Graduate Apprenticeships

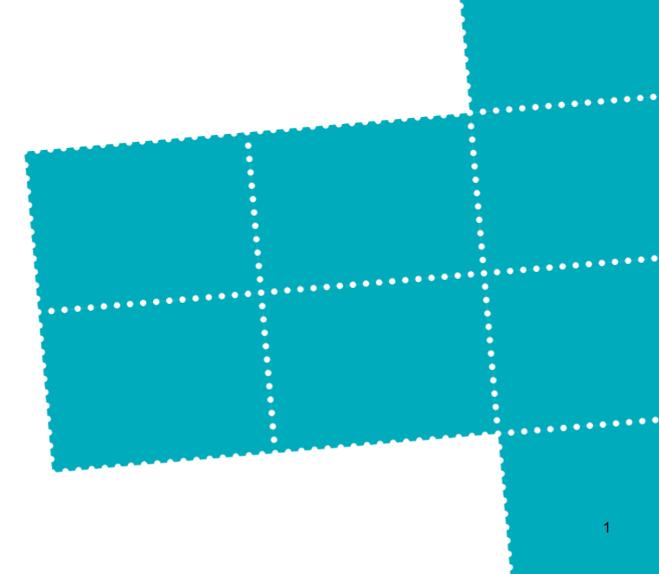Framework document for

Business Management

at SCQF level 10 September 2019

European Union

gov.scot

EUROPE & SCOTLAND
European Social Fund
Investing in a Smart, Sustainable and Inclusive Future

Document control

Version history

Version	Revision(s)	Approved by	Date
1.0	First draft from SME	SDS	18.05.17
1.1	Changes following TEG	Technical Expert Group	18.05.17
1.2	Changes to draft	Technical Expert Group	24.05.17
1.3	Revisions to outcomes following TEG	Technical Expert Group	29.05.17
1.4	Further updates	SDS	13/12/17
1.5	Finalised Framework	Technical Expert Group	05/01/18
1.6	Consolidate BMFS into BM framework	Technical Expert Group/SDS	
1.7	Additional Pathways added (Business Analysis & Project Management)	AAG	14/09/21

Terms and abbreviations

Term	Meaning
SDS	Skills Development Scotland
GA(s)	Graduate Apprenticeship(s) / Apprentice(s)
SCQF	Scottish Credit and Qualifications Framework
TEG	Technical Expert Group
QA	Quality Assurance
BM	Business Management
BA (Hons)	Bachelor of Arts with honours
KPI	Key Performance Indicator
HR	Human Resources
TQM	Total Quality Management
CIPD	Chartered Institute of Personnel and Development
L&D	Learning and Development
CMI	Chartered Management Institute
APM	Association for Project Management
CIM	Chartered Institute of Marketing
CIPS	Chartered Institute of Procurement and Supply

If you need any further information, please contact: **GAmbx@sds.co.uk**

Contents

1.   Graduate Apprenticeships in Scotland

1.1   Purpose of the Graduate Apprenticeship framework document

The purpose of this document is to provide employers and learning providers with information required to deliver a Graduate Apprenticeship in **Business Management**. The framework sets out the skills and learning outcomes identified through employer consultation that are required to support the development of this programme.

This framework document should be read in conjunction with the following publications:

1. Work-based Learning Principles
2. Product Specification at **SCQF level 10**
3. Quality Assurance Guidance

This documentation is available on the Skills Development Scotland (SDS) corporate website:

www.skillsdevelopmentscotland.co.uk

1.2   What are Graduate Apprenticeships?

Graduate Apprenticeships (GAs):

▪   are accredited work-based learning programmes that lead to degrees or degree-level, professionally recognised qualifications

▪   are part of the apprenticeship family, supporting the transition into employment by providing work-based learning pathways from Foundation and Modern Apprenticeships to Graduate Apprenticeships, at SCQF Levels 8 –11

▪   have been developed as part of the Scottish Government's approach to developing Scotland's young workforce and Skills Development Scotland's work-based learning strategy

1.3   Why do we need Graduate Apprenticeships in Scotland?

International experience demonstrates how degree-level apprenticeships can drive economic growth. We believe this approach can benefit the Scottish economy.

The range of approaches taken in countries including Switzerland and Germany to develop employer-led, work-based learning pathways to learning and employment provide the basis for how Scotland can use work-based learning to improve the operation of the labour market and to deliver economic growth[1]. Skills Development Scotland is now leveraging the development of Graduate Apprenticeships to support this change.

---

[1] **PWC (2015) Young Workforce' Index: How well are OECD economies developing the economic potential of their young people?**

1.4 Who develops Graduate Apprenticeships?

Graduate Apprenticeships are developed by Skills Development Scotland through consultation with employers, universities, professional bodies and qualification authorities in the form of Technical Expert Groups (TEGs). The TEGs act as advisory groups on behalf of the sector and are based on the current and future skills needs of industry. They advise on the topics and related outcomes that should be included in a framework.

More information about who was involved in the development of this framework can be found in **Appendix C**.

1.5 Who are Graduate Apprenticeships for?

Graduate Apprenticeships provide a new way into degree-level study for individuals who are either currently in employment or are entering into employment. GAs are available to employees aged 16 or over.

1.6 Who delivers Graduate Apprenticeships?

Graduate Apprenticeships are delivered by universities in partnership with employers and college learning providers. An up-to-date list of learning providers and the frameworks they offer can be found on **www.apprenticeships.scot**.

2.   Delivery

As Graduate Apprentices are work-based degrees, the place of employment is the place of learning. The learning and skills development must be fully integrated into both the **delivery and assessment** of the degrees when part of a Graduate Apprenticeship. This integration can only be satisfactorily achieved by proper planning and design prior to delivery and not by add-on components or ad-hoc modifications.

The authenticity of the programme is shown in the way employers are involved in the design and delivery of the degrees and the way in which work-based learning is positioned as integral to both the learning and the assessment needed for successful completion of the programmes.

GA are designed as full-time programmes. They are not part-time or sandwich courses. Attendance at the place of learning will be agreed between the provider and the employer sending individuals on the programmes. Examples of how this might work are:

- by day release or
- by block release of three or four-week duration, three times per year
- through distance learning with an initial "boot camp or induction"

Fundamentally, most of an individual's time should be spent in the workplace on directed study.

In designing the degrees to meet the work-based learning requirements of the GA, learning providers must ensure that they also meet the principles and criteria noted here:

Box 1. Principles and criteria

This GA is an **SCQF level 10** work-based degree. All proposed university degree programmes for this GA framework must:

- be **480 credits**
- be based on a partnership between employers and the learning provider
- evidence how the programmes exemplify the work-based learning requirements
- have clear goals and aspirations in support of equality and diversity with appropriate monitoring and other processes in place
- demonstrate how they will ensure that apprentices, upon graduation, will consistently achieve the necessary industry skills, knowledge and competence defined in **Appendix A**
- develop learning through reflection and review of work processes and experience
- meet the requirements to apply for professional body recognition

NB Delivery models based on sandwich years or industrial placement block release are not considered as work-based learning as part of this framework.

The successful delivery of Graduate Apprenticeships depends upon an effective partnership between the apprentice, the employer and the learning provider. This will involve additions to their normal responsibilities for employees, learning providers, and apprentices.

Delivery of the content of the GA will be agreed by the participating learning providers, which may involve delivery of specialist or employer-specific content. Employers should also be closely involved with all aspects of the programme, including the course specification, delivery, and assessment of practical activities.

The learning provider has responsibility for the quality assurance and enhancement of all elements of the programmes, but they must adhere to the SDS specified documents referenced in Section 1 and any additional guidance documentation provided as part of their competitive grant award. Practical activities must make use of the work environment and course content must take account of the technologies used in the apprentice's employment.

