



# **HND Financial Services**

**GE9R 16**

**Course Tutor Guide**

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**Version 01**



# Contents

1	Introduction.....	1
1.1	Purpose of course Tutor Guide.....	1
2	Setting up the course.....	1
3	The HND Structure.....	2
3.1	General HND Qualification Framework.....	2
3.2	Core Skills.....	4
3.3	Graded Units.....	5
4	HND Financial Services.....	6
4.1	Target audience.....	6
4.2	Access to the course.....	6
4.3	Aims of course.....	7
4.4	HND Financial Services Framework.....	9
4.5	Core Skills.....	10
4.6	Graded Unit.....	10
5	Course delivery of an HND.....	11
5.1	How the course is delivered.....	11
5.2	Support for students.....	13
6	HND Financial Services course delivery.....	14
6.1	Teaching plan.....	14
6.2	Overview of Units.....	18
6.3	Opportunities for integration of Units.....	32
7	Assessment in an HND award.....	36
7.1	Assessment in learning and for certification.....	36
7.2	Assessment planning of an HND.....	36
7.3	Planning the Unit summative assessment.....	37
7.4	Negotiating summative assessments with the students.....	37
7.5	Summative assessment exemplars.....	38
7.6	Accounting Units — summative assessment exemplars — Error Tolerance	
	Guidance.....	38
8	HND Financial Services Assessment Strategy and Plan.....	39
8.1	HND Financial Services Assessment Strategy.....	39
8.2	HND Financial Services Course Assessment Plan.....	42
8.3	HND Financial Services Graded Unit assessments.....	42
8.4	What happens if a student does not achieve an assessment?.....	43
9	Quality Assurance.....	44
10	Verification.....	45
10.1	Introduction.....	45
10.2	Why do we need verification?.....	45
10.3	Internal verification.....	46
10.4	External verification.....	46
	Appendix 1a: Core Skills Year 1.....	47
	Appendix 1b: Core Skills Year 2.....	49
	Appendix 2a: Year 1, Semester 1 — Assessment Plan (Option A).....	50
	Appendix 2a: Year 1, Semester 2 — Assessment Plan (Option A).....	51
	Appendix 2b: Year 2, Semester 1 — Assessment Plan (Option A).....	52
	Appendix 2b: Year 2, Semester 2 — Assessment Plan (Option A).....	53
	Appendix 3: Error Tolerance Guidance Notes.....	54

# 1 Introduction

## 1.1 Purpose of course Tutor Guide

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

## 2 Setting up the course

Centres will have been approved to offer this course and will have internal processes for liaising with appropriate parties. Liaison with SQA is normally via the centre's SQA Co-ordinator.

It is recommended that a Course Team is set-up by the Institution/Department appointed to oversee the delivery of the course. The Course Team should comprise of all tutors teaching on the course and one tutor should be nominated as Course Team leader.

The Course Team would have the responsibility for overseeing the quality of delivery on the course and to ensure that academic standards are maintained. The Course Team would also be responsible for monitoring student progress and determining the support required for individuals that are not progressing well.

The Course Team should meet to discuss matters relating to course delivery, assessment and internal verification on a regular basis (usually two/three times a year) to ensure that any action points are achieved and that the course is delivered efficiently and effectively. It is good practice to maintain a record of such meetings to ensure that any action points are noted and accomplished. This will benefit centres and their students by ensuring that all students achieve their full potential whilst maintaining the appropriate standards.

It is good practice for centres to maintain a library of master folders for each of the Units within the course — these may be stored electronically as long as all relevant staff have access to them as and when required. Electronic files on a secure part of the centres network/intranet are particularly appropriate if the award is delivered across different campuses allowing all tutors to access the most up-to-date materials wherever they are located.

The master folders should contain Unit specifications, teaching materials (including details of learning, teaching and assessment plans; and if appropriate, details of any integration across Units of either teaching or assessment), assessment exemplars and re-assessments. This enables new members of staff to access this valuable resource prior to, and during, delivery of the course.

It is good practice for tutors to familiarise themselves with the Units and specific requirements of the assessments prior to the start of the course. Unit specifications set out the statement of standards and evidence required for achieving each Unit, along with guidance on content and assessment. Assessment exemplars provide an instrument of assessment for each Unit and suggested marking scheme. **The assessment exemplars MUST be kept secure at all times.**

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

## 3 The HND Structure

### 3.1 General HND Qualification Framework

To be awarded an SQA HND, the student is required to achieve **30 SQA HN credits** with a mixture of SCQF level 6, 7 and level 8 Units. The HND Financial Services consists of SCQF level 7 and level 8 Units only.

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

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

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

#### 3.1.1 The Scottish Credit and Qualifications Framework (SCQF)

The SCQF has 12 levels ranging from Access at SCQF level 1, up to Doctorate at level 12. The different levels indicate the level of difficulty of a particular qualification and the difference between levels is dependent on factors such as:

- ◆ the complexity and depth of knowledge and understanding.
- ◆ links to associated academic, vocational or professional practice.
- ◆ the degree of integration, independence and creativity required.
- ◆ the range and sophistication of application/practice.
- ◆ the role(s) taken in relation to other learners/workers in carrying out tasks.

### 3.1.2 SCQF level Descriptors

The SCQF level Descriptors outline the general outcomes of learning at SCQF levels under five broad headings:

- ◆ Knowledge and understanding (mainly subject based)
- ◆ Practice (applied knowledge and understanding)
- ◆ Generic cognitive skills (eg evaluation, critical analysis)
- ◆ Communication, numeracy and IT skills; and
- ◆ Autonomy, accountability and working with others

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

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

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

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

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

For example:

The Unit *Economics Issues: An Introduction* (F7J8 34) has an **HN credit value of 1**. This represents 80 hours of teaching and learning.

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

The Unit *Economics 2: World Economy* (F86E 35) follows on from *Economics Issues: An Introduction* (F7J8 34) and has an **HN credit value of 1**. This represents 80 hours of teaching and learning.

This 80 hours will equal **8 SCQF points** at **SCQF level 8**.

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

## 3.2 Core Skills

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

The five Core Skills are: *Communication*, *Numeracy*, *Information and Communication Technology (ICT)*, *Problem Solving* and *Working with Others*. Each Core Skill is available at levels 2 to 6 of the Scottish Credit and Qualifications Framework (SCQF). A brief description of each Core Skill is detailed below. A fuller description of each Core Skill at the SCQF levels 2–6 is available on the SQA's website — [www.sqa.org.uk/international](http://www.sqa.org.uk/international).

### 3.2.1 Communication

*Communication* skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying one's own thoughts, in interacting and conversing with others, in expressing thoughts and in conveying information, feeling and opinions.

The Core Skill in *Communication* has two components:

- ◆ Oral Communication
- ◆ Written Communication

### 3.2.2 Numeracy

*Numeracy* skills are necessary for coping with the demands of everyday life, including work and study. People need to be comfortable with numbers, and with graphs, symbols, diagrams and calculators.

The Core Skill in *Numeracy* has two components:

- ◆ Using Graphical Information
- ◆ Using Number

### 3.2.3 Information and Communication Technology (ICT)

*Information and Communication Technology (ICT)* focuses on the ability to use Information Technology (IT) to process information in ways which will be useful in work and in the home — it is not about developing IT specialists.

The Core Skill in *Information and Communication Technology (ICT)* has two components:

- ◆ Accessing Information
- ◆ Providing/Creating Information

### 3.2.4 Working with Others

*Working with Others* develops the skills needed to co-operate with others in learning and working situations to identify and achieve shared goals.

The Core Skill in *Working with Others* has two components:

- ◆ Working Co-operatively with Others
- ◆ Reviewing Co-operative Contribution

### 3.2.5 Problem Solving

*Problem Solving* develops the skills needed for tackling issues and problems in personal, social, vocational and occupational contexts.

The Core Skill in *Problem Solving* has three components:

- ◆ Critical Thinking
- ◆ Planning and Organising
- ◆ Reviewing and Evaluating

All qualifications offered by SQA are evaluated against the Core Skill framework and where opportunities exist to develop and/or achieve a Core Skill (embedded), these have been noted and a table is provided for each HND showing where these skills are embedded and/or developed. (See Appendices 1a and 1b).

## 3.3 Graded Units

In the framework of every HND there are 3 SQA HN credits of Graded Unit. There are Graded Units built into the framework towards the latter part of Year 1 and Year 2. Depending on the HND, there may be three individual Graded Units of 1 SQA HN credit or there may be two Graded Units, a 1-credit and a 2-credit. The purposes of Graded Units are to:

- ◆ demonstrate that the student has achieved the principal aims of the Group Award.
- ◆ demonstrate the student's ability to integrate the knowledge and understanding gained from other Units making up the Group Award.
- ◆ grade student performance.

