Administration
(Higher)

Second Edition – published June 2009

NOTE OF CHANGES TO HIGHER ARRANGEMENTS
Second Edition Published June 2009

COURSE TITLE:	Administration (Higher)
COURSE NUMBER:	C214 12

NATIONAL COURSE SPECIFICATION:

Course Details:	None

National Unit Specification:

DM3V 12 Information Technology for Management	The Evidence Requirements and Guidance on Approaches to Assessment for this Unit have been amended to show the correct duration- ie 30 minutes For Outcomes 1 and 2, and 2 hours 30 minutes for Outcome 3

National Course Specification

Course Administration (Higher)

COURSE CODE C214 12

COURSE STRUCTURE

This Course has two mandatory Units:

DM3P 12	***Administrative Services***	***1 credit (40 hours)***
DM3V 12	***Information Technology for Management***	***2 credits (80 hours)***

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- Standard Grade Administration at Credit level
- Intermediate 2 Administration

PROGRESSION

This Course or its Units may provide progression to:

- Advanced Higher Administration
- Higher National programmes in administration
- Higher Education programmes in administration
- training or employment

Administrative Information

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Version: 02

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National Course Specification: (cont)

COURSE Administration (Higher)

CORE SKILLS

This Course gives automatic certification of the following:

Complete Core Skills for the Course: Information Technology (Higher)

CREDIT VALUE

The Higher Course in Administration is allocated 24 SCQF Credit points at SCQF level 6*.

SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF Credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

National Course Specification: Course details

COURSE Administration (Higher)

RATIONALE

Business and enterprise are at the heart of national growth and development and this is reflected in the important role that business education plays in the curriculum. The provision of business education offers opportunities for individuals to develop the crucial skills and knowledge which allow them to access, understand and contribute to the dynamic and complex business and information environment. Whatever the career pathway or progression route, business education can provide a valuable experience to enhance individual effectiveness.

Successful completion of Administration Courses and Units at all levels directly equips students with practical, vocational skills which provide opportunities for employment for those not wishing to progress immediately to further or higher education.

Administration is crucial to the effective and efficient delivery of business and organisational objectives. If the office is the heart of the organisation, information is the life blood flowing through it. The success of any organisation depends on this information, how it is used and how it is managed. The role of administration is to provide support or services to underpin operations and decision making within the organisation. All organisations require the effective management of data and information so that the aims of the organisation are met, and all organisations require staff who are competent at managing information. This reflects the primary role of the office as the main provider of information on which decisions are based. Using information and communications technology has become part of office work to such an extent that it is now an essential tool for all who work in administration in any business environment. Study of this Course will not only equip the candidates with the level of competence required for using a range of software packages in an office environment, but it will also enable them to research, evaluate and summarise information in an effective way.

Data analysis and problem solving are at the core of the Course. Problem solving is rarely an activity carried out in isolation. Decisions taken at all levels of an organisation affect the whole organisation.

The solution of a problem for one part of the organisation can result in further problems for other parts of the organisation. Interpretation and communication, therefore, become key elements in problem solving. Solutions in business are seldom finite and, consequently, there will need to be reviews and amendments to respond to changing circumstances and demands.

It is essential that planning and organising skills are developed to aid decision making. Throughout this Course, candidates should be encouraged to make use of general purpose software packages and to use the software at their disposal in as flexible a way as possible. Not only should candidates be required to work on their own, but they should also be required to work with other people, thus developing the inter-personal skills required when working in a business environment.

National Course Specification: Course details (cont)

COURSE Administration (Higher)

AIMS

The main aims of the Course are to:

- provide opportunities for progression to further study of Administration
- prepare candidates for work in the specific vocational area of Administration

Candidates will learn how to work effectively in a business environment, integrating organisational and information and communications technology skills in a manner which will benefit them in any administrative work they may tackle at future stages in their career.

It is envisaged that throughout this Course a thematic approach will be taken in the learning, teaching and assessment strategies adopted by centres.