Apprentices must have individual learning and training plans. The learning provider and existing employer HR systems should be co-ordinated during the development of the individual learning and training plan to ensure that the required employer contextualisation is effective. Even within a specific employer, there may be apprentices who use differing technologies.

3. Roles and responsibilities

3.1 Role of the employer

Apprentices are employees and subject to the standard terms and conditions applying to all employees.

Employers participating in the Graduate Apprenticeship programme must:

- consider whether a candidate has a reasonable chance of achieving the selected programme during the selection process – this includes not only the course content but the acquisition of wider graduate attributes

- provide agreed information to support the candidate's application to the degree course

- provide apprentices with suitable opportunities for the type of experience in the workplace that will support their learning and skills acquisition

- provide each apprentice with a nominated mentor who must be readily accessible by the apprentice and to the learning provider

- liaise with the learning provider on the content and practical activities in the apprentice's individual learning and training plan

- provide information that will support the individual apprentice and their assessment

3.2 Role of the learning provider

Apprentices are both employed by the employer, as well as enrolled with the learning provider. As such they should have access to the same facilities as any other student.

GA course design and delivery must adhere to the principles detailed in preceding sections and in addition the learning provider must:

- adopt a flexible approach to considering the suitability of candidates by taking account of the portfolio of previous learning and experience an individual brings to the programme – this will include any relevant Foundation or Modern Apprenticeship undertaken – and support best practice in assessing individuals and in gathering evidence from employers where this is required

- liaise with the employer on the content and practical activities in the apprentice's individual learning plan

In addition, the learning provider should liaise with existing employer Training and Development and Quality Assurance (QA) systems to minimise double assessment. Development and meaningful implementation of individual learning plans is an essential component of the GA and assessments should take account of existing evidence wherever possible.

New evidence that directly relates to the workplace may be authenticated by employers or the individual's mentor.

There are a range of different delivery mechanisms, but the integration of knowledge within contextualised learning opportunities must be the overriding factor.

3.3   Course delivery and assessment

Content delivery and assessment responsibilities:

	Employer	*Learning Provider*	*Other*
Delivery of knowledge and understanding content	✓ Employer specific topics	✓ Generic and non-employer specific	✓ Private providers
Assessment of practical application	✓	✓	✓ Apprentice
Development of personal and business skills	✓ Specification, delivery, progress monitoring, assessment and mentoring	✓ Specification, delivery, progress monitoring and assessment	✓ May be a third party used for delivery, monitoring and assessment

4.   Entry

4.1   Eligibility

- Graduate Apprenticeships are available to new and existing employees of participating employers.

- Candidates must be at least 16 years of age. However, the suitability of an individual for entry onto a GA will be decided by the employer and their learning provider partner.

- Candidates must be resident in Scotland at the start of the Graduate Apprenticeship. In addition to this, their employer's working premises must also be located in Scotland. When applying to become a Graduate Apprentice the individual will be required to satisfy the employer that they have the right to live and work in Scotland.

- Entry requirements are likely to vary across learning providers. For courses where there is a mandatory requirement for a specific subject, learning providers should consider ways they can provide support to individuals who don't hold a traditional qualification but have nevertheless shown aptitude and competence at the necessary level.

4.2   Recognition of prior learning

Candidates will undergo a selection process for a Graduate Apprenticeship, based on employer HR processes. The admissions departments need to take account of this and liaise with employers to provide advice and guidance on the prior learning and experience that will be accepted for entry onto the course.

A more flexible approach to entry requirements should be adopted by learning providers and be done in consultation with employers. This should involve consideration of candidates on a case by case basis, who have completed relevant Foundation, Modern or Technical or Higher Apprenticeships as well as industry / vendor certifications.

Universities and other providers are asked to consider ways they can optimise the apprentice's prior learning within the programme to ensure there is no unnecessary repetition of learning.

5.   Demand

Finance relates to all types of monetary related business including banks, building societies, trusts, insurance and pension funding. It also includes job roles in related services such as accounting, auditing and tax consultancy. The Business Services sector provides many functions that are essential to business operations. The sector is broad and includes employment in Human Resource (HR) management, market research, administration and call centres.

Employment[2]

In 2017, **employment in the sector was 236,500** accounting for nine per cent of all employment in Scotland. This makes it the **second largest key sector in Scotland** measured by employment. Since the recession in 2008 employment in the sector has declined by three per cent, compared to a one per cent decline for all industries. More recently (since 2015) employment growth has been static, which is the same as all industries. This suggests that despite not growing over the past couple of years, the sector remains large.

The highest levels of employment were in Edinburgh, East and Midlothian (64,000) and Glasgow (60,000). These locations also had the greatest concentrations of employment in the sector. Compared to the national average, in Edinburgh, East and Midlothian the Financial and Business Services sector accounted for almost double the proportion of employment. Employment in the sector was also above the national average in Glasgow. This suggests that although large, employment is not evenly distributed across Scotland, the city regions of Edinburgh, East and Midlothian and Glasgow are where most employment in the sector is located.

Although there has been no employment growth recently, employment in the sector is forecast to increase. By 2020, employment in the sector will have grown by 4,800, an increase of two per cent. This growth will be in contrast to no growth across all industries. The growth is expected to continue at a faster pace over the longer term up to 2027. From 2017 to 2027 employment in the sector will grow by eight per cent, growth across all industries will be three per cent. Growth will create jobs in the sector and the need to replace workers will also generate demand. Based on employment in 2017, **14 per cent of the workforce will need to be replaced by 2027. The sector's net requirement for workers up to 2027 will be 53,000**. This is four per cent of the net requirement for workers across all industries.

As might be expected, over half of the total net requirement for workers in the Financial and Business Services sector will be located in Glasgow (31 percent) and Edinburgh, East and Midlothian (22 per cent).

Occupations[3]

In 2017, the majority (61 per cent) of the Financial and Business Services workforce were in higher level occupations. The proportion of the workforce in mid and low-level occupations was lower, 24 per cent and 15 per cent respectively. In 2027, there will be a small change in

the occupational structure of the workforce with one per cent more of the workforce being in higher level occupations and one per cent fewer in mid-level occupations.

Financial Services Skills Investment Plan

The Financial Services Skills Investment Plan (developed in 2013 and refreshed in 2016) acknowledges the role of Graduate Apprenticeships in widening the talent pool and developing key skills within the sector.

A key action within the Financial Services SIP Action Plan is to influence the design and development of the GA model and pilot the approach.

6. The framework

6.1 Overview

The **Business Management (BM)** Graduate Apprenticeship is based on industry-defined needs and has been developed in collaboration with employers and the education sector to allow knowledge, understanding, skills and competence to be developed with the necessary attributes industry expects from graduates.

Within the **Business Management** Graduate Apprenticeship, the degree content must be delivered per the principles and outcomes detailed in this framework.

The specific Graduate Apprenticeship included in this framework is:

- **Business Management (BM)**

The output of this framework will be Graduate Apprenticeship at **SCQF level 10** entitled:

Graduate Apprenticeship in BA (Hons) Business Management

There are 2 further pathways for this GA, <u>Business Analysis</u> and <u>Project Management.</u>

6.2 Purpose

The purpose of this programme is to produce graduates with the required skills, knowledge and attributes to excel in business management.