Graded Units are specific to the Group Award being delivered, and reflect the principal aims of that Group Award. This means that they will also clearly reflect the uniqueness of the title of the Group Award.

The allocation of grades awarded is as follows:

- ◆ Grade A — Student has achieved a mark of 70% or above
- ◆ Grade B — Student has achieved a mark of between 60% and 69%
- ◆ Grade C — Student has achieved a mark of between 50% and 59%
- ◆ F (Fail) — Student has failed to reach the required standard and achieved a mark less than 50%



## 4 HND Financial Services

### 4.1 Target audience

The HND Financial Services develops skills and knowledge in a range of vocational skills specific to the UK Financial Services industry in relation to product, service and legislative knowledge together with an understanding of the roles and responsibilities of Financial Services providers.

The target audience includes those who are:

- ◆ preparing for employment for the first time and wish to take up a career in financial services.
- ◆ returning to work or are considering a career change to an entry level role in financial services.
- ◆ new entrants to the financial services industry.
- ◆ wishing to progress to a degree programme using a vocational access route and have an interest in financial services as a potential employer longer term.

The HND Financial Services is designed for students who wish to pursue a career in Financial Services or a range of general business/management positions.

The HND Financial Services enables students to progress to further academic and professional qualifications before embarking on their career.

The HND Financial Services is designed to equip students with an understanding of financial services issues and practices within a changing business environment. Financial Services professionals can work in a variety of roles and can work in organisations that specialise in a number of different Financial Services products and services.

Important aspects of Financial Services that are covered in the course include Personal Financial Services, Business Accounting, Economics, Financial Services Regulatory Framework, Personal and Business Lending, Principles of Insurance, Pensions Provision and Financing International Trade.

### 4.2 Access to the course

As with all SQA qualifications, access will be at the discretion of the centre and the following recommendations are for guidance only. It should be noted that this qualification will be taught and assessed in English.

Some examples of appropriate formal entry qualifications are specified below. They are not exhaustive or mutually exclusive and may be offered in a variety of combinations.

- ◆ An appropriate level of skill in the English language.
- ◆ Experience in the use of IT applications software.
- ◆ Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may be acceptable, as would suitable industry standard qualifications at an appropriate level.
- ◆ Mature students with suitable work experience will be accepted for entry provided the enrolling centre believes that the student is likely to benefit from undertaking the award.

### **4.3 Aims of course**

The HND Financial Services award has a range of aims relating to academic and vocational progression.

The specific aims of the HND Financial Services award are to:

- 1 Develop suitable competencies relevant to the Financial Services industry to enable students to enter a range of customer service and support positions in a financial services organisation.
- 2 Develop a broad range of generic vocational skills in relation to communication, customer service and the use of information technology.
- 3 Prepare students for progression to degree courses delivered by UK universities.
- 4 Develop skills for independent, life-long learning.
- 5 Develop transferable skills for employability and Core Skills.
- 6 Develop and enhance transferable skills in planning, organising, critical and evaluative thinking and enable the student to investigate customers' financial product and services requirements in depth.
- 7 Develop interpersonal skills relevant to a range of customer service and support roles in the Financial Services industry.
- 8 Develop communication and presentation skills.
- 9 Develop numeracy skills.
- 10 Develop problem-solving skills within a range of time constraints.
- 11 Develop an understanding of the complex professional, regulatory and ethical issues relating to the Financial Services industry.
- 12 Develop knowledge to progress smoothly to complete qualifications with one of the Financial Services industry professional bodies.

Students therefore will develop a full range of competencies and skills that meet the requirements of the Financial Services industry and which will assist them in embarking on a career in Financial Services. The award provides the opportunity to develop and progress within the Financial Services industry in a variety of ways and in organisations of different types and sizes. Employment opportunities include working with Retail Financial Services, Investment Operations, Pension and Insurance providers.

Within each area of the industry there are wide variations in the type of specialisations that students may aspire to. For example, within Retail Financial Services industry (banking) this may include:

- ◆ Frontline service operations (outlets and call centres)
- ◆ Personal or business lending
- ◆ Investment advice
- ◆ Product sales and service
- ◆ Regulatory compliance support

## 4.4 HND Financial Services Framework

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

Unit title	Unit code	Credit value	SCQF level
<b>YEAR 1</b>			
Business Accounting	F84M 34	2	7
Business Law: An Introduction	F84P 34	1	7
Communication: Analysing and Presenting Complex Communication	DE3N 34	1	7
Creating a Culture of Customer Care	H1F0 34	1	7
Economic Issues: An Introduction	F7J8 34	1	7
Financial Sector: An Introduction	DE5M 34	1	7
Information Technology: Applications Software 1	D75X 34	1	7
Information Technology: Applications Software 2	D7CY 35	1	8
Managing People and Organisations	F84T 34	2	7
Marketing: An Introduction	F7BX 34	1	7
Personal Financial Services	H0BX 34	2	7
Financial Services: Graded Unit 1	H0Y6 34	1	7
<b>YEAR 2</b>			
Economics 2: The World Economy	F86E 35	1	8
Financing International Trade	DE5T 35	2	8
Financial Services Regulatory Framework	H0BW 35	1	8
Income Tax	F86X 35	1	8
Investment	DE5P 35	2	8
Pension Provision	H0BY 35	2	8
Personal and Business Lending	H0C0 35	2	8
Preparing Financial Forecasts	F84R 35	1	8
Principles of Insurance	DE5R 35	1	8
Financial Services: Graded Unit 2	H0Y7 35	1	8
Financial Services: Graded Unit 3	H0Y8 35	1	8

## 4.5 Core Skills

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

Successful students will exit from the HND Financial Services with the following Core Skills profile:

Core Skill	Certificated exit level
Communication	SCQF level 6
Numeracy	SCQF level 6 (Using Number component only)
Information and Communication Technology (ICT)	SCQF level 6
Problem Solving	SCQF level 6
Working with Others	—

A detailed analysis of the Core Skills profile is provided in Appendices 1a and 1b.

## 4.6 Graded Unit

Students will take a 1-credit Graded Unit at SCQF level 7 in the first year of the HND Group Award, and two further 1-credit Graded Units at SCQF level 8 in the second year of the HND Group Award.

The Graded Units take the form of:

*Financial Services: Graded Unit 1 (H0Y6 34) Project Case Study at SCQF level 7 — 1 SQA HN credit*

*Financial Services: Graded Unit 2: (H0Y7 35) Examination at SCQF level 8 — 1 SQA HN credit*

*Financial Services: Graded Unit 3: (H0Y8 35) Project Investigation at SCQF level 8 —1 SQA HN credit*

Further details are provided in Section 8.3.

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<sup>1</sup> Core Skills Framework: an introduction (SQA, Glasgow, 2008)

## 5 Course delivery of an HND

### 5.1 How the course is delivered

All tutors/lecturers must ensure that they deliver this course using teaching methods that engage students in 'active learning' to encourage them to participate in the learning activities set. All SQA qualifications are designed to enable students to develop their knowledge and skills and then they are required to apply this new knowledge/skill to a new situation. Criterion-referenced assessments assume that all parties are fully informed of the criteria that students must achieve and the assessment conditions under which the students carry out the assessment activity.<sup>2</sup>

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

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

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

***The HND Financial Services contains material which will change regularly as new financial services products are introduced and financial services regulation is updated and amended. It is most important that students are prepared for this award using material relating to current products, services and legislation.***

***There are a number of sources of materials that can be used to update materials, specifically newspapers, professional body journals and websites. In particular the following websites may be of assistance in this regard***

***[www.fsa.gov.uk](http://www.fsa.gov.uk)  
[www.financial-ombudsman.org.uk](http://www.financial-ombudsman.org.uk)  
[www.bankofengland.co.uk](http://www.bankofengland.co.uk)***

***In addition, reference can be made to websites of major UK financial services institutions to keep abreast of the products and services offered by them.***

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

Each Unit should have a master folder containing the Unit specification, teaching materials, the teaching and assessment plan along with assessment exemplars and re-assessments. The teaching materials and teaching plan should provide details of activities that students should undertake. Typically they include activities such as small group/whole class discussion, group problem solving, eg analysing a case study and offering solutions based on the new learning, group project work to find examples, to research new knowledge and to present their findings to their fellow students.