National Course Specification: Course details (cont)

COURSE Administration (Higher)

COURSE CONTENT

Knowledge of the content covered at Intermediate 2 is assumed.

Candidates wishing to succeed in the Course, as distinct from achievement of the individual Units, must be aware that the Course will impose additional demands over and above those of the Units.

These additional demands will require candidates to:

- apply knowledge and understanding across the scope and range of the Course
- integrate contents of the Units and Course
- problem solve and make decision in a variety of contexts
- problem solve and make decision in complex contexts
- integrate the theoretical and practical aspects of the Course
- demonstrate the retention of a larger body of knowledge from the whole Course content

The Course content is set out in the two Units of *Administrative Services (H)* and *Information Technology for Management (H).*

Administrative Services (H)

Knowledge of the content covered at Intermediate 2 is assumed.

1 Explain strategies which can be employed to ensure effectiveness in the workplace	♦ the administrative assistant: — role/duties of the administrative assistant at a senior level — job description — qualities of the administrative assistant — person specification ♦ targets for the individual and the organisation: — personal development plan — action plan — setting own targets — setting departmental targets — dealing with changing priorities of people and tasks — monitoring and evaluating progress

National Course Specification: Course details (cont)

COURSE Administration (Higher)

	♦ time and task management (self and others): — skills required: planning, delegating, organising, directing and controlling — identification of time stealers — time management strategies — benefits to individual and organisation of good time management — consequences to individual and organisation of poor time management ♦ team working: — features of effective teams — leadership skills and skills of team members — benefits to individuals and the organisation of effective team working

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Administrative Services (H)(cont)

2 Describe the impact of changing working practices on the modern working environment	♦ working practices: — career breaks — out-sourcing ♦ contracts of employment: — *permanent* — *fixed term* ♦ the work environment: — office layout (cellular and open plan) — ergonomics — employee morale and wellbeing — *current legislation affecting the work environment* * ♦ methods of communicating organisational and legal requirements ♦ consequences of breaches of organisational and legislative procedures

*Legislation affecting security of information and computer misuse is also covered in the Unit, *Information Technology for Management*.

National Course Specification: Course details (cont)

COURSE Administration (Higher**)**

Administrative Services (H)(cont)

3 Describe the procedures and processes involved in recruiting, developing and supporting staff	♦ recruitment and selection procedures: — internal and external advertising — job descriptions — person specifications — applications — interviews — tests — employment checks ♦ staff development processes: — staff appraisal — the appraisal and review process — continuous professional development – life-long learning — staff training — in-house and external ♦ procedures relating to staff welfare: — counselling — advice on grievance and disciplinary procedures — procedures for dealing with absence and illness — staff friendly issues

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Administrative Services (H)(cont)

4 Explain how formal meetings are planned, conducted and supported	♦ Types of meetings and committees: — Annual General — Extraordinary General — Board — Committee ♦ responsibilities of: — Chairperson during a meeting — The Secretary before, during and after a meeting (internal and external) — consequences of inadequate preparation for meetings ♦ terms used in the conduct of meetings: — quorum, postpone, adjournment, motion, proposer, seconder, unanimous, resolution, amendment, ballot, abstain, majority, casting vote, address the chair, verbatim, point of order, standing orders ♦ documentation relating to meetings: — notice of meeting and agenda — minutes (including action minutes) ♦ the impact of technology on the conduct and organisation of meetings
5 Explain the importance of providing effective customer service	♦ the importance of customer service policies to the organisation: — written customer care strategy — service level agreements — complaints procedure — methods of evaluating policy: satisfaction surveys, customer focus groups, market research — quality management systems

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Information Technology for Management (H)