The **Business Management** Graduate Apprenticeship is designed to produce graduates with the following high-level skills and knowledge attributes:

- An understanding of business/organisations and their key functions and processes
- An understanding and consideration of environment, organisational strategy, markets and processes – and how these work together.
- Knowledge and understanding of organisational strategy and models and how to apply them.
- Understanding of approaches to project management and the ability to apply them
- Knowledge of financial models and how to use them to analyse performance
- Understanding of how technology can enhance business
- Able to communicate effectively using a range of media
- Knowledge and understanding of leadership styles and organisational culture
- Knowledge and understanding of how to manage people and teams effectively
- Understands how to build effective relationships internally and externally
- Able to manage self effectively, use emotional intelligence and core values
- Knowledge and understanding of how to plan effectively and undertake personal development

Framework: Business Management (SCQF level 10)

- Able to make effective decisions and solve problems based on research

A key part of the **Business Management** GA is that each of the three key content areas is combined to deliver a holistic learning experience (as shown in **Figure 1**):

- core business and management knowledge, skills and competencies

- optional elective modules to reflect sector or function specific components, together with

- links to professional recognition and qualifications as required by the role

Figure 1 illustrates the construction of the GA – delivering a base of core management and business knowledge and skills, overlaid with optional elective modules which will be chosen depending on the individuals' roles and sector focus.

Professional Practice:
Qualifications relevant to role
Professional recognition

Electives:
Change Management;
Human Resources;
Sales and Marketing;
Procurement /Supply Chain Management;
International Trade

Core Management and Business Components covering:
Organisational Performance: Organisational Performance and operations;
Project Management: Business finance; Digital business and new technologies
Interpersoanal Excellence: Communicaiton; Leading people; Managing people; Developing collaborative relationsihips
Personal Effectiveness: Awareness of self and others; Management of self; Decision making

Figure 1: Key content areas

Details of the high-level learning and skills outcomes for these content areas are provided in **Appendix A**.

6.3   Occupational outcomes

The **Business Management** GA is aimed at employment **across a broad range of sectors**. Specific roles will depend on the nature of the organisation, including, but not limited to:

- Team Leader
- Team Manager
- Supervisor
- Operations Manager
- Departmental Manager
- Procurement Manager
- Supply Chain Manager
- HR Manager
- Finance Manager
- Finance and Insurance Business Manager
- Risk Manager

In organisations, there may be specific elements involved in the role which are not reflected in the job title, but which are a key component within it.

6.4   Learning outcomes

Please refer to **Appendix A** for a full list of learning outcomes for the **Business Management** GA. For the Business Analysis pathway click here, and Project Management here.

6.5   Professional recognition

This Graduate Apprenticeship framework can support the achievement of professional recognition in leadership and management, as it provides the opportunity to include a range of learning and skills outcomes that demonstrate competence and commitment to provide evidence towards recognition by:

- Chartered Institute of Personnel & Development (CIPD)
- Chartered Management Institute (CMI)
- Institute of Leadership & Management (ILM)
- Association of Project Management
- Chartered Institute of Procurement & Supply
- Chartered Institute of Marketing
- Institute and Faculty of Actuaries (IFoA)

- Chartered Insurance Institute (CII)

- Chartered Banker Institute

- Pensions Management Institute (PMI)

The primary focus of this GA is on developing the skills and knowledge outcomes sought by employers. The framework will enable individuals to proceed to professional recognition upon completion of the programme, and the most appropriate pathway will be determined by the individual, employer and university, depending on their role.

6.6 Related Scottish apprenticeship frameworks

The following Scottish Apprenticeship frameworks and qualifications are relevant pathways that may contribute toward progression into the **Business Management** GA. The apprenticeships are eligible for funding contributions from Skills Development Scotland, and provide employers with a range of alternative pathways at different levels of entry:

In school:

- Foundation Apprenticeship in Business Skills (SCQF Level 6)

FA Business Skills Level 6

Post-school:

- Modern Apprenticeship in Business and Administration (SCQF levels 6 & 8)

  MA Business Admin Level 6

  MA Business Admin Level 8

- Modern Apprenticeship in Management (SCQF level 7 & 9)

MA Management Level 7

MA Management Level 9

- Technical Apprenticeship in Project Management (SCQF level 8)

TA Project Management Level 8

Appendix A.   Learning and skills outcomes

Business Management (SCQF level 10)

This section details the high-level learning and skills outcomes for the GA in **Business Management** degree**.**

This presents a broad set of employer defined outcomes against which universities can position their intended provision to meet the high-level learning outcomes and flavour the programme for their intended employer audience.

Please note: all students will be expected to undertake a significant **Business Management** project at the end their course. This project should draw together all main skills of the course and include a real world applied project.

For information on the Business Analysis pathway click here, and Project Management click here.

Topics and high-level learning and skills outcomes:

Learning and skills outcomes for Business Management
1. Organisational performance
1.1.   Organisational strategy and operations
1.2.   Project management
1.3.   Business finance
1.4.   Digital business and new technologies
2.   Interpersonal excellence
2.1.   Communication
2.2.   Leading People
2.3.   Managing People
2.4.   Developing collaborative relationships
3. Personal effectiveness
3.1.   Awareness of self and others
3.2.   Management of self
3.3.   Decision making

Learning and skills outcomes for Business Management (optional) pathways. Please select at least one of the following pathway options.	
4. Change management	
4.1.	Change management in an organisational context
4.2.	Administration and implementation
4.3.	Relationships and communications within change management
4.4.	Political context
5. Human resources	
5.1.	Human resources theory and concepts
5.2.	Human resource management
5.3.	Collaboration and relationship building
5.4.	Legal requirements
6. Sales and marketing	
6.1.	Sales and marketing strategies
6.2.	Planning
6.3.	Communicating and sales
6.4.	Performance and reputation management
6.5.	Customer behaviour
6.6.	Customer experience and satisfaction
7. Procurement/Supply chain management	
7.1.	Procurement and supply chain strategy
7.2.	Procurement
7.3.	Supply chain management
7.4.	Collaboration
8. International trade	
8.1.	International trade theory
8.2.	Conducting business
8.3.	Cultural awareness and understanding
8.4.	Communicating in an international context
8.5.	Globalisation

9. Financial Services
9. Financial Services

	9.1.	Financial markets and regulation
	9.2.	International finance
	9.3.	Governance, risk and investment
	9.4.	Accounting and economics
	9.5.	Business analytics and IT

Appendix B.   Low-level outcomes examples

The next section provides examples of low level learning and skills outcomes which employers may expect individuals to cover in a Graduate Apprenticeship **Business Management**.

The low-level learning and skills outcomes are not intended to be used as a pro-forma curriculum.

Each learning provider will have its own approach to delivering the degree and progression between stages. The low-level skills and derived learning outcomes that are detailed in the following sections will provide guidance to ensure that each degree covers the desired learning outcomes appropriately.

Table 1 Skills and knowledge coverage in Organisational Performance

1.   Organisational performance
1.1.   Organisational strategy and operations
1.2.   Project management
1.3.   Business finance
1.4.   Digital business and new technologies

1.1.   Organisational strategy and operations

BM1.1a   Knowledge of organisational culture and management theories and concepts

Ethics, governance and Corporate Social Responsibility

BM1.1.b   Understanding of ethics and professional issues in the organisational setting, including codes of practice, morals, principles, and behaviours, and how these should be managed

BM1.1.c   Understanding of Governance models and how they should be applied in a sector and/or organisation

BM1.1.d   Understanding of the application of the principles of Corporate Social Responsibility

Organisational strategy and plans

BM1.1.e   Knowledge of how to develop organisational strategy and plans, undertaking a critical evaluation of theories and review of own organisations strategy in the context of these

BM1.1.f   Able to support the implementation of organisational strategies and plans, working with others to ensure outcomes are achieved and supporting further development of these plans

Framework: Business Management (SCQF level 10)

BM1.1.g   Understanding of adding value to an organisation in relation to products and customer experience

BM1.1.h   Knowledge of the concepts of entrepreneurship and how they can be applied to organisational development

BM1.1.i   Knowledge of business law and how it applies to organisational structures, commercial and contractual law

BM1.1.j   Able to develop and deliver operational plans in line with organisational strategy, making use of targets and KPIs to monitor and define success, and able to gain wide support to deliver successful outcomes

BM1.1.k   Able to demonstrate knowledge of the macro-economy, industry classification, market structure and the determinants of price in differing market types