The following is a list of learning activities but it is not exhaustive:

- ◆ Lectures
- ◆ Tutorials
- ◆ Study packs
- ◆ Problem based scenarios
- ◆ Case studies
- ◆ Group/team work
- ◆ Online materials
- ◆ IT based teaching materials
- ◆ Projects
- ◆ Quizzes
- ◆ Research and presentation of findings to fellow students
- ◆ Role play
- ◆ Short response questions, multiple choice questions
- ◆ Create questions for other learners (with answers), etc

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

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

Some activities could require students to work in pairs or small groups to discuss issues or to solve a given problem. Other activities could require the student to undertake some independent research out with the classroom and to bring their findings to the next lesson and present this to the class in a report or presentation format. Some Units will require the student to undertake independent reading and students should be prepared to discuss key issues within the classroom as organised and led by the tutor.

In practical skills classes, students should be directed to use practice exercises to enable them to become proficient. Tutors may demonstrate the skill first and then coach the students individually when unsure. In terms of developing independent learners, in the case of information technology, students should be encouraged to independently use the online Help facilities within applications. It should be noted that even in practical classes, students should be encouraged to work in small groups and to support one another as part of the learning process — by explaining to another, a student has to reformulate and communicate the learning point thus deepening their learning.

When undertaking group work, students should be encouraged/directed to work with different groups each time they attempt a new task so that they get to know and work with a wide range of individuals. The groups should be given clear task activities. Tutors/lecturers should note the various roles assigned to the group members and they should set a time limit for the completion of the task.

At the end of each activity tutors should make time to receive feedback from each group so that they can assess knowledge and understanding and use the feedback session to repeat important key points and to clear up any misunderstandings. Tutors must also provide feedback to students on their performance in activities, etc.

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

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

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

## **5.2 Support for students**

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

Each individual tutor has a role to monitor an individual student's understanding and progress at Unit level and feed comments to the Course Team. At individual Unit level, tutors may wish to use a range of mechanisms to support learners and to establish if students are progressing well on the course.



## 6 HND Financial Services course delivery

### 6.1 Teaching plan

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

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

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

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

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

#### **Rationale for the suggested delivery schedule**

Two suggested delivery schedules have been given for Year 1 and Year 2 of HND Financial Services — Option A and Option B.

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

The majority of the Units in Year 2 are SCQF level 8 Units that will develop on the knowledge and understanding gained in Year 1. Students will be able to extend their financial services knowledge through the study of investment, insurance and pension provision.

## 6.1.1 Year 1: Suggested delivery schedule

### YEAR 1 — OPTION A

Semester 1	Semester 2
Business Accounting (F84M 35) — SCQF level 7, 2 HN credits	
Communication: Analysing and Presenting Complex Communication (DE3N 34) — SCQF level 7, 1 HN credit	Business Law: An Introduction (F84P 34) — SCQF level 7, 1 HN credit
Creating a Culture of Customer Care (H1F0 34) — SCQF level 7, 1 HN credit	Economic Issues: An Introduction (F7J8 34) — SCQF level 7, 1 HN credit
Financial Sector: An Introduction (DE5M 34) — SCQF level 7, 1 HN credit	Marketing: An Introduction (F7BX 34) — SCQF level 7, 1 HN credit
Information Technology: Applications Software 1 (D75X 34) — SCQF level 7, 1 HN credit	Information Technology: Applications Software 2 (D7CY 35) — SCQF level 8, 1 HN credit
Managing People and Organisations (F84T 34) — SCQF level 7, 2 HN credits	
Personal Financial Services (H0BX 34) — SCQF level 7, 2 HN credits	
	Financial Services: Graded Unit 1 (H0Y6 34) — SCQF level 7, 1 HN credit
<b>7 Units studied: 7 at SCQF level 7 (4 credits completed, three Units partially completed)</b>	<b>8 Units studied: 7 at SCQF level 7; one Unit at SCQF level 8 (11 credits completed)</b>

### Rationale for Year 1 (Option A)

The benefits of this approach are that:

- ◆ the teaching of all the 2-credit Units is spread over two semesters which will maximise the opportunity for the integration of material.
- ◆ all learning relating to the use of *Information Technology: Applications Software* to be completed in Year 1 which enables students to use and apply the learning from the outset in Year 2.
- ◆ the content of the Year 2 Graded Units is covered entirely in Year 2.

To ensure a balance of assessment across the two semesters, it is suggested that *Business Accounting* (F84M 34) Outcomes 1 and 2 and *Managing People and Organisations* (F84T 34) Outcomes 1–3 are assessed in Semester 1 and *Business Accounting* Outcomes 3–5 and *Managing People and Organisations* Outcome 4 are assessed in Semester 2.

## YEAR 1 — OPTION B

Semester 1	Semester 2
Business Accounting (F84M 35) — SCQF level 7, 2 HN credits	
Creating a Culture of Customer Care (H1F0 34) — SCQF level 7, 1 HN credit	Business Law: An Introduction (F84P 34) — SCQF level 7, 1 HN credit
Communication: Analysing and Presenting Complex Communication (DE3N 34) — SCQF level 7, 1 HN credit	Marketing: An Introduction (F7BX 34) — SCQF level 7, 1 HN credit
Economic Issues: An Introduction (F7J8 34) — SCQF level 7, 1 HN credit	Economics 2: The World Economy (F86E 35) — SCQF level 8, 1 HN credit
Financial Sector: An Introduction (DE5M 34) — SCQF level 7, 1 HN credit	
Information Technology: Applications Software (D75X 34) — SCQF level 7, 1 HN credit	
Managing People and Organisations (F84T 34) — SCQF level 7, 2 HN credits	
Personal Financial Services (H0BX 34) — SCQF level 7, 2 HN credits	
	Financial Services: Graded Unit 1 (H0Y6 34) — SCQF level 7, 1 HN credit
<b>8 Units studied: 8 at SCQF level 7 (5 credits completed, three Units partially completed)</b>	<b>7 Units studied: 7 at SCQF level 7, one at SCQF level 8 (10 credits completed)</b>

### Rationale for Year 1 (Option B)

The benefits of this approach are that:

- ◆ the teaching of all the 2-credit Units is spread over two semesters which will maximise the opportunity for the integration of material.
- ◆ all learning relating to Economics is completed in Year 1 which enables students to use and apply this learning from the outset in Year 2.
- ◆ the development of the key IT skills is completed in Year 1, leaving the more advanced IT skills content to Year 2.
- ◆ the content of the Year 2 Graded Units is covered entirely in Year 2.

To ensure a balance of assessment across the two semesters, it is suggested that *Business Accounting* (F84M 34) Outcomes 1 and 2 and *Managing People and Organisations* (F84T 34) Outcomes 1–3 are assessed in Semester 1 and *Business Accounting* Outcomes 3–5 and *Managing People and Organisations* Outcome 4 are assessed in Semester 2.

## 6.1.2 Year 2: Suggested delivery schedule

### YEAR 2 — OPTION A

Semester 1	Semester 2
Economics 2: The World Economy (F86E 35) — SCQF level 8, 1 HN credit	Financial Services Regulatory Framework (H0BW 35) — SCQF level 8, 1 HN credit
Financing International Trade (DE5T 35) — SCQF level 8, 2 HN credits	Income Tax (F86X 35) — SCQF level 8, 1 HN credit
Investment (DE5P 35) — SCQF level 8, 2 HN credits	Pension Provision (H0BY 35) — SCQF level 8, 2 HN credits
Personal and Business Lending (H0C0 35) — SCQF level 8, 2 HN credits	Principles of Insurance (DE5R 35) — SCQF level 8, 1 HN credit
Preparing Financial Forecasts (F84R 35) — SCQF level 8, 1 HN credit	Financial Services: Graded Unit 2 (H0Y7 35) — SCQF level 8, 1 HN credit
	Financial Services: Graded Unit 3 (H0Y8 35) — SCQF level 8, 1 HN credit
<b>5 Units studied: 5 at SCQF level 8 (8 credits completed)</b>	<b>6 Units studied: 6 at SCQF level 8 (7 credits completed)</b>

### Rationale for Year 2 (Option A)

The benefits of this approach are that:

- ◆ maximum use can be made of integration opportunities between *Economics 2: The World Economy* (F86E 35) and *Financing International Trade* (DE5T 35) and between *Personal and Business Lending* (H0C0 35) and *Preparing Financial Forecasts* (F84R 35).
- ◆ all content relating to *Investment* (DE5P 35) is completed in Semester 1 enabling students to start work on *Financial Services: Graded Unit 3* (H0Y8 35) at the earliest opportunity in Semester 2.