1 Explain the role of information in decision making	♦ the nature of information: primary, secondary, internal, external, quantitative, qualitative ♦ sources of information ♦ features of good information ♦ types of decisions and types of information required to support decisions: — strategic — tactical — operational
2 Describe the impact of ICT on workflow, working practices and management and security of information	♦ the impact of ICT on workflow: — speed and accessibility of information — features and advantages of software applications and networks ♦ the impact of ICT on working practices: — teleworking — homeworking, — hot-desking — video and audio conferencing — web cams and internet meetings ♦ advantages of data management systems to organisations (including electronic file management) ♦ consequences of poor data management ♦ importance of electronic file management ♦ importance of organisational procedures for security and confidentiality of information ♦ current legislation affecting: — security and confidentiality of information* — computer misuse* Candidates should be able to outline legislation relating to the above categories. (*Legislation affecting security of information and computer misuse is also covered in the Unit, *Administrative Services)*

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Information Technology for Management (H)

3 Use ICT to solve business problems and communicate and present solutions	WORD PROCESSING ♦ letters: — multi-page — tear off slip ♦ documentation for meetings: — notice of meeting and agenda — minutes ♦ reports ♦ newsletters ♦ tables: — embed data from a spreadsheet in a table with dynamic linkage — convert text to table — sort lists — three levels — perform calculations — add, subtract, multiply, divide ♦ forms: — create automatic form using form fields — work with text fields — work with drop-down list fields — work with checkbox fields — protect a form — delete form fields ♦ working with documents: — create and delete footnotes and endnotes — modify content and positioning of existing footnotes and endnotes — insert, display, move bookmark — insert, navigate with, view, delete cross reference — insert, delete section breaks — alter page orientation in different sections — insert headers or footers linked or separated within different sections — format first page differently from subsequent pages — insert and delete comments — insert and delete watermarks — use, create, modify styles — number sections and paragraphs — insert table of contents

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Information Technology for Management (H)

3 Use ICT to solve business problems and communicate and present solutions (cont)	WORD PROCESSING (cont) ♦ mailmerge (from or to database): — form letter — mailing labels (on A4 paper) ♦ integrate: — data from spreadsheet — dynamically linked chart or graph from spreadsheet — results of database queries ♦ print: — complete document — selected part of a document E-MAIL — find an e-mail — create folders — automatically manage messages — archive old messages — create automated responses — be aware of e-mail etiquette — send and *print e-mail* E-DIARY No new content at Higher, but candidates will deal with information regarding availability of attendees which will impinge on dates and times of meetings to be scheduled. INTERNET — customise searches — understand use of cookies

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Information Technology for Management (H)

3 Use ICT to solve business problems and communicate and present solutions (cont)	SPREADSHEETS ♦ working with cells and cell data: — cell formatting including conditional cell formatting — comments — add, edit, remove ♦ managing workbooks: — insert common data or formulae and formats simultaneously (linking worksheets) — insert page breaks ♦ working with named cells and ranges of cells: — modify a range ♦ data consolidation: — summary worksheets/files using 3D references; pivot tables; pivot charts ♦ functions: — countif — round mathematical function — V and H lookups ♦ sorting: — filtering on two criteria — grouping and outlining ♦ charts: — customise data series in rows and columns ♦ importing data from external source:

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Information Technology for Management (H)

3 Use ICT to solve business problems and communicate and present solutions (cont)	— table from word processing document — data from a database table ♦ exporting dynamically linked data: — link spreadsheet data as a table and/or chart in a word processing document ♦ print: — completed worksheet/s and sections from worksheets in value and formulae view — separate and embedded charts RELATIONAL DATABASES ♦ working with databases: — use primary and foreign keys — create one to many relationships — enforce referential integrity — cascade updates and deletes — edit and delete relationships — print database relationships ♦ queries: — query on minimum of two fields from multiple tables on full or partial text or values within fields — This will involve use of wildcards, ie asterisk and question mark — use AND, OR or NOT to join query criteria together to create more complex conditions — use aggregate functions in queries: sum, average, maximum and minimum — use a calculated field — sort on minimum of two fields from multiple tables within query — create a graph from query ♦ forms: — design fields — establish order of data entry — set style and alignment — apply decorative enhancement — insert header and footer — modify properties — move, align, delete and edit components of form — insert graphic