BM1.1.l   Understanding of globalisation/internationalisation and its impact on organisational strategy

BM1.1.m   Understanding business growth models and their application

Marketing and sales strategies

BM1.1.n   Knowledge of the principles of marketing and strategies and how they apply to understanding customers and their motivations sales

BM1.1.o   Able to analyse, segment and target relevant markets and customers (global and local), and identify opportunities and new ways to market (including digital marketing)

BM1.1.p   Able to use customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationship

Managing change

BM1.1.q   Knowledge of how to manage change in an organisation, demonstrating a critical understanding of change management models

BM1.1.r   Able to apply relevant model(s) to effectively manage change in own organisation and its impact upon personnel

Innovation and business improvement (including developing solutions)

BM1.1.s   Understanding of the need for innovation in product and service design, making use of research, insight and creative approaches to developing solutions to meet customer need

BM1.1.t   Knowledge of business process improvement models (e.g. Six Sigma, Lean Management, 5S methodology) and understand the application of these

BM1.1.u   Knowledge of approaches to workforce development, and able to analyse own organisation's strategy for workforce development

BM1.1.v   Able to produce reports that clearly present information and data using a range of interpretation and analytical processes

BM1.1.w   Able to monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence

Quality

BM1.1.x   Knowledge of the principles of quality assurance, and able to evaluate quality assurance models in the context of own organisation

BM1.1.y   Knowledge of sustainability goals and principles of environmental management systems (e.g. ISO14000)

1.2.   Project management

BM1.2.a   Knowledge of how to develop a business case, undertaking and applying analysis of the need and required outcomes

BM1.2.b   Able to identify key outcomes, develop and implement plans and monitor progress, providing reports as required

BM1.2.c   Able to use widely recognised project management tools to ensure effective implementation

BM1.2.d   Able to initiate, lead and drive change within the organisation, identifying barriers and how to overcome them

BM1.2.e   Knowledge of how a project moves through planning, design, development, deployment and evaluation, and able to apply this to projects within the organisation

BM1.2.f   Critical understanding of risk management models, and how to use them to identify, manage, mitigate and report on risks to the organisation

BM1.2.g   Understanding of risk-benefit analysis, the need for compliance and the requirements for 'Chinese walls' to operate within the sector

BM1.2.h   Knowledge of health and safety requirements and accountabilities, and the implications for people and the organisation

BM1.2.i   Understanding of the principles of resource and supply chain management, demonstrating knowledge of how to plan, organise and monitor resources in order to achieve organisational goals

BM1.2.j   Understanding of sustainability in the context of a changing environment

BM1.2.k   Understanding of the concepts of procurement, and knowledge of how to manage vendors/sub-contractors effectively, being aware of own and others roles and responsibilities

1.3.   Business finance

BM1.3.a   Understanding of financial strategies, including budgets, financial management and accounting in relation to the organisational strategy

BM1.3.b   Able to demonstrate understanding of commercial context in an organisational setting and analyse how this changes over time

BM1.3.c   Understanding of e-commerce and its categories as a mechanism for buying and selling of products and services

BM1.3.d   Able to demonstrate competence in managing budgets, controlling expenditure and production of financial reports in the context of the organisations financial strategy

BM1.3.e   Able to provide financial reports by accessing financial data, assessing its validity and producing clear financial reports that draw conclusions

BM1.3.f   Able to evaluate the use of procurement and contracting and analyse their use within the context of own organisation

BM1.3.g   Able to assess the legal requirements around procurement and contracting and how to comply with these

1.4.   Digital business and new technologies

BM1.4.a   Able to critically evaluate the impact of innovation and digital technologies on organisations, and demonstrate understanding of how to manage technological transformation and change in the organisation

BM1.4.b   Understanding of how innovation and digital technologies can be used for organisational improvement and development

BM1.4.c   Able to identify service/organisational improvements and opportunities for innovation and growth using qualitative and quantitative analysis of information and data

BM1.4.d   Understanding of innovation and digital technology's impact on data and knowledge management for analysing business decision making

BM1.4.e   Able to demonstrates the use of qualitative and quantitative analysis of information to identify service/ organisational improvements and opportunities for innovation and growth

BM1.4.f   Able to analyse information and data to benchmark against others

Framework: Business Management (SCQF level 10)

Table 2 Skills and knowledge coverage in Interpersonal Excellence

2. Interpersonal excellence	
2.1.	Communication
2.2.	Leading people
2.3.	Managing people
2.4.	Developing collaborative relationships

2.1. Communication

BM2.1.a   Knowledge of how to maintain personal presence and present to groups in a professional manner, being aware of own role and responsibilities

BM2.1.b   Able to demonstrate awareness of and ability to practice the interpersonal skills of effective listening, influencing techniques, negotiating and persuasion

BM2.1.c   Able to use active listening and open questioning to structure conversations and discussions, and apply influencing persuading skills to the dynamics of personal interactions

BM2.1.d   Able to manage and chair meetings effectively, and clearly present actions and outcomes

BM2.1.e   Understanding of different forms of communication (written, verbal, non-verbal, digital, formal, informal) and how to apply them depending on the audience

BM2.1.f   Able to communicate effectively and regularly with peers, colleagues and others in a professional manner

2.2. Leading people

BM2.2.a   Critical understanding of organisational culture and diversity management theories and practice and able to articulate organisational purpose and values

BM2.2.b   Able to support the creation of an inclusive, high performance work culture, working with others to develop teams and individuals

BM2.2.c   Critical understanding of leadership theory, different leadership styles and models and how to apply them

BM2.2.d   Knowledge of how to develop and support people using coaching and mentoring approaches

BM2.2.e   Able to enable others to achieve by developing and supporting them through coaching and mentoring

2.3. Managing people

BM2.3.a   Knowledge of how to set goals, accountabilities and manage the performance of others

BM2.3.b   Able to provide clear guidance and monitor progress using data and feedback to inform development or improve performance

BM2.3.c   Able to build teams, empower and motivate others to improve performance or achieve outcomes, and delegate when appropriate

BM2.3.d   Understanding of the process and application of talent management strategies

BM2.3.e   Knowledge of how to recruit, manage and develop people using inclusive management approaches

BM2.3.f   Knowledge of employment law, and how to use HR systems and processes to ensure legal requirements, health and safety and well-being needs are met, and take specialist advice when appropriate

BM2.4.g   Knowledge of how to manage consultation with formally recognised representatives or unions

BM2.4.h   Understanding of how to plan staffing levels in line with organisational requirements and business hierarchies

BM2.4.i   Knowledge of how to manage people working on a temporary basis or through sub-contract arrangements

2.4. Developing collaborative relationships

BM2.4.a   Knowledge of how to shape common purpose as well as how to use approaches to conflict management, negotiation and dispute resolution, to build rapport and trust

BM2.4.b   Understanding of approaches to developing engagement, facilitating cross functional working and able to contribute in a team environment to deliver improvements or new thinking

BM2.4.c   Critical understanding of the theories and principles of stakeholder, customer and supplier management

BM2.4.d   Able to work collaboratively with internal and external stakeholders and suppliers on different projects or activities to deliver change or organisational development

BM2.4.e   Understanding of the principles of collaborative working and how to ensure accountability for self and others

BM2.4.f   Able to build knowledge of other sectors and organisations and apply learning to own organisation

BM2.4.g   Able to build networks and maintain relationships with people from a range of cultures, backgrounds and levels

BM2.4.h   Understanding of the principles and approaches to effectively influence and negotiate with others

BM2.4.i   Able to form judgements based on information and data, and challenge views when appropriate

Table 3 Skills and knowledge coverage in Personal Effectiveness

3. Personal effectiveness
3.1.   Awareness of self and others
3.2.   Management of self
3.3.   Decision making

3.1. Awareness of self and others

BM3.1.a   Knowledge of how to be self-aware, recognise different learning styles and use active listening and open questioning to communicate effectively with others

