Next Generation Higher National Unit Specification

Leadership and Management in Business (SCQF level 7)

Unit code: J89G 47

SCQF level: 7 (8 SCQF credit points)

Valid from: session 2024 to 2025

Prototype unit specification for use in pilot delivery only (version 1.0) July 2024

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors and contains all the mandatory information you need to deliver and assess the unit.

This edition: July 2024 (version 1.0)

Contents

Unit purpose

This unit introduces learners to the role of leadership and management in an organisation.

It contains introductory-level content and is suitable for learners who are considering a career or further learning in business-related subjects.

Learners who complete the unit can progress to a range of professional or degree qualifications.

Unit outcomes

Learners who complete this unit can:

1 explain the importance of effective recruitment to a business, and the role of a team on the effectiveness of a business
2 explain leadership and management styles and their appropriateness and importance to business performance
3 explain the impact of conflict and communication in an organisation
4 explain motivational theories in leadership

Evidence requirements

For all outcomes, you should assess learners under open-book, unsupervised conditions. Learners need a minimum mark of 70% in each outcome to achieve the unit.

To successfully achieve the unit, learners must provide the following evidence:

Outcome 1
- Explain the importance of effective recruitment to an organisation.
- Explain the advantages and disadvantages of different methods of recruitment.
- Explain the purpose of a team, and the difference between a team and a group.
- Apply management theories to explain the manager's role in building a team.
- Explain the impact of individual and team effectiveness on a business.

Outcome 2
- Define leadership, management and supervision, and identify them and their appropriateness in different contexts.
- Explain different styles of management and their effectiveness.
- Explain the importance of time management.

Outcome 3
- Describe sources of conflict and the impact of conflict on a business.
- Describe ways of managing conflict.
- Describe methods of communication, their barriers and their appropriate use.

Outcome 4
- Define motivation and explain its importance to the organisation, teams and individuals.

- Advise how to motivate individuals and teams, referring to motivational theory.
- Explain how effective appraisals can motivate individuals.

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: • the recruitment and selection process • how a team can be formed or built, and the characteristics of a high-functioning team	**Outcome 1** Learners can: • explain the importance of effective recruitment • explain the advantages and disadvantages of different methods of recruitment • explain the purpose of a team and the difference between a team and a group • apply management theories to explain the manager's role in building a team • explain the impact of individual and team effectiveness on the business
Outcome 2 Learners should understand: • leading and managing individuals and teams	**Outcome 2** Learners can: • define leadership, management, and supervision • explain different styles of management and their effectiveness • explain the importance of time management
Outcome 3 Learners should understand: • the importance of effective communication and managing conflict in an organisation	**Outcome 3** Learners can: • describe sources and the impact of conflict, and ways of managing these • describe methods of and barriers to communication

Knowledge	Skills
Outcome 4 Learners should understand: • motivational theory	**Outcome 4** Learners can: • define motivation and explain its importance to the organisation, teams and individuals • advise how to motivate individuals and teams • explain how effective appraisals can motivate individuals

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We've suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
  - receiving information affecting a wide range of issues, and researching, identifying and filtering out non-essential information
- adapting:
  - dealing with unfamiliar situations
  - building resilience and an overall understanding of how internal and external forces influence their role
- initiative:
  - developing decision-making skills and confidence in their abilities

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant is:

- communicating:
  - receiving and conveying a wide range of information
  - researching complex issues and filtering the relevant information
  - conveying information in different ways to meet the needs of the intended audience

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
  - identifying the elements of the task that are significant and asking questions to find out what information is most relevant
- creativity:
  - exploring ideas and producing solutions
- sense-making:
  - filtering information on different areas and applying these to different scenarios
- critical thinking:
  - analysing and evaluating information to solve complex problems

Literacies

This unit provides opportunities to develop the following literacies.

Communication

Learners develop communication skills by providing advice and communicating business and management information.

Digital

Learners develop digital skills and computer literacy by using information and communications technology (ICT).

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Delivery of unit

This is an optional unit in the Higher National Certificate (HNC) Accounting. It can also be delivered on a stand-alone basis.

The notional time for delivery and assessment is 40 hours. The amount of time you allocate to each outcome is at your discretion.

Additional guidance

The guidance in this section is not mandatory.

Approaches to delivery

You can use a range of case studies and examples that encourage learners to investigate the wider implications of leadership within business organisations.

Approaches to assessment

You can use a case study scenario, or a mix of case studies, and objective and/or short answer-based questions.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Leadership and Management in Business (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

Unit information

This unit introduces you to the role of leadership and management in an organisation.

It covers introductory-level content at SCQF level 7 in leadership and management that can be relevant to a range of business roles. Previous knowledge of any or all of these areas is an advantage, but not essential.

You learn about the different types of leadership styles, team formation, conflict, communication and motivational theories.

Learners who complete the unit can progress to a range of professional or degree qualifications.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the business environment.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

This meta-skill includes:

- focusing:
  - receiving information affecting a wide range of issues, and researching, identifying and filtering out non-essential information
- adapting:
  - dealing with unfamiliar situations
  - building resilience and an overall understanding of how internal and external forces influence your role

- initiative:
  - developing decision-making skills and confidence in your abilities

Social intelligence

This meta-skill includes:

- communicating:
  - receiving and conveying a wide range of information
  - researching complex issues and filtering the relevant information
  - conveying information in different ways to meet the needs of the intended audience

Innovation

This meta-skill includes:

- curiosity:
  - identifying the elements of the task that are significant and asking questions to find out what information is most relevant
- creativity:
  - exploring ideas and producing solutions
- sense-making:
  - filtering information on different areas and applying these to different scenarios
- critical thinking:
  - analysing and evaluating information to solve complex problems

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the business environment. You also develop an understanding of the United Nations Sustainable Development Goals.

Administrative information

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Superclass: AF

History of changes

Version	Description of change	Date

Please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.

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