## YEAR 2 — OPTION B

Semester 1	Semester 2
Financing International Trade (DE5T 35) — SCQF level 8, 2 HN credits	Financial Services Regulatory Framework (H0BW 35) — SCQF level 8, 1 HN credit
Information Technology: Applications Software 2 (D7CY 35) — SCQF level 8, 1 HN credit	Income Tax (F86X 35) — SCQF level 8, 1 HN credit
Investment (DE5P 35) — SCQF level 8, 2 HN credits	Pension Provision (H0BY 35) — SCQF level 8, 2 HN credits
Personal and Business Lending (H0C0 35) — SCQF level 8, 2 HN credits	Principles of Insurance (DE5R 35) — SCQF level 8, 1 HN credit
Preparing Financial Forecasts (F84R 35) — SCQF level 8, 1 HN credit	Financial Services: Graded Unit 2 (H0Y7 35) — SCQF level 8, 1 HN credit
	Financial Services: Graded Unit 3 (H0Y8 35) — SCQF level 8, 1 HN credit
<b>5 Units studied: 5 at SCQF level 8 (8 credits completed)</b>	<b>6 Units studied: 6 at SCQF level 8 (7 credits completed)</b>

### Rationale for Year 2 (Option B)

The benefits of this approach are that:

- ◆ maximum use can be made of integration opportunities between *Personal and Business Lending* (H0C0 35) and *Preparing Financial Forecasts* (F84R 35).
- ◆ students can develop advanced IT Application Software skills just before they need to put them into practice when working on their Graded Units.
- ◆ all content relating to *Investment* (DE5P 35) is completed in Semester 1 enabling students to start work on *Financial Services: Graded Unit 3* (H0Y8 35) at the earliest opportunity in Semester 2.

## 6.2 Overview of Units

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

## **YEAR 1 Units**

### **Business Accounting (F84M 34)**

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

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

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

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

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

### **Business Law: An Introduction (F84P 34)**

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

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

Outcome 1 explains the main sources of Scots Law.

Outcome 2 explains the law of contract.

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

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

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

### **Communication: Analysing and Presenting Complex Communication (DE3N 34)**

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

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

Outcome 1 analyses complex written business information and develops skills in reading and analysing complex text, summarising key information and evaluating the suitability of written text for its purpose. Assessment should be undertaken in controlled conditions where arrangements are in place to assure the authenticity of students' work.

Outcome 2 assists students in the production of complex written business documents. It covers selection of relevant information, sequencing for impact and effectiveness, appropriateness of language and style for formal business documents.

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

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

### **Creating a Culture of Customer Care (H1F0 34)**

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

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

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

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

There is scope to link assessment to other Units, eg *Communication: Analysing and Presenting Complex Communication* (DE3N 34) where students could develop a report into an aspect of customer care which could be also be submitted as evidence of report writing skills.

### **Economic Issues: An Introduction (F7J8 34)**

This 1-credit Unit introduces students to fundamental issues in economics with a particular emphasis on the business environment. Students will learn about the basic economic problem and how the consumer and other economic agents address this problem. Students are introduced to the operation of markets and actions that can be taken to help avoid market failure. The Unit introduces the theory of National Income and the circular flow of income model.

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

In Outcome 1 students are required to explain the allocation of resources within the economy. In this they will cover aspects such as the basic economic problem, opportunity cost, determinants of demand and supply, interaction of demand and supply, and price and income elasticity.

In Outcome 2 students are required to explain the theory of National Income. In this they will cover areas such as circular flow of income, injections and withdrawals, multiplier, measurement of national income, comparison of national income between countries and national income growth measured in monetary and real terms.

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

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

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

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



## **Financial Sector: An Introduction (DE5M 34)**

This Unit 1-credit Unit introduces students to the role of the Bank of England, retail and wholesale banks; the role of the stock market as a source of corporate finance and a vehicle by which investors can buy and sell shares and the role that the various money markets play in the UK.

There are three Outcomes in this Unit.

In Outcome 1 students will learn about the role of the Bank of England, and retail and wholesale banks. They will also learn about some of the minor deposit taking financial institutions that operate in the UK.

In Outcome 2 students will learn about the role of the Stock Market, in particular its role in helping companies to raise finance, and its role in allowing investors to buy and sell shares.

In Outcome 3 students will learn about the role of the various money markets that have developed alongside the main financial markets.

There is only one assessment for this Unit. Assessment is likely to consist of a range of questions based on a case study which will be issued 7–10 days ahead of the assessment. Students will not be advised of the questions in advance of the assessment but will be allowed to bring their own pre-prepared notes.

## **Information Technology: Applications Software 1 (D75X 34)**

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

There are two Outcomes.

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

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

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

## **Information Technology: Applications Software 2 (D7CY 35)**

This 1-credit Unit develops the skills acquired in *Information Technology: Applications Software 1 (D75X 34)* taking them to an advanced level of proficiency. Students will develop the knowledge and skills to use the advanced features of applications software to integrate and interpret information which is vital to making a contribution to the 'knowledge economy'.

The Unit very much encourages the idea that it is the ability to use, integrate and interpret information from a wide range of disparate sources that is important in today's 'knowledge economy'. Therefore, having the knowledge and skill to be able to use the advanced features of applications software to integrate and interpret information is vital to making a contribution to the 'knowledge economy'.

There are four Outcomes in this Unit.

In Outcome 1 students will learn about the techniques they can apply with software applications to support the automation of activities such as the production and manipulation of data and the consolidation of data from multiple sources.

In Outcome 2 students will learn about the techniques they can apply with software applications to support the integration of information and data.

In Outcome 3 students learn the techniques they can use to share data securely with other users and publish products on line.

In Outcome 4 students will learn about the techniques they can use to develop presentations using software application presentation tools such as Powerpoint.

This Unit has two assessments that will assess the students' ability to integrate information using at least four different software application packages to produce a final product, ie a document or a design or a composition or a model and a presentation that will enable them to present their final product. Students will produce a portfolio of evidence in the form of printouts, listings, screen dumps and/or disk copies of their final product and presentation.

## **Managing People and Organisations (F84T 34)**

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

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

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

In Outcome 2, students will analyse factors that contribute to workplace performance. They will consider theoretical models and relate to individual performance and motivation. Teamwork should be encouraged and students given the opportunity to reflect on factors contributing to their team's performance in tasks set. Team tasks could be set that encourage students to work together researching and presenting key theories. In addition to the use of structured questions, some form of group assessment could be used to add value to team work.

In Outcome 3, students will analyse factors that influence managerial performance. They will examine the roles and activities of managers, ways to measure managerial performance and theories of leadership. There is scope to integrate with Outcome 2 and use team tasks to assist with research activities and help students explore the effectiveness of different leadership styles. Structured questions could be supplemented by evidence from team work. Students should be encouraged to submit evidence of reflective learning on their team/leader's performance, eg what did they do well, what could they improve on, action plan for improvements.

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

### **Marketing: An Introduction (F7BX 34)**

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

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

- ◆ Product mix decisions that the organisation has taken.
- ◆ Place — how the organisation makes the product or service available to the customer, eg channels of distribution.
- ◆ The Pricing methods used by the organisation.
- ◆ The organisation's Promotional mix.
- ◆ The importance to the organisation of the role of people, process and physical evidence in the marketing of products or services.

The report should also show how the organisation's marketing mix responds to changing market conditions.

The Unit may be assessed in a variety of ways, eg by a separate assessment for each Outcome. Both assessments may take place under controlled conditions and be designed to encourage students to relate marketing theory to relevant examples. Alternatively, there is the opportunity to integrate the assessment of Outcomes 1 and 2. This could be done under open-book conditions and would be based on a case study, project or other stimulus material.

### **Personal Financial Services (H0BX 34)**

This 2-credit Unit develops students' understanding of the range of products and services that can be used by personal customers to meet their money transmission, savings and borrowing requirements. In addition, personal protection and investment products are reviewed and students develop knowledge of the regulatory environment within which the UK financial services industry operates and the protections available to the personal investor.

In Outcome 1 students will learn about the range of products and services that can be used by personal customers to meet their everyday expenditure requirements, provide savings opportunities and provide lending facilities.

In Outcome 2 students will learn about the range of products that are available to protect the individual, their family and/or property.

In Outcome 3 students will learn about the range of investment products that cater for long-term capital growth and income needs.

In Outcome 4 students will examine the regulatory environment within which the financial services industry operates and the protections available to the personal investor.