BM3.1.b   Able to manage pressure and stress to ensure well-being and resilience personally and in others

BM3.1.c   Able to reflect on own performance, taking the initiative in identifying and acting on learning and development needs

BM3.1.d   Knowledge of how to use emotional and social intelligence to underpin effective working with colleagues, peers and others

BM3.1.e   Able to understand own impact on others and adjust professional style accordingly

BM3.1.f   Able to demonstrate confidence in knowing own core values and drivers and how this impacts on professional activity

3.2. Management of self

BM3.2.a   Knowledge of how to undertake forward planning with a focus on identifying potential problems and defining outcomes

BM3.2.b   Able to prioritise and strategically align activities

BM3.2.c   Knowledge of how to manage time, set goals and prioritise activities to meet objectives

BM3.2.d   Able to use widely recognised tools and techniques to ensure the management of time and pressure effectively

BM3.2.e   Able to identify learning and development needs, create a personal development plan and implement it in line with professional requirements

3.3. Decision making

BM3.3.a   Understanding of the values, ethics and governance of own organisation and demonstrate this awareness in own role and in working with others

BM3.3.b   Knowledge of how to undertake research, data analysis, business analytics, problem solving and decision-making techniques and use them to support projects or activities

Problem solving

BM3.3.c   Able to demonstrate use of evidence-based tools and ethical approaches in the interpretation and evaluation of a wide range of data and information to support problem solving and achieve goals

Table 4 Skills and knowledge coverage in Change Management

4. Change management
4.1.   Change management in an organisational context
4.2.   Administration and implementation
4.3.   Relationships and communications within change management
4.4.   Political context

4.1 Change management in an organisational context

BM4.1a   Knowledge of the main models of organisational change in organisations and be able to appraise their strengths and weaknesses

BM4.1b   Able to demonstrate the formulation of change management strategies for different types of organisation

BM4.1c   Able to apply models to organisational change cases in organisations

BM4.1d   Understanding of an organisation's strategic direction and objectives

BM4.1e   Able to analyse an organisation, its structures, processes and staffing, and the environment in which it operates

BM4.1f   Understanding of the relationship between company strategy, business structure and human resources processes

BM4.1g   Able to identify an organisation's strengths and weaknesses, and potential obstacles to change, such as capability gaps

BM4.1h   Able to support problem-solving by identifying the underlying cause/s of problem/s, and identifying where change needs to happen

4.2 Administration and implementation

BM4.2a Able to propose policy goals and objectives aligned with an organisation's strategic objectives and develop initiatives to achieve them as well as alternative solutions

BM4.2b Able to create actions plans with assigned responsibilities, structures and processes and timescales for achieving the desired change

BM4.2c Understanding of techniques for leading and implementing change using tangible actions

BM4.2d   Understanding of how to use an organisation's performance measurement data to monitor and measure the rate and progress of change against objectives

BM4.2e Understanding of how to identify risks to successful and timely change, and identifying and implementing contingencies

4.3 Relationships and communications within change management

BM4.3a Understanding of the relationship between organisations, individuals and change agents

BM4.3b   Able to manage relationships using a range of techniques to implement change in an organisation

BM4.3c Understanding of the importance of earning respect of leaders, being trustworthy, reliable and insightful in order to add value

BM4.3d   Able to facilitate discussion and thinking, focusing energy on the topic and working towards participants developing a fuller understanding of others' positions

BM4.3e Able to manage conflict and disagreement sensitively, challenging ideas and assumptions where necessary

BM4.3f   Able to define a clear vision that makes change appear feasible and desirable to stakeholders

BM4.3g Able to communicate goals and strategies for change persuasively and clearly to achieve buy-in and ownership of actions by stakeholders

4.4 Political context

BM4.4a Understanding of the political processes within organisations and their consequences for change

Framework: Business Management (SCQF level 10)

BM4.4b   Able to analyse the political context of the organisation, key decision-makers and influencers who are critical to make change happen

BM4.4c   Understanding of how resistance to change can be created, and the importance of remaining calm, objective and constructive in negotiations and discussions

BM4.4d   Understanding of the importance of personally demonstrating support for change goals and strategies to facilitate implementation and acceptance of change by individuals in an organisation

BM4.4e   Understanding of the importance of key stakeholders taking ownership of and responsibility for change

Table 5 Skills and knowledge coverage in Human Resources

5. Human resources	
5.1.	Human resources theory and concepts
5.2.	Human resource management
5.3.	Collaboration and relationship building
5.4.	Legal requirements

5.1 Human resources theory and concepts

BM5.1a   Critical understanding of Human Resource management strategies and how to apply them

BM5.1b   Understanding of business issues and contexts of Human Resources and how to take them into account to ensure effective delivery

BM5.1c   Knowledge of current insights into HR practice related to areas of talent sourcing and development, appraisal and reward, organisational development and communication

BM5.1d   Understanding of principles and practice related to identifying, attracting and selecting individuals

BM5.1e   Understanding of concepts of reward management and their application in organisations

BM5.1f   Understanding of resourcing and talent strategies and how to apply them

BM5.1g   Understanding of principles and practices related to planning, evaluating and administering training and career development programmes

BM5.1h   Understanding of principles and practices of applying benefits programmes related to healthcare, retirement and other benefits

BM5.1i   Understanding of organisational design and development and its application in an organisational environment

BM5.1j   Understanding of the impact of change on people, processes and procedures, within organisations

5.2 Human resource management

BM5.2a   Understanding of how to translate areas of HR practice into integrated solutions

BM5.2b   Understanding of the role of technology in delivering HR administrative systems and communications both internally and externally to the organisation

BM5.2c   Understanding of internal customer segments and expectations and how to align organisation actions to meet customer needs

BM5.2d   Able to build a case for change, engage key stakeholders in the change process and articulate the decisions to start change

BM5.2e   Able to conduct a business audit to identify the capabilities needed by the business in order to achieve success

BM5.2f   Able to develop knowledge of the business and in depth understanding of its structures, process, capabilities and resource requirements

BM5.2g   Understanding of the implications for staffing, training, compensation and communication of the capabilities required by the company

BM5.2h   Understanding of the importance of people at all levels within the company having the skills needed to contribute to the company's success

5.3 Collaboration and relationship building

BM5.3a   Understanding of the importance of building relationships based on trust

BM5.3b   Understanding of the importance of HR professionals working together for positively impacting business performance

BM5.3c   Able to collaborate effectively with individuals from all backgrounds and positions within the organisation

BM5.3d   Able to develop trust of business leaders through demonstrating knowledge of business contexts

5.4 Legal requirements

BM5.4a   Knowledge of laws, rules, regulations, case law, principles, and practices related to employee conduct, performance, and dispute resolution

BM5.4b   Understanding of recent developments in employee relations and employment law and its application in own organisation

BM5.4c   Knowledge of employment law and compliance

Table 6 Skills and knowledge coverage in Sales and Marketing

6. Sales and marketing	
6.1.	Sales and marketing strategies
6.2.	Planning
6.3.	Communicating and sales
6.4.	Performance and reputation management
6.5.	Customer behaviour
6.6.	Customer experience and satisfaction

6.1 Sales and marketing strategies

BM6.1a   Knowledge of sales and marketing theories and concepts, and emerging global market opportunities

BM6.1b   Knowledge of strategic planning, market segmentation and target markets, as well as planning at different organisational levels

BM6.1c   Knowledge of how to develop a sales and marketing plan, undertaking a critical evaluation of theories and review of own organisation's approach in relation to them

BM6.1d   Able to support the development of marketing and sales strategies and development and to work with others to ensure outcomes are achieved

BM6.1e   Understanding of integrated marketing communications and how these approaches should be applied in different contexts