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Information Technology for Management (H)

3 Use ICT to solve business problems and communicate and present solutions (cont)	♦ reports: — create report from table or query — use calculation within report as required from the following — sum, average, minimum, maximum — modify report layout to ensure visibility of data — insert report header — insert page header or footer ♦ exporting data: — export data to spreadsheet, word processing and presentation software document ♦ print: — extract/s from database — queries, forms and reports PRESENTATION SOFTWARE Candidates must be able to: — advance slides automatically timed to accommodate speaker notes — promote and demote slides and text within slides — import data from the internet — hyperlink to URL — create and print notes

National Course Specification: Course details (cont)

COURSE Administration (Higher)

ASSESSMENT

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

To achieve the Course, the candidate must pass the Units of the Course as well as the Course assessment. The candidate's grade is based on the Course assessment.

The aims of the **Unit assessment** are to allow candidates to demonstrate clearly:

- knowledge and skills required to contribute to the effectiveness of an organisation
- knowledge and understanding of theory underpinning the use of ICT in business
- ability to analyse data and apply skills in ICT to solve business problems and present and communicate information

The aims of the **Course assessment** are to allow candidates to demonstrate:

- ability to analyse data and the integrative use of ICT to solve more complex business problems within unfamiliar contexts. (Candidates will *not* be required to use the internet, e-mail, e-diary or presentation software during the practical examination)
- knowledge and understanding across both Units of the Course

Unit assessment requirements are summarised in the table below:

Unit assessment task	**Duration**	**Structure**
Administrative Services (Higher)	1 hour	Series of restricted response questions covering all **five** Outcomes and all PCs within Outcomes. Must be carried out under controlled, closed book conditions.
Information Technology for Management (Higher) — Part 1	30 minutes	Series of restricted response questions covering Outcomes 1 and 2 and all PCs within these Outcomes. Must be carried out under controlled, closed book conditions.
Information Technology for Management (Higher) – Part 2	2 hours 30 minutes	A practical assessment covering Outcome 3 requiring candidates to solve a business problem using the following applications/technology: word processing spreadsheet database presentation software e-mail e-diary the internet

National Course Specification: Course details (cont)

COURSE Administration (Higher)

Course assessment will consist of two components:

- Paper 1
- Paper 2

Course assessment component	Duration	Structure
Paper 1: Theory paper 60 marks	1 hour 20 minutes	**Section A** is based on case study/stimulus material with questions, and is compulsory. The emphasis in this section is on contextualised problem solving. **Section B** requires candidates to choose two from five questions and provide extended responses demonstrating the use of higher order skills.
Paper 2: Practical paper 60 marks	1 hour 20 minutes	A business problem to be solved involving the use of spreadsheet, database and word processing applications with one task requiring integration.

Link between Unit and Course assessment

The Unit assessment will assess the candidates' knowledge and understanding of Unit content and the application of skills in ICT. These assessments will reflect the familiar contexts in which the Units are delivered. The Course assessment will be based on the content in the Course Specification and will require candidates to integrate and demonstrate clearly their knowledge, understanding and skills in more complex and unfamiliar contexts.

Further details about assessment for this Course can be found in National Assessment Bank materials, the Course Assessment Specification and the Specimen Question Paper.

GRADE DESCRIPTIONS

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of the achievement required for the award at grade C and A in the Course.