This Unit may be assessed by one assessment covering all four Outcomes. The assessment may take the form of questions based on a case study. The case study may be issued 7–10 days in advance of the assessment and whilst students will not be advised of the questions in advance of the assessment, they will be allowed to bring their own pre-prepared notes.

## **Financial Services: Graded Unit 1 (H0Y6 34)**

This is one of three Units which will be graded. All other Units are a pass or fail. This is a project based Graded Unit and will be assessed by a case study. This Unit will assess the student's ability to integrate knowledge across a range of mandatory Units within the first year of the HND.

## **YEAR 2 Units**

### **Economics 2: The World Economy (F86E 35)**

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

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

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

In Outcome 3 students will evaluate world economies. Areas covered will be the characteristics of Newly Industrialised Countries (NICs), the issues facing NICs, characteristics of Less Developed Countries (LDCs), issues facing LDCs and the impact of transnationals in NICs and LDC.

Assessment could be undertaken by using one instrument of assessment which allows students to develop their research skills. An investigative approach could be taken by the student to enable them to gather evidence. This may be in the form of a portfolio.

### **Financing International Trade (DE5T 35)**

This 2-credit Unit introduces students to the procedures and documents used in international trade, the types of currency transactions that can be made, the methods used by financial services providers to support the settlement of international trade transactions and the role played in providing both exporter and importers with services to assist them trade overseas.

Outcome 1 covers the ways in which importers and exporters guard against the possibility of exchange rate risks by the use of forward contracts. Students will learn how to complete the various types of calculations used to cost out contracts.

Outcome 2 covers the methods of payment used by exporters and importers and the use that can be made of documentary collections and letters of credit.

Outcome 3 covers the range of financial services and products that can be offered by banks to assist exporters and importers.

Outcome 4 recognises that the assistance offered by banks goes beyond financing by looking at the non-financial services offered to exporters and importers by banks.

The Unit is assessed using a case study issued 7–10 days before the assessment takes place. Students will be able to bring in limited notes to the assessment based on their review of the case study.

### **Financial Services Regulatory Framework (H0BW 35)**

This 1-credit Unit introduces students to the structure of the framework within which Financial Services are regulated within the United Kingdom. They will learn about the importance of the regulatory body in the Financial Services industry and will develop skills to apply its rules and regulations.

In Outcome 1 students will learn which organisations are involved in ensuring that the UK Financial Services industry is effectively regulated and what the roles and responsibilities of each organisation are regarding regulation.

In Outcome 2 students will learn how the Financial Services Authority (FSA) ensures that they meet their obligations to ensure the UK Financial Services sector is effectively regulated. They will learn how the FSA determines who is permitted to provide Financial Services in the UK and what regulations are in place to ensure these organisations and individuals operate in a way that is in the best interests of the consumer.

In Outcome 3 students will learn what the financial adviser has to do when advising clients to ensure that they comply with the regulatory framework and learn about the various compensation schemes and complaints procedures that are in place to protect investors.

This Unit may be assessed by one two-hour assessment covering all three Outcomes. This assessment could consist of a number of short answer questions which have to be completed without access to notes or other supporting materials.

### **Income Tax (F86X 35)**

This 1-credit Unit introduces students to the basic concepts of Income Tax by exploring the final tax implications of income from different sources. It considers the general administration of the Income Tax system and more specifically the Pay As You Earn (PAYE) system of collecting taxes from those who are employed. It also addresses the tax implications of those who are in receipt of benefits in kind.

In Outcome 1 students develop an overview of the UK income tax system and its operation. Included in this is a review of the various timescales and deadlines that apply for the completion of Income Tax returns and the penalties that can be incurred by individuals who fail to meet these deadlines.

In Outcome 2 students learn in more detail about the administration of the Pay As You Earn (PAYE) system and the use of tax codes and various record collection forms.

In Outcome 3 students learn the stages involved in calculating the taxable income of an individual who is in employment and is also in receipt of benefits. Not all benefits are subject to Income Tax and students learn about the various types of benefits and the extent to which they have to be included in calculations of an individual's overall taxable income.

In Outcome 4 all the learning from this Unit is brought together as students complete calculations to establish the Income Tax liabilities of individuals in a range of situations.

Assessment for this Unit is by way of an open-book examination and a case study.

### **Investment (DE5P 35)**

This 2-credit Unit introduces students to a selection of complex issues relating to investment theory and practice. These theories underpin much of the work in the insurance and pensions markets.

In Outcome 1 students learn about the principles and theories relating to investment in bond markets. They will look at the uses made and types of bonds available, the procedures for buying and selling bonds and the methods used to calculate purchase costs and yields.

In Outcome 2 students learn about how shares are used as part of a company's capital structure and the types of shares that can be issued. They will look at the rights of shareholders, the primary and secondary markets for shares through the London Stock Exchange and the operation of bonus and rights issues including relevant calculations relating to bonuses and rights.

In Outcome 3 students learn the various techniques based on fundamental and technical analysis that can be used to track the performance of shares and the various sources of benchmark information such as Stock Exchange indices.

In Outcome 4 students learn about the additional options that are available to investors who do not wish to invest using bonds or shares. These options include managed investment funds, property, chattels, pensions and insurance based products.

It is suggested that all the Outcomes for this Unit are assessed in a single assessment based on a case study, a copy of which can be given to students in advance of the assessment. Students would complete the assessment under controlled conditions without access to any notes or reference materials.



## **Pensions Provision (H0BY 35)**

This 2-credit Unit introduces to students to the range of pension products offered by the UK government and financial services institutions. They will develop skills to identify the correct advice when responding to typical pensions advice questions asked of advisers in financial services institutions.

In Outcome 1 students are introduced to the various state pensions provisions that apply in the UK and the requirements related to funding of state pensions through individual contributions.

In Outcome 2 students learn about the different types of employer run occupational pension schemes, how these schemes are structured, what benefits will accrue to pension holders and what the limitations of their use are.

In Outcome 3 students learn about a variety of pension schemes which have been designed for specific groups of pensioners, how these schemes are structured, what benefits will accrue to pension holders and what are the limitations of their use.

In Outcome 4 students learn about personal pension schemes which individuals may subscribe to rather than be part of an employer run scheme, how these schemes are structured, what benefits will accrue to the pension holders and what the limitations of their use are.

This Unit may be assessed by one assessment and could consist of a number of questions based on a case study that covers all four Outcomes within the Unit. Where a case study is used, this may be issued to students 7–10 days in advance of the assessment but they will not be advised of the questions in advance of the assessment. They will be permitted to bring their own pre-prepared notes into the assessment.

## **Personal and Business Learning (H0C0 35)**

This 2-credit Unit introduces students to the knowledge and skills required when working within a lending role within the Financial Services industry. They will learn how to take lending decisions for both personal and business customers and will also discover the circumstances under which security is required from customers and how the bank takes that security against their lending. Bankers sometimes have to take action to collect and recover outstanding debt from customers and students will also learn the main methods they use to achieve this.

In Outcome 1 students are introduced to lending principles as they are applied to various personal lending propositions. In doing so, they will learn about the different types of lending needs of personal borrowers and the products that are available to meet these needs.

In Outcome 2 the student's learning is then further developed to look at the application of these lending principles to various business lending propositions. The different types of lending needs of business borrowers and the products that are available to meet these needs are reviewed.

In Outcome 3 students will learn about the principles of good security in support of lending and how the lender ensures they can realise the security if required. They will also learn the processes for realising the security and for discharging the securities when the borrowing is repaid and/or there is no further reliance on the asset as security.

In Outcome 4 the student's attention is directed to the situation that can arise when the borrower's circumstances change and there is a risk of borrower default. They will learn about the methods available to the lender to monitor and control lending and the actions available to them to enforce repayment of borrowing in the event of borrower default. When working on this Outcome, there is an opportunity to integrate the learning with the Unit *Business Accounting* (F84M 34) where the concepts of ratio analysis are also covered.

This Unit may be assessed by one assessment covering all four Outcomes. This assessment could consist of an unseen in-tray exercise involving personal and business lending scenarios that covers all of the four Outcomes of the Unit.

### **Preparing Financial Forecasts (F84R 35)**

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

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

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

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

Outcome 4 involves the use of investment and project appraisal techniques to assess the viability of a project. These techniques include traditional and discounted cash flow and their uses in decision making.

The use of a spreadsheet package is encouraged for Outcomes 3 and 4.

## **Principles of Insurance (DE5R 35)**

This 1-credit Unit develops the students' understanding of the nature of insurance and how it relates to financial services. It introduces students to the typical content of insurance policies and the methods of calculating premiums both for general insurance policies and for life insurance.

The Unit has three main areas, each of which is the subject of a separate Outcome.

In Outcome 1 students will learn about the principles or concepts on which insurance is based.

In Outcome 2 students will then apply the concepts learned in Outcome 1 in the examination of general insurance policies.

In Outcome 3 students learn about life assurance policies.

This Unit will be assessed by two assessments — both will be based on case studies which will be issued to students 7–10 days prior to the date of the assessment. For both assessments, students can bring their own pre-prepared notes to the assessment but they are not permitted to bring textbooks or handouts into the assessment event.

## **Financial Services: Graded Unit 2 (H0Y7 35)**

This is one of three Units which will be graded. All other Units are a pass or fail. This is an examination based Graded Unit and will be assessed by an open-book examination of 3 hours duration. This Unit will assess the student's ability to apply knowledge based on the Units contained within the second year of the HND. The examination questions should be set within a realistic financial services context.

## **Financial Services: Graded Unit 3 (H0Y8 35)**

This is one of three Units which will be graded. All other Units are a pass or fail. This is a project based Graded Unit and will be assessed by an investigation. This Unit will assess the student's ability to integrate knowledge and understanding across the Units contained within the HND including some of the first year Units.

## **6.3 Opportunities for integration of Units**

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

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

For example, in the Unit *Communication: Analysing and Presenting Complex Communication* (DE3N 34), Outcome 2 requires students to produce complex written business documents (which can be one or more documents) of approximately 1,500 words but which must conform to a range of standards. The content of the 'complex written business documents' are not stated and it would, therefore, be possible to select a topic from another theory based Unit, for example *Creating a Culture of Customer Care* (H1F0 34) to form the basis of a 'formal business report'. Hence two Outcomes are being assessed in a single assessment activity.

Based on the proposed delivery of Years 1 and 2 the following opportunities exist for integration of delivery and/or assessment:

## YEAR 1

Unit code	Unit title and integration opportunity
F84T 34	<p><b>Managing People and Organisations</b></p> <ol style="list-style-type: none"> <li>1 The organisations reviewed could be financial services with students being introduced to materials relating to the structures and stakeholders of financial services organisations. This could tie in with introductory material delivered about the roles of Financial Services institutions in <i>Financial Sector: An Introduction</i> (DE5M 34).</li> <li>2 The structural content relating to organisations can be linked to <i>Business Law: An Introduction</i> (F84P 34) Outcome 3 where the legal characteristics of types of business organisations are covered.</li> <li>3 Outcome 2 regarding factors that influence workplace performance can be covered at the same time as <i>Creating a Culture of Customer Care</i> (H1F0 34) regarding the contribution of employee empowerment to the creation of the customer care culture.</li> </ol>
DE3N 34	<p><b>Communication: Analysing and Presenting Complex Communication</b></p> <ol style="list-style-type: none"> <li>1 The assessment of Outcome 2 (report writing) can be integrated with <i>Creating a Culture of Customer Care</i> (H1F0 34) assessment Outcome 3 alternatively.</li> <li>2 The assessment of Outcome 2 (report writing) can be integrated with <i>Economic Issues: An Introduction</i> (F7J8 34) Outcome 3 (investigative report relating to the role of government policy in the UK financial markets).</li> </ol>
H1F0 34	<p><b>Creating a Culture of Customer Care</b></p> <ol style="list-style-type: none"> <li>1 See comment made above in Point 1 of <i>Communication: Analysing and Presenting Complex Communication</i> (DE3N 34).</li> </ol>
F84P 34	<p><b>Business Law: An Introduction</b></p> <ol style="list-style-type: none"> <li>1 See comment made above in Point 2 of <i>Managing People and Organisations</i> (F84T 34).</li> </ol>

<b>Unit code</b>	<b>Unit title and integration opportunity</b>
F7J8 34	<p><b>Economic Issues: An Introduction</b></p> <p>1 See comment made above in Point 2 of <i>Communication: Analysing and Presenting Complex Communication</i> (DE3N 34).</p>
H0BX 34	<p><b>Personal Financial Services</b></p> <p>1 Reviewing the products offered by organisations (Outcomes 1–3) can be integrated with <i>Marketing: An Introduction</i> (F7BX 34) Outcome 2 in relation to the marketing mix.</p> <p>2 The provision and operations of personal protection products (Outcome 2) can be integrated with <i>Principles of Insurance</i> (DE5R 34) Outcome 3, the essential features of life assurance.</p>
F7BX 34	<p><b>Marketing: An Introduction</b></p> <p>1 See comment made above in Point 1 of <i>Personal Financial Services</i> (H0BX 34).</p>
DE5R 34	<p><b>Principles of Insurance</b></p> <p>1 See comment made above in Point 2 of <i>Personal Financial Services</i> (H0BX 34).</p>

## YEAR 2

Unit code	Unit title and integration opportunity
F86E 35	<p><b>Economics 2: The World Economy</b></p> <p>1 Outcome 2 relating to exchange rates theory can be integrated with the practical application of exchange rates <i>Financing International Trade</i> (DE5T 35) Outcome 1.</p>
DE5T 35	<p><b>Financing International Trade</b></p> <p>1 See comment made above in Point 1 of <i>Economics 2: The World Economy</i> (F86E 35).</p>
DE5P 35	<p><b>Investment</b></p> <p>1 Outcome 3 relating to the calculation of accounting ratios and analysis of company accounts can be integrated with <i>Preparing Financial Forecasts</i> (F84R 35) Outcomes 3 and 4 and <i>Personal and Business Lending</i> (H0C0 35) Outcome 2.</p> <p>2 Outcome 4 relating to the tax implication of investment holdings can be integrated with <i>Income Tax</i> (F86X 35) Outcome 4 regarding the impact of sources of income on income tax liabilities.</p>
F84R 35	<p><b>Preparing Financial Forecasts</b></p> <p>1 See comment made above in Point 1 of <i>Investment</i> (DE5P 35).</p> <p>2 Outcome 4 relating to variance analysis can be integrated with <i>Personal and Business Lending</i> (H0C0 35) Outcome 4 regarding the warning signs for deterioration of financial positions.</p>
H0C0 35	<p><b>Personal Business Lending</b></p> <p>1 See comment made above in Point 1 of <i>Investment</i> (DE5P 35).</p> <p>2 See comment made above in Point 2 of <i>Preparing Financial Forecasts</i> (F84R 35).</p>
F86X 35	<p><b>Income Tax</b></p> <p>1 See comment made above in Point 2 of <i>Investment</i> (DE5P 35).</p>

## 7 Assessment in an HND award

### 7.1 Assessment in learning and for certification

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

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

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

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

### 7.2 Assessment planning of an HND

All HND qualifications are **summatively assessed** using a mix of continuous Unit assessment and Graded Unit assessments. It is helpful for students, the Course Team and the internal verifiers if the Course Team they have an overview of when summative assessments are likely to occur. It is, therefore, common practice for a Course Team, prior to the start of course delivery to agree the overall learning, teaching and assessment plan for the course. Part of this process requires tutors to agree when each Unit in the course will be **summatively assessed**.

In situations where Units of a course are being delivered in parallel, it is important that Course Teams make sure that the assessment load placed on students is manageable, although it is recognised that by its very nature summative assessments will occur towards the end of learning.

### 7.3 Planning the Unit summative assessment

For each Unit, it is helpful for tutors/assessors to draw up a Unit assessment plan which:

- ◆ describes what is to be assessed.
- ◆ says what assessment methods will be used.
- ◆ describes how the assessments are to be administered, eg practical, online, etc.
- ◆ defines opportunities for integrating assessment.
- ◆ provides a timetable for when the assessment will take place.
- ◆ notes arrangements that need to be made to take account of additional support needs or prior learning.
- ◆ describes the measures to be taken to ensure that the evidence produced is authentic and current.
- ◆ describes how and when requirements for record-keeping and quality assurance processes will be met.

### 7.4 Negotiating summative assessments with the students

Ultimately, it is up to the tutor to determine when a student is ready for summative assessment (within the agreed time constraints of the course timetable). A good way of gauging if a student is ready for assessment is to use a **practice assessment** (a final formative assessment which mirrors the summative assessment in terms of assessment method and an aspect of the Evidence Requirement where appropriate but it must not contain the same task detail as the summative assessment).

The tutor can use this assessment to identify the level of an individual student's competence and the outcome can help the tutor determine if the student is ready to attempt the summative assessment or if the student still has gaps in knowledge and understanding that need to be addressed through further work.

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



## 7.5 Summative assessment exemplars

Assessment exemplars are produced by SQA and are made available to centres for all Units in this HND. Assessment exemplars are intended solely for the purpose of assessment of students against the standards given in the Unit specifications. **They must not be released prior to the assessment or be distributed for any other purpose. It is the centre's responsibility to maintain the security of all assessment exemplars.**

A Unit assessment exemplar will contain:

- ◆ details of the conditions under which the assessment is to be carried out.
- ◆ assessment tasks for each Outcome.
- ◆ a marking scheme or model answer.
- ◆ checklists (where appropriate).

It is vital that tutors:

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

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

## 7.6 Accounting Units — summative assessment exemplars — Error Tolerance Guidance

Within the Accounting Units an error tolerance is allowed within the assessments. The Unit specification and assessment exemplar, for each Unit, states the number of errors allowed for each Outcome. Errors are classified as either an 'arithmetic/computational error' or an 'error principle'. Appendix 3 contains further guidance in the form of '**Error Tolerance Guidance Notes**'.

## 8 HND Financial Services Assessment Strategy and Plan

### 8.1 HND Financial Services Assessment Strategy

A guide to the type and number of assessments in each Unit of the HND Financial Services is shown below.

Unit	Assessment — Year 1				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Business Accounting (F84M 34)	Practical exercise Supervised with access to pro forma layout only	Practical exercise Supervised with access to pro forma layout only	Open-book report generated under supervised conditions. Questions and report linked to case study.		
Business Law: An Introduction (F84P 34)	Open-book Written/oral Case study with given questions	Open-book Written/oral Case study with given questions	Open-book Written/oral Case study with given questions		
Communication: Analysing and Presenting Complex Communication (DE3N 34)	Analysis of business text	Open-book report — Extended response and formal meeting (integrate Outcomes 2 and 3)			
Creating a Culture of Customer Care (H1F0 34)	Open-book Written/oral evidence	Open-book Questions linked to case study			
Economic Issues: An Introduction (F7J8 34)	Integrative assessment Set questions Controlled conditions with defined amount of notes		Open-book Short investigative exercise		
Financial Sector: An Introduction (DE5M 34)	Case study with restricted response questions Controlled conditions with notes				
Information Technology: Applications Software 1 (D75X 34)	Observation checklist	Practical tasks			
Information Technology: Applications Software 2 (D7CY 35)	Folio of evidence of the completion of prescribed practical tasks				

Unit	Assessment — Year 1 (continued)				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Managing People and Organisations (F84T 34)	Open-book Case study Written and/or oral responses	Open-book Case study Written and/or oral responses	Open-book Case study Written and/or oral responses	Open-book Case study Written and/or oral responses	
Marketing: An Introduction (F7BX 34)	Open-book Case study with written structured questions				
Personal Financial Services (H0BX 34)	Case study with restricted response questions Controlled conditions with defined amount of notes				
Financial Services: Graded Unit 1 (H0Y6 34)	Project — Report based on case study				

Unit	Assessment — Year 2				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Economics 2: The World Economy (F86E 35)	Open-book integrative assessment Portfolio of evidence				
Financing International Trade (DE5T 35)	Case study with restricted response questions Controlled conditions				
Financial Services Regulatory Framework (H0BW 35)	Examination — Restricted response questions under closed-book conditions				
Income Tax (F86X 35)	Case study completed as an open-book assessment and open-book examination				
Investment (DE5P 35)	Case study with restricted response questions Controlled conditions				
Pension Provision (H0BY 35)	Case study with restricted response questions Controlled conditions with defined amount of notes				
Personal and Business Lending (H0C0 35)	Unseen in-tray exercise (case studies) with restricted response questions Controlled conditions				
Preparing Financial Forecasts (F84R 35)	Practical exercise covering Outcomes 1 and 2. Closed-book supervised conditions.	Open-book home based assessment. Analysing a case study covering Outcomes 3 and 4.			
Principles of Insurance (DE5R 35)	Case study with restricted response questions Controlled conditions	Case study with restricted response questions Controlled conditions			
Financial Services: Graded Unit 2 (H0Y7 35)	Examination — restricted response questions Open-book conditions				
Financial Services: Graded Unit 3 (H0Y8 35)	Investigative project				

## 8.2 HND Financial Services Course Assessment Plan

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

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

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

## 8.3 HND Financial Services Graded Unit assessments

*Financial Services: Graded Unit 1 (H0Y6 34) Project at SCQF level 7 — 1 SQA HN credit*

*Financial Services: Graded Unit 2 (H0Y7 35) Examination at SCQF level 8 — 1 SQA HN credit*

*Financial Services Graded Unit 3 (H0Y8 35) Project at SCQF level 8 — 1 SQA HN credit*

**Graded Unit 1** will be assessed by a project case study to be completed on an open-book basis over a period of time. Students will produce the project in response to a case study. This Unit covers the integration of a range of knowledge and skills achieved through study of the mandatory Units, but focusing on:

DE5M 34     *Financial Sector: An Introduction*  
H0BX 34     *Personal Financial Services*  
H1F0 34     *Creating a Culture of Customer Care*  
DE3N 34     *Communication: Analysing and Presenting Complex Communication*

This assessment should take place towards the end of the first year of the programme to ensure that students have covered the topics which will be assessed within the Graded Unit.

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

**Graded Unit 2** is a open-book examination lasting three hours. This Unit covers the integration of a range of knowledge and skills achieved through study of the mandatory Units, but focusing on:

H0BW 35	<i>Financial Services Regulatory Framework</i>
F86X 35	<i>Income Tax</i>
DE5P 34	<i>Investment</i>
H0BY 35	<i>Pension Provision</i>
DE5R 35	<i>Principles of Insurance</i>

**Graded Unit 3** is a project investigation to be completed on an open-book basis over a period of time.

This Unit covers the integration of a range of knowledge and skills achieved throughout selected Units of the HND:

DE3N 34	<i>Communication: Analysing and Presenting Complex Communication</i>
H0BW 35	<i>Financial Services Regulatory Framework</i>
DE5P 35	<i>Investment</i>
F84T 34	<i>Managing People and Organisations</i>
D75X 34	<i>Information Technology: Applications Software 1</i>
D7CY 35	<i>Information Technology: Applications Software 2</i>

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

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

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

Re-assessment may take a variety of forms.

- ◆ For some assessments, students may be allowed to provide additional information, eg if a student has submitted a report based on a piece of independent research, she/he would be allowed to add the missing evidence and resubmit the report. The new information should be highlighted in such a way to show that it had been added, eg underlined, coloured and dated in the margin.
- ◆ For practical tasks related to their use of information technology, students may be permitted to correct work and resubmit — the original submission and the re-submission should both be kept.
- ◆ For multiple choice, short response and Graded Units, students may be required to attempt a completely new assessment instrument.

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

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

For Units other than Graded Units, SQA provides only **ONE** summative assessment and it is extremely important that centres produce their own **alternative** assessments. These assessments can be used for re-assessment purposes.

Once a draft assessment has been prepared by the centre it should first be quality checked by centre staff (internally verified) and submitted to SQA for prior-verification to ensure that it is fit for purpose<sup>3</sup>.

If a student fails to reach the pass mark in the Graded Unit 1 — Examination then he/she should be allowed to sit an alternative examination before the beginning of the next session to allow progression to Year 2. Students must complete all aspects of the new assessment instrument.

## 9 Quality Assurance

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

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

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

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

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<sup>3</sup> For centres wishing support in this process, an online course has been developed — Produce HN Unit Assessments for successful prior moderation

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

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

For assessed qualifications, SQA regularly monitors centres to ensure that they have the resources and expertise to assess students against the qualification criteria. (Assessment is where centres use assessment instruments to make decisions about students' work. External assessment is where SQA takes on these duties, usually in the form of examinations or externally assessed coursework. Only assessments are subject to quality assurance by verification.)

## **10 Verification**

### **10.1 Introduction**

SQA's quality assurance processes have been developed to ensure that national standards are applied to internally assessed Units or course components.

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

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

### **10.2 Why do we need verification?**

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

- ◆ centres' assessment decisions are sound (ie valid, reliable and practicable).
- ◆ national standards are being uniformly applied.
- ◆ assessments are accurately and consistently applied across all students and levels.

This ensures qualifications and certification is credible with all students being assessed to a common standard.