BM6.1f   Understanding that brand positioning and brand recognition are the source of the company's profitability

BM6.1g   Able to develop a customer value proposition and oversee its progression to market

BM6.1h   Able to interpret and communicate sales strategies so that they are easily understood by teams and outlets (as appropriate)

6.2 Planning

BM6.2a   Able to create integrated marketing communications plans using both physical and digital tools

BM6.2b   Able to manage brands through the implementation of brand plans within brand guidelines

BM6.2c   Able to manage the embedding of digital capability into marketing plans to the benefit of the customer

6.3 Communicating and sales

BM6.3a   Able to communicate in a clear, precise and persuasive way using all forms of communication (written, verbal and formal communications)

BM6.3b   Able to adapt communication style to the needs of different audiences, and different customer types

BM6.3c   Able to use structured questioning and active listening to identify customer needs and deliver appropriate solutions

BM6.3d   Knowledge of how to recognise and calculate options during the selling and negotiating process to achieve win-win solutions

6.4 Performance and reputation management

BM 6.4a   Able to define what success looks like in relation to sales and marketing performance, and manage the measurement of marketing campaigns

BM 6.4b   Able to analyse data effectively to identify trends and patterns that can be used to lead to improved performance

BM 6.4c   Able to proactively identify and assess new sales and marketing opportunities

BM 6.4d   Knowledge of the factors that affect sales performance and how to influence them

BM 6.4e   Able to review campaign metrics to determine areas of success and areas for improvement or optimisation

BM 6.4f   Able to manage and maintain customer value propositions and portfolios through cross-functional teams

BM 6.4g   Able to manage people, processes and brands to maintain corporate reputation and maintain compliance with relevant legislation

6.5 Customer behaviour

BM6.5a   Knowledge of concepts relating to the role of market research and customer behaviours

BM6.5b   Understanding of the application of laws and ethics in marketing and sales

BM6.5c   Understanding of how technology can be used to engage and communicate with customers and influence customer behaviour

BM6.5d   Able to integrate marketing communications plans using both physical and digital tools

6.6 Customer experience and satisfaction

BM6.6a   Knowledge of the different ways of communicating with customers, both inside and outside the organisation, and how to handle objections

BM6.6b   Understanding of the customer experience to ensure delivery in line with expectations and in a consistent way

BM6.6c   Able to articulate the desired customer experience to internal colleagues/customers to drive customer loyalty

BM6.6d   Able to monitor and measure customer satisfaction and to make appropriate improvements as necessary

BM6.6e   Able to manage the collection of marketing research data, analyse and present the findings as insights

Table 7 Skills and knowledge coverage in Procurement/Supply Chain Management

7. Procurement/Supply Chain Management	
7.1.	Procurement and supply chain strategy
7.2.	Procurement
7.3.	Supply chain management
7.4.	Collaboration

7.1 Procurement and supply chain strategy

BM7.1a   Knowledge of procurement strategies and their application in organisations

BM7.1b   Able to identify and appraise procurement objectives and requirements and determine specific procurement criteria to be met

BM7.1c   Demonstrate knowledge of the organisation's supply chain and procurement stakeholders and the difference between the two

BM7.1d   Knowledge of the impact of organisational policies and procedures on procurement and supply chains, including responsibilities

BM7.1e   Understanding of how business needs influence procurement and supply decisions, and how they in turn influence the development of a business case

BM7.1f   Knowledge of supply chain management strategies and their application in organisations

BM7.1g   Able to evaluate the effectiveness of modern procurement methods

BM7.1h   Understanding of supply chains and competitive advantage and the potential impact on competitive position and performance

BM7.1i   Understanding of how strategies can be adapted and differentiated to meet different customer and market needs

BM7.1j   Demonstrate knowledge of cultural and technological impacts on global supply chain development

BM7.1k   Able to analyse capacity and demand trends to facilitate forward planning

BM7.1l   Able to develop a supply chain strategy based on the company's values, mission and the supply chain vision

7.2 Procurement

BM7.2a   Understanding of the sourcing process used in procurement, the use of tendering and direct negotiation

BM7.2b   Able to develop selection and award criteria (technical capability, standards, quality assurance, price, resources, added value)

BM7.2c   Able to define and draft specifications for procurements, including key elements of standards of delivery and quality assurance

BM7.2d   Able to assess the financial capability of potential suppliers, using financial reports and appropriate secondary data

BM7.2e   Understanding of the main approaches to negotiating commercial contracts, how to prepare for negotiations and how they should be undertaken

BM7.2f Understanding of the main clauses and structures of contracts with external organisations including types of key performance indicators and associated measures

BM7.2g Understanding of the typical legal issues related to commercial agreements and contracts between customers and suppliers

BM7.2h   Understanding of the legislative, regulatory and organisational requirements when sourcing from different sectors and internationally

7.3 Supply chain management

BM7.3a   Demonstrate an understanding that supply chains are composed of complex networks of organisations, people, activities, information and resources

BM7.3b   Demonstrate knowledge of the basics of supply chain activities from natural resources to a finished product delivered to the end-user

BM7.3c   Understanding of the relationship between supply chains and value chains

BM7.3d   Demonstrate an understanding of supply chain solutions, tools and processes such as six sigma, Total Quality Management (TQM) and lean manufacturing

BM7.3e   Understanding of the legal aspects of commercial contracts including terms, and techniques for dealing with non-conformance and resolving disputes

BM7.3f   Understanding of how to manage contracts by managing risks and interpreting financial, technical and performance data

BM7.3g   Be able to plan and schedule activities efficiently and manage resources effectively to respond to demand

BM7.3h   Be able to address gaps in performance through the application of appropriate tools and techniques

BM7.3i   Able to monitor and measure performance to continually improve efficiencies

7.4 Collaboration

BM7.4a Demonstrate a critical understanding of the nature of collaboration between supply chain members and supplier networks, the different types of supplier relationships, and how to measure and improve them

BM7.4b   Understanding of the dynamic relationships at play in supply chains, the competitive forces and sources of added value

BM7.4c   Able to assess supply chain collaboration and integration, and analyse and develop supplier and customer relationships

BM7.4d   Able to evaluate the effectiveness of contracts and negotiate variations

BM7.4e   Monitor and measure customer satisfaction using suitable metrics/key performance indicators

BM7.4f   Able to build and maintain effective relationships with trading partners to support own company's profitability

Table 8 Skills and knowledge coverage in International Trade

8. International trade	
8.1.	International trade theory
8.2.	Conducting business
8.3.	Cultural awareness and understanding
8.4.	Communicating in an international context
8.5.	Globalisation

8.1 International trade theory

BM8.1a   Demonstrate knowledge and understanding of the principles of international trade theory

BM8.1b   Be able to evaluate key trends in and patterns of international business models

BM8.1c   Critical understanding of international trade policy and its application in organisations in order to achieve organisational goals

BM8.1d   Understanding of simple economic models, and able to apply them both graphically and analytically

BM8.1e   Understanding of the role of international trade organisations and institutions in international business systems

BM8.1f   Understanding of the role and impact of trade barriers and deals between nations (e.g. tariffs, embargoes, sanctions etc.)