For an award at grade C candidates should be able to demonstrate:

- knowledge and understanding of the theory contained in the Course Specification
- ability to integrate material drawn from any part of the Course content
- ability to use an integrative, problem solving approach with ICT and present information in a format acceptable to business

For an award at grade A candidates should be able to demonstrate:

- consistent application of knowledge and understanding in responses to the theory component, clearly demonstrating the use of higher order skills (eg justify, explain, compare and contrast)
- a high degree of ability to integrate material drawn from any part of the Course content

National Course Specification: Course details (cont)

COURSE Administration (Higher)

GRADE DESCRIPTIONS (CONT)

- ability to analyse data and solve business problems using ICT and present information in a format acceptable to business
- an ability to demonstrate the use of the most effective and efficient processes in the use of ICT to arrive at the solution to the given problem

Estimates and appeals

Estimates
In preparing estimates, evidence of performance should be considered across the content of the Course and must take account of performance in the whole Course. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

Evidence used to support appeals for the Course must show a sufficient breadth of coverage of content and must relate to the Course Grade Descriptions.

Ideally, this will comprise evidence generated from an integrated prelim which reflects the range, balance and depth of the question paper.

Although a prelim is not mandatory, it can give an indication of how the candidate will perform in questions which require integration, retention and application of knowledge and understanding in less familiar contexts within a time restraint.

Centres generating their own prelim papers sometimes draw heavily on past SQA papers for their questions. These questions should be carefully selected from a range of question papers to ensure a balanced paper of acceptable format and standard. Question should not be lifted en bloc from past papers and should contain some degree of moderation or adaptation in order to provide an unseen test of candidates' abilities. Past papers or SQA specimen papers, in their entirety, will not be accepted as evidence to support an appeal.

While high scoring Unit assessments can provide some evidence in support of an appeal they are not sufficient on their own and should be supplemented by additional evidence. This evidence should cover the Course content and should mirror the nature, range and scope of the Course assessment.

NABs can provide evidence of attainment within familiar contexts and demonstrate limited retention. However, they do not provide evidence of a candidate's ability to cope with questions based on integrated topics or to deal with questions of a more complex nature based on unfamiliar contexts. Where NABs are used for appeal purposes, they must be supplemented by evidence which mirrors the nature, range and scope of the Course assessment. This evidence may take the form of a closed book coursework assessment, supplementary prelim and/or end of Unit tests designed to show retention, integration and application of skills and knowledge.

QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards. SQA is currently seeking to assist centres by preparing exemplification of standards materials in a number of subject areas. This will be rolled out to all subjects in due course.

National Course Specification: Course details (cont)

COURSE Administration (Higher)

QUALITY ASSURANCE (CONT)

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor and a PA report is published for all subjects.

APPROACHES TO LEARNING AND TEACHING

It is envisaged that the Units will be taught in an integrative manner. The learning and teaching approach should emphasise the integrative nature of administrative work and the importance of using information and communications technology as a tool in the modern administrative environment.

It would be possible to deliver the two Units separately, but candidates would benefit from an integrative approach. There are opportunities for integration of knowledge and understanding and skills across both Units in the Course. For example delivery of the *Administrative Services* Unit could be enhanced by the appropriate use of ICT. Ways of using ICT in conjunction with the delivery of the *Administrative Services* Unit are exemplified in the support notes for both Units.

The use of a simulated office would help candidates contextualise their learning and serve as the method of introducing candidates to the kind of procedures which would be used in business. To this end, teachers/lecturers may wish to develop a handbook with the kind of procedures which they would like followed in the simulated organisation, with candidates having access to handbooks and guides to help them when they are unsure. Procedures developed in a centre would obviously be able to take into account the equipment and facilities available in that centre. It is envisaged that the delivery of these Units will take place in an environment which reflects that found in business, with candidates having access to industry standard hardware, software and resources. Teachers and lecturers should ensure that candidates' knowledge of emerging technologies and business practice is kept up-to-date.

SPECIAL NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

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National Course Specification: Course details (cont)

COURSE Administration (Higher)

ADMINISTRATION IN A BROADER CONTEXT

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

CROSS CURRICULAR THEME	ISSUE(S)
Enterprise in Education	Plan and organise work effectively, for example through: ♦ good time management ♦ target setting and monitoring ♦ co-ordination of resources
Education for Citizenship	Develop citizenