♦ Motivating others ♦ Developing others ♦ Change catalyst	The Unit content will cover the many aspects of management and allow learners to develop their own approaches to motivating and leading others.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Business Fundamentals with Emerging Technologies		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.

Unit: Business Fundamentals with Emerging Technologies		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Feeling — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account	♦ Empathy ♦ Social conscience	Learners will engage with each other and evaluate different perspectives with regard to emerging technologies.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Business Fundamentals with Emerging Technologies		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Sense making — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information	♦ Pattern recognition ♦ Holistic thinking ♦ Synthesis ♦ Opportunity recognition ♦ Analysis	Learners will research and evaluate emerging technologies in a rapidly changing and dynamic business environment.

Unit: Business: Graded Unit 1		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Initiative — Readiness to get started and act on opportunities built on a foundation of self-belief	♦ Courage ♦ Independent thinking ♦ Risk taking ♦ Decision making ♦ Self-belief ♦ Self-motivation ♦ Responsibility ♦ Enterprising	Learners must be enterprising, motivated and develop self-belief in preparing for the examination.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.

Innovation	Meta-skill characteristics	Rationale
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.
Critical thinking — The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions	♦ Deconstruction ♦ Logical thinking ♦ Judgement ♦ Computational thinking	Learners will be provided with a case study profiling a business and its activities. They will have to evaluate and draw conclusions and answer a range of questions under examination conditions.

Unit: Economics: Micro and Macro Theory and Application		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.

Social intelligence	Meta-skill characteristics	Rationale
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Economics: The World Economy		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Initiative — Readiness to get started and act on opportunities built on a foundation of self-belief	♦ Courage ♦ Independent thinking ♦ Risk taking ♦ Decision making ♦ Self-belief ♦ Self-motivation ♦ Responsibility ♦ Enterprising	The assessment motivates learners to research topics, develop independent thinking and take responsibility for their learning and development.

Social intelligence	Meta-skill characteristics	Rationale
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.
Sense making — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information	♦ Pattern recognition ♦ Holistic thinking ♦ Synthesis ♦ Opportunity recognition ♦ Analysis	Learners will assess information, identify trends and potential causes and assess their potential impact.

Unit: Business: Graded Unit 2		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Integrity — Acting in an honest and consistent manner based on a strong sense of self and personal values	♦ Self-awareness ♦ Ethics ♦ Self-control	The unit involves interaction with others including external organisations. Learners have to understand ethics and act honestly and with integrity.

Self-management	Meta-skill characteristics	Rationale
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Initiative — Readiness to get started and act on opportunities built on a foundation of self-belief	♦ Courage ♦ Independent thinking ♦ Risk taking ♦ Decision making ♦ Self-belief ♦ Self-motivation ♦ Responsibility ♦ Enterprising	Learners must independently complete an investigative project. The Unit fosters motivation and develops skills that require self-belief, responsibility and decision making.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Feeling — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account	♦ Empathy ♦ Social conscience	Learners have to conduct an investigative project with an open-mind, and must respect the views of others and be prepared to conclude on the basis of evidence rather than preconceived ideas and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.

Innovation	Meta-skill characteristics	Rationale
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.
Sense making — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information	♦ Pattern recognition ♦ Holistic thinking ♦ Synthesis ♦ Opportunity recognition ♦ Analysis	Learners will undertake an investigative project that will involve collecting and analyzing data, interpreting and concluding.
Critical thinking — The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions	♦ Deconstruction ♦ Logical thinking ♦ Judgement ♦ Computational thinking	Learners will undertake an investigative project that will involve collecting and analyzing data, interpreting, concluding and making recommendations.

Unit: Project Management: Strategy, Decision Making and Risk		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All HN the mandatory units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.

Social intelligence	Meta-skill characteristics	Rationale
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Innovation	**Meta-skill characteristics**	**Rationale**
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.
Sense making — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information	♦ Pattern recognition ♦ Holistic thinking ♦ Synthesis ♦ Opportunity recognition ♦ Analysis	This Unit will involve the learners assessing complex information, interpreting the scenario and creating a project plan that addresses an issue whilst considering risk.
Critical thinking — The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions	♦ Deconstruction ♦ Logical thinking ♦ Judgement ♦ Computational thinking	Learners will study a complex business scenario, evaluate the situation and apply a strategy when developing a plan that considers risk.

Unit: Managing Business Culture and Strategy		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Feeling — Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account	♦ Empathy ♦ Social conscience	Opportunities exist for learners to express their feelings and views whilst appreciating those of others, and assessing how best to foster a diverse and tolerant work culture.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.
Leading — The ability to lead others by inspiring them with a clear vision and motivating them to realise this	♦ Inspiring others ♦ Influencing ♦ Motivating others ♦ Developing others ♦ Change catalyst	Learners will study leadership and assess the importance of developing staff in an environment subject to change.

Innovation	Meta-skill characteristics	Rationale
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Business Law: An Introduction		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.

Innovation	Meta-skill characteristics	Rationale
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.

Unit: Preparing Financial Forecasts		
Meta-skill **Self-management**	**Meta-skill characteristics**	**Rationale**
Focusing — The ability to manage cognitive load by - filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change	♦ Sorting ♦ Attention ♦ Filtering	All the mandatory HN units at SCQF levels 7 and 8 require learners to filter and sort information and to focus on its relative importance.
Adapting — The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change	♦ Openness ♦ Critical reflection ♦ Adaptability ♦ Self-learning ♦ Resilience	All the mandatory HN units at SCQF levels 7 and 8 encourage learners to add to their knowledge and understanding, whilst encouraging development of both Core and Meta-skills. Learners are encouraged to critically reflect on their learning whilst developing self-reliance and resilience.
Social intelligence	**Meta-skill characteristics**	**Rationale**
Communicating — The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas	♦ Receiving information ♦ Listening ♦ Giving information ♦ Storytelling	All of the mandatory units will involve learners receiving information. Participative learning will encourage interaction, sharing of ideas and foster mutual respect for others' views and values.
Collaborating — The ability to work in coordination with others to convey information and tackle problems	♦ Relationship building ♦ Team working and collaboration ♦ Social perceptiveness ♦ Global and cross-cultural competence	All mandatory units can be delivered using learner centered teaching, involving class activities encouraging collaboration, problem solving and team work to tackle problems.

Innovation	Meta-skill characteristics	Rationale
Curiosity — The desire to know or learn something in order to inspire new ideas and concepts	♦ Observation ♦ Questioning ♦ Information sourcing ♦ Problem recognition	All mandatory units should be delivered using teaching approaches that will encourage learning, creative thinking, interaction and reflection.
Creativity — The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning	♦ Imagination ♦ Idea generation ♦ Visualising ♦ Maker mentality	All mandatory units should be delivered using teaching approaches that will encourage learners to be creative, generate and share ideas and be expressive.
Sense making — The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information	♦ Pattern recognition ♦ Holistic thinking ♦ Synthesis ♦ Opportunity recognition ♦ Analysis	This unit will require learners to make financial forecasts based upon an analysis of complex information and data.