BM8.1g   Demonstrate knowledge of international trade agreements

BM8.1h   Understanding of how government structure and political environment can impact international business

BM8.1i   Understanding of the impact of geographical and socio-economic factors on international trade (e.g. climate, time zones, natural resources, education level, health)

BM8.1j Demonstrate knowledge of key concepts of corporate ethics, environmental studies/sustainability, political science, sociology, technology and their effects on corporate strategy formation, behaviour and management

BM8.1k Demonstrate knowledge of the developing practices and theories of business management in different markets

8.2 Conducting business

BM8.2a Demonstrate an understanding of the different types of business structures which can operate in international markets

BM8.2b Knowledge of strategies and techniques a business may use to move into an overseas market

BM8.2c Knowledge of the company's business strategies, products and resources and the structure of its global operations and market opportunities

BM8.2d Be able to communicate the company's vision to others, across cultures and languages to reach a shared understanding

BM8.2e Understanding of the considerations around marketing products and services in international markets

BM8.2f Understanding of the processes involved in import/export

BM8.2g Demonstrate knowledge of the required skills and qualifications required to conduct business in other markets and countries

BM8.2h Able to recognise, assess and respond to risk in an international arena

BM8.2i Understanding of the importance of knowledge of international law, international finance and labour relations in gaining competitive advantage

8.3 Cultural awareness and understanding

BM8.3a Knowledge of social and cultural factors affecting business requirements and etiquette (e.g. religious belief, gender norms, time, holidays, attire, body language)

BM8.3b Demonstrate knowledge of the importance of cultural and social factors influencing consumer behaviour in other cultures

BM8.3c Develop a strong sense of self-awareness and understanding of how you are perceived by others

BM8.3d Identify, understand and accept cultural difference in others

BM8.3e Understanding of the importance of cross-cultural awareness

BM8.3f Understanding of the environment in which customers/partners operate

BM8.3g   Understanding of how to influence and negotiate in different cultures

8.4 Communicating in an international context

BM8.4a   Able to pick up on verbal and non-verbal clues to build empathy and understanding

BM8.4b   Able to adjust communication style to the needs of people in other cultures

BM8.4c   Able to effectively explain, describe and convey messages to people from other cultures

BM8.4d   Able to check your understanding of what others are trying to tell you

BM8.4e   Able to stimulate interaction and cooperation between people

BM8.4f   Be able to use technology and information systems efficiently when communicating in international markets

8.5 Globalisation

BM8.5a   Understanding of the most important legal and political institutions governing economic globalisation

BM8.5b   Able to critically assess the costs and benefits of the international trade and investment regimes for governments, business and stakeholders

BM8.5c   Understanding of the pattern of trade, the impact of globalisation on labour and the effects of tariffs, quotas and preferential trade agreements

BM8.5d   Understanding of the factors that influences global expansion (e.g. availability and cost of labour, availability of technology, cash/flow, currency exchange etc.)

BM8.5e   Demonstrate knowledge of global business risk management, including the risks associated with political factors and currency exchange

BM8.5f   Knowledge of concepts affecting conducting international business – e.g. culture, social institutions, stereotyping and cultural bias

BM8.5g   Knowledge of the impact of a country's culture, history, and politics on business decision-making and management

BM8.5h   Understanding of how business transactions and decision-making can be effected by cultural differences

BM8.5i   Understanding of the impact and role of technology in the international business environment

BM8.5j   Knowledge of different Standards and means of quality assurance and compliance in international markets

9. Financial services	
9.1.	Financial markets and regulation
9.2.	International finance
9.3.	Governance, risk and investment
9.4.	Accounting and economics
9.5.	Business analytics and IT

9.1. Financial markets and regulation

BM9.1a   Able to demonstrate knowledge of finance law and regulation (including understanding of the need for regulatory requirements)

BM9.1b   Demonstrate understanding of the purpose of the industry and the functions it performs (saving, borrowing, investments)

BM9.1c   Knowledge of finance sectors, the roles organisations play; competition

BM9.1d   Understanding of the issues that affect markets including global financial crises

BM9.1e   Knowledge and understanding of the stock market, its function and why companies make an IPO; purpose of a stock market index; what the different indices mean

BM9.1f   Knowledge of derivatives; their uses and application; ability to define and awareness of the function of futures and options

BM9.1g   Able to critically assess: the structure of the UK financial services industry and its role in society, current issues within the sector, the impact of monetary policy and, regulation and regulatory change

9.2. International finance

BM9.2a   Understanding of International finance theory (international macroeconomics)

BM9.2b   Knowledge of finance and capital markets/stock markets and trading, exchange rates, interest and inflation

BM9.2c   Demonstrate awareness of the global challenges for businesses - understanding of the external environment and key influencers

BM9.2d   Awareness of the impact which cross cultural differences may have

BM9.2e   Understanding of financial crises and the need for resilience

9.3. Governance, risk and investment

BM9.3a   Understanding of the characteristics of governance frameworks - corporate governance and shareholding

BM9.3b   Understanding of the nature of systems of corporate governance

BM9.3c   Knowledge of corporate finance theory, including; planning, raising, investing and monitoring finance

BM9.3d   Knowledge and understanding of takeovers, mergers and acquisitions and their impacts

BM9.3e   Knowledge and understanding of the relationship between risk and reward

BM9.3f   Demonstrate knowledge of risk management strategies and exposure

BM9.3g   Understanding of security analysis

BM9.3h   Understanding of the principles of ethical behaviour in financial services

9.4. Accounting and economics

BM9.4a   World economies - global economics and international trade (foreign exchange dealers)

BM9.4b   Knowledge of Macro (GDP, inflation, employment etc.) and micro-economics

BM9.4c   Knowledge of Financial accounting to inform decision-making (profitability, growth, stability etc.)

9.5. Business analytics and IT

BM9.5a   Able to collect data for research including quantitative methods

BM9.5b   Able to analyse and interpret financial data – demonstrate statistical techniques

BM9.5c   Knowledge of financial modelling, and forecasting, AI and algorithms

BM9.5d   Knowledge of the use of technology and innovation in finance – e.g. fintech, and emergence of 'big data'

BM9.5e   Understand and apply the different rules, regulations and protocols that apply to internal and external uses of data, including what can and can't be shared

BM9.5f   Understand the principles of cyber security and how to work safely online

BM9.5g   Ability to use appropriate software (e.g. spreadsheets, SPSS) in the analysis and interpretation of data

Appendix C.   Framework development summary

A GA framework sets out the required knowledge, skills and learning outcomes identified through employer and key partner consultation to support the delivery of a Graduate Apprenticeship programme. This is achieved through employer and key partner input to Technical Expert Groups (TEGs).

TEGs are short life working groups designed to act as an advisory group on behalf of the sector and contributes to the development and course design of a GA. TEGs are integral to the process of developing GAs that provide quality, consistency and relevance to industry.

Each TEG is made up of employers, professional or industry bodies, learning providers, and subject/technical experts from the related industry.

The following organisations were consulted in the development of this framework:

Business Management (SCQF level 10)

Employers	Learning providers	Qualification and industry bodies
City of Edinburgh Council	Glasgow Caledonian University	SQA
XPO Logistics	University West of Scotland	CMI
Standard Life	Edinburgh Napier University	
Scotland Excel	Open University	
Serco	Robert Gordon University	
Sainsbury's Bank	Heriot Watt University	
Aberdeen Standard		
Brewin		
Blackrock		
Tesco Bank		
Aegon		

Appendix D.   Supporting behaviours

To support good practice in the delivery of the apprenticeship, these underpinning behaviours are intended to be across the whole Framework for Business Management and should be practiced throughout. Some of these may however be more readily seen in the sections referenced below.

Behaviours will not be tested or assessed and this is provided as an indication of good practice of ways in which an apprentice would approach work.

Core business management components	Cross-reference
Behaviours	
Takes responsibility	
Seeks new opportunities underpinned by commercial acumen and sound judgement	BM1.4.e BM1.3.b
Demonstrates resilience and determination when managing difficult situations	BM3.1.b BM1.2.d
Drive to achieve in all aspects of work	BM3.1.f
Inclusive	
Values diversity internally and externally	BM2.2.a
Seeks the views of others	BM3.1.a BM2.1.b
Open, approachable, authentic and able to build trust with others	BM2.4.g BM2.4.a
Agile	
Flexible to the needs of organisation	BM2.4.b
Positive and adaptable, responding well to feedback and the need for change	BM3.1.e
Creative, innovative and enterprising when seeking solutions to business needs	BM1.1.r
Open to new ways of working and new management theories	BM1.4.e BM1.1.r
Professional	
Sets an example and is ethical, fair, consistent and impartial	BM1.1.b BM3.1.f
Operates within organisational values	BM3.3.a

Appendix E.   Professional recognition pathways

Chartered Institute of Personnel & Development (CIPD)

CIPD is the professional association for human resource management professionals Chartered Membership recognises HR and L&D professionals who deliver organisational performance by leading, driving and delivering people plans and solutions.