### 10.3 Internal verification

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

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

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

- ◆ evidence of planned verification for the semester which conforms to the centre's verification strategy.
- ◆ minutes of meetings where assessment work is examined and where discussion about acceptable standards is noted and decisions recorded.
- ◆ internal verification forms showing which students' work has been verified and the outcome. Note where an assessor carries out observations, internal verifiers should also observe the assessor.
- ◆ evidence of discussion and support of assessors, particularly where student work has not been accepted by the internal verifier.
- ◆ evidence of reporting back to the Course Team, any recommendations/actions required and evidence that these are acted upon.

### 10.4 External verification

To ensure national consistency in assessment decisions, SQA appoints experienced teachers/lecturers who have good, recent experience in the delivery and assessment of their subject to carry out external verification in centres. SQA will notify the SQA Co-ordinator if your centre has been selected for verification.

SQA wants to encourage centres and staff to see verification in a positive light, as a valuable Quality Improvement tool.

## Appendix 1a: Core Skills Year 1<sup>4</sup>

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Graphical Information	Using Number	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively With Others	Reviewing Co-operative Contribution
F84M 34	Business Accounting	SCQF 5 S	SCQF 5 S		SCQF 6 E							
F84P 34	Business Law: An Introduction	SCQF 6 S	SCQF 6 S			SCQF 5 S	SCQF 5 S	SCQF 6 S	SCQF 6 S	SCQF 6 S		
DE3N 34	Communication: Analysing and Presenting Complex Communication	SCQF 6 E	SCQF 6 E									
H1F0 34	Creating a Culture of Customer Care	SCQF 6 S	SCQF 6 S					SCQF 6 S		SCQF 6 S		
F7J8 34	Economic Issues: An Introduction	SCQF 6 S	SCQF 6 S					SCQF 5 S	SCQF 5 S	SCQF 5 S		
DE5M 34*	Financial Sector: An Introduction											
D75X 34	Information Technology: Applications Software 1					SCQF 6 E	SCQF 6 E					

<sup>4</sup> S = signposted, E = embedded (shade as S — yellow and E — green)

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Graphical Information	Using Number	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively With Others	Reviewing Co-operative Contribution
D7CY 35	Information Technology: Applications Software 2*											
F84T 34	Managing People and Organisations	SCQF 6 S						SCQF 6 S		SCQF 6 S		
F7BX 34	Marketing: An Introduction	SCQF 6 S	SCQF 6 S					SCQF 6 S	SCQF 6 S	SCQF 6 S		
H0BX 34*	Personal Financial Services							SCQF 5 S				
H0Y6 34	Financial Services: Graded Unit 1							SCQF 6 E	SCQF 6 E	SCQF 6 E		

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

## Appendix 1b: Core Skills Year 2<sup>5</sup>

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Graphical Information	Using Number	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively With Others	Reviewing Co-operative Contribution
F86E 35	Economics 2: The World Economy	SCQF 6 S	SCQF 6 S			SCQF 5 S	SCQF 5 S	SCQF 6 S	SCQF 6 S	SCQF 6 S		
DE5T 35	Financing International Trade*											
H0BW 35	Financial Services Regulatory Framework	SCQF 5 S										
F86X 35	Income Tax	SCQF 5 S		SCQF 5 S	SCQF 5 S							
DE5P 35	Investment*											
H0BY 35	Pension Provision							SCQF 5 S				
H0C0 35	Personal and Business Lending			SCQF 5 S	SCQF 5 S			SCQF 5 S	SCQF 5 S	SCQF 5 S		
F84R 35	Preparing Financial Forecasts				SCQF 6 S			SCQF 5 S				
DE5R 35	Principles of Insurance*											
H0Y7 35	Financial Services Graded Unit 2*											
H0Y8 35	Financial Services Graded Unit 3							SCQF 6 S	SCQF 6 S	SCQF 6 S		

<sup>5</sup> S = signposted, E = embedded (**shade as S — yellow and E — green**),

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

## Appendix 2a: Year 1, Semester 1 — Assessment Plan (Option A)

Unit title\Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Business Accounting (F84M 34) (cont in Semester 2)										X							
Business Law: An Introduction (F84P 34)																	
Communication: Analysing and Presenting Complex Communication (DE3N 34)							X								X *		
Creating a Culture of Customer Care (H1F0 34)									X						X *		
Economic Issues An Introduction (F7J8 34)																	
Financial Sector: An Introduction (DE5M 34)														X			
Information Technology: Applications Software 1 (D75X 34)	Completion of IT portfolio of assessments throughout the semester															X	
Information Technology Applications Software 2 (D7CY 35)																	
Managing People and Organisations (F84T 34) (cont in Semester 2)								X									X
Marketing: An Introduction (F7BX 34)																	
Personal Financial Services (H0BX 34) (cont in Semester 2)																	
Financial Services: Graded Unit 1 (H0Y6 34)																	

Assessment submission date is shown by an X

\*It is recommended this is an integrated assessment (See Page 33)

## Appendix 2a: Year 1, Semester 2 — Assessment Plan (Option A)

Unit title\Week	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	24
Business Accounting (F84M 34) (cont in Semester 2)		X									X*						
Business Law: An Introduction (F84P 34)					X				X					X			
Communication: Analysing and presenting Complex Communication (DE3N 34)																	
Creating a Culture of Customer Care (H1F0 34)																	
Economic Issues: An Introduction (F7J8 34)								X					X				
Financial Sector: An Introduction (DE5M 34)																	
Information Technology: Applications Software 1 (D75X 34)																	
Information Technology: Applications Software 2 (D7CY 35)	Continuous development of folio of evidence										X				X		
Managing People and Organisations (F84T 34) (cont from Semester 1)						X						X					
Marketing: An Introduction (F7BX 34)								X									X
Personal Financial Services (H0BX 34) (cont from Semester 1)														X			
Financial Services: Graded Unit 1 (H0Y6 34)							Investigative Project								X		

Assessment submission date is shown by an X  
X\* indicates integrated assessment and Outcomes integrated

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

Unit title\Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Economics 2: The World Economy (F86E 35)													X				
Financing International Trade (DE5T 35)														X			
Financial Services Regulatory Framework (H0BW 35)																	
Income Tax (F86X 35)																	
Investment (DE5P 35)															X		
Pension Provision (H0BY 35)																	
Personal and Business Lending (H0C0 35)																X	
Preparing Financial Forecasts (F84R 35)									X							X	
Principles of Insurance (DE5R 35)																	
Financial Services: Graded Unit 2 (H0Y7 35)																	
Financial Services: Graded Unit 3 (H0Y8 35)																	

Assessment submission date is shown by an X

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

Unit title\Week	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Economics 2: The World Economy (F86E 35)																	
Financing International Trade (DE5T 35)																	
Financial Services Regulatory Framework (H0BW 35)												X					
Income Tax (F86X 35)															X	X	
Investment (DE5P 35)																	
Pension Provision (H0BY 35)														X			
Personal and Business Lending (H0C0 35)																	
Preparing Financial Forecasts (F84R 35)																	
Principles of Insurance (DE5R 35)								X							X		
Financial Services: Graded Unit 2 (H0Y7 35)													X				
Financial Services: Graded Unit 3 (H0Y8 35)																X	

Assessment submission date is shown by an X



## Appendix 3: Error Tolerance Guidance Notes



### HN Accounting

#### Error Tolerance Guidance Notes

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

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

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

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

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

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

#### Types of errors

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

## Arithmetic errors

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

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

## Errors of principle

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

- ◆ Error of commission
- ◆ Error of omission
- ◆ Reversal of entries
- ◆ Incorrect classification of items in final accounts, eg Creditors included in current assets
- ◆ Incorrect use of stock valuation methods, ie FIFO instead of LIFO
- ◆ Inclusion of depreciation in a Cash Budget
- ◆ Wrong equations used in variances
- ◆ Wrong figures selected for ratios
- ◆ Gross figures entered in the general ledger
- ◆ VAT calculations not correct
- ◆ Inappropriate method of apportionment
- ◆ When preparing master budgets, incorrect figures included in final accounts, eg figure for materials consumed included rather than materials purchased
- ◆ Depreciation calculations incorrectly carried out, ie reducing balance rather than straight line
- ◆ Incorrect calculation of contribution
- ◆ Outputs and inputs reversed in VAT
- ◆ Process costs calculated not taking wastage into account
- ◆ Ledger balances posted to the Trial Balance incorrectly, ie credit balances on stock accounts; sales in the DR (debit) column
- ◆ Capital allowances incorrectly identified