The apprentice can become an associate member of the CIPD (Assoc CIPD) by achieving the L5 Intermediate Certificate in Human Resource Management. With the right level of experience, they can upgrade Associate membership to Chartered Member or Chartered Fellow. The Chartered designation which will remain valid as long as they continue their professional registration and maintain CPD. They will have access to:

- exclusive access to senior networks
- a platform to have real influence and inspire the next generation
- access to the CIPD's thought leadership, leading-edge research and policy reports
- using the professional designation and letters Chartered MCIPD.

Chartered Management Institute (CMI)

CMI is the only chartered professional body in the UK that is dedicated to promoting the highest standards in management and leadership excellence. CMI are the only body recognised by the Privy Council to award Chartered Manager status (CMgr MCMI).

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

The apprentice can become a member of the Chartered Management Institute (MCMI). The apprentice can become a Chartered Manager by achieving the CMI L5 Diploma or above as part of their degree programme, and will be granted the CMgr designation which will remain valid as long as they continue their professional registration and maintain CPD. They will have access to:

- ManagementDirect – CMI's on-line management and leadership resource portal
- On-line mentoring system to provide advice and support
- Local events and networks

Institute of Leadership & Management

The Institute of Leadership & Management is a professional membership body for leaders, managers, coaches and mentors. The institute believes that inspirational leadership holds the key to personal fulfilment, social wellbeing and economic prosperity for all.

The apprentice can become a member of the Institute of Leadership & Management and use the post nominal letters 'MInstLM' where they have at least five years' management

experience, and have achieved a management-related qualification at Level 3 or above, or have at least 20 days' CPD within the last five years.

Membership benefits include access to:

- Events and networking
- Members LinkedIn group
- Access to a wide range of resources
- "Leading Edge" Quarterly magazine
- Voting rights

Association for Project Management (APM)

The Association for Project Management, the Chartered body for the project profession, is committed to developing and promoting project and programme management through its Dimensions of Professionalism.

Membership benefits include access to:
- Knowledge resources
- Project journal
- Networking at events
- Specific Interest Groups (SIGs)
- Discount on APM qualifications

Apprentices that have just joined the profession are already working in a project related role can become an Associate member.

Full membership grants professional recognition to those who can demonstrate the required level of competence. If you have over five years' experience as a project management professional, you are eligible to apply for Full membership. Alternatively, holders of the APM Project Professional Qualification (PPQ) or the APM Practitioner Qualification (PQ) automatically qualify for Full membership.

Chartered Institute of Marketing (CIM)

For over 100 years, CIM has been supporting, developing and representing marketers, teams, leaders and the marketing profession as a whole. As the largest professional marketing body in the world, CIM offers membership and career development, professional marketing qualifications, training courses and helps businesses grow with tailored support to enhance marketing capability.

Membership benefits include:
- insightful and thought provoking exclusive content
- national and regional networking
- knowledge sharing events
- discounted rates on training courses

Dependent on their experience, the apprentice can become:

- Associate (ACIM) – with a CIM Qualification and/or 3 years' experience. For marketers currently in operational, supervisory or junior management roles within their organisation.

- Member (MCIM) – with a CIM Qualification and/or 5-10 years' experience. For experienced managers who are currently working at a strategic level within their organisation.

Chartered Institute of Procurement & Supply (CIPS)

CIPS exists to promote and develop high standards of professional skill, ability and integrity among all those engaged in purchasing and supply chain management. CIPS assists individuals, organisations and the profession as a whole.

MCIPS (Member of the Chartered Institute of Procurement and Supply) is the internationally recognised standard for a procurement professional.

MCIPS can be achieved through:
- Studying for CIPS professional qualifications
- An accredited degree
- The CIPS Management Entry Route (MER) for senior professionals
- The CIPS Corporate Award applied learning programme for individuals or groups of professionals

Apprentices may also consider Chartered Status – professionals with Chartered Status will lead procurement teams and have influence at board level as well as across supply markets by delivering innovative sourcing solutions. A higher-level status than MCIPS, those with Chartered Status will be qualified up to postgraduate degree level will and be able to understand institutional risk and contingency approaches in all parts of the organisation, how the supply chain affects innovation, and risk sharing strategies throughout the business.

Apprentices considering an application for Chartered Status should consider each of the routes available before deciding which is best. Each of the routes will require a considerable time commitment.

Institute and Faculty of Actuaries (IFoA)

The Institute and Faculty of Actuaries (IFoA) is the UK's only chartered professional body dedicated to educating, developing and regulating actuaries based both in the UK and internationally. They aim to deliver a sustainable future for actuarial science and raise the reputation and profile of actuaries and the value of their skills in both established and new areas of business.

To qualify as an Actuary you must apply to become a student member of the Institute and Faculty of Actuaries and either pass their exams, or obtain exemptions and gain a satisfactory level of work-based skills. Alternatively, Actuarial Apprenticeships offer the opportunity for students to enter into the work place without taking a degree. There are two routes, the first of which requires the student to embark on an apprenticeship and take the Certified Actuarial

Analyst (CAA) qualification or, and the second requires the student to sit IFoA Fellowship exams. The route taken will be a decision taken by the company offering the Apprenticeship.

Chartered Insurance Institute (CII)

The Chartered Insurance Institute (CII) is a professional body dedicated to building public trust in the insurance and financial planning profession. As a membership organisation they exist to drive confidence in the power of professional standards: competence, integrity and care for the customer.

They offer a vast range of qualifications for all levels of knowledge and experience in both insurance and personal finance. Their qualifications framework allows flexibility to select units that match the requirements of a specific role or future career aspirations. It also allows members recognition for prior learning.

Chartered Banker Institute (CBI)

The Chartered Banker Institute (CBI) is the largest professional body for bankers in the UK. They were founded to serve the public interest by enhancing and sustaining the highest standards of customer-focused, ethical professionalism in banking.

Chartered Banker status is the gold standard for professionals working in the banking sector. Holders of the title are recognised as highly qualified, professionals with a detailed knowledge of the modern banking sector and its ethical and professional requirements.

There are numerous routes to Chartered Banker Status including:

- Membership
- CBI qualifications
- Experience
- MBA
- ACIBS/ACIB Professional Conversion Programme
- IIBF Professional Conversion Programme
- Postgraduate Certificate in Bank Management & Technology (CertBMT)

Pensions Management Institute (PMI)

The Pensions Management Institute (PMI) is the UK's largest and most recognisable professional body for employee benefit and retirement savings professionals. They promote excellence through a range of services for the benefit of members, the wider economy and society as a whole.

In order to fulfil their overall purpose; to set and promote standards of excellence and lifelong learning, PMI:

- Produces qualifications
- Provides continued lifelong learning

- Plays a pivotal role shaping the industry, working with Government and collaborating with other bodies on research and thought leadership on key issues
- Presents an annual conference and a wide range of technical seminars
- Provides industry-leading insight,
- Proactively has a voice in mainstream and social media

The qualifications PMI offer include:

- Award in Pensions Essentials
- Certificate in Pensions Essentials
- Certificate in Pensions Administration
- Certificate in Pension Calculations
- Diploma in Pensions Administration

.

**Skills
Development
Scotland**

This framework is also available on the Skills Development Scotland corporate website:
www.skillsdevelopmentscotland.co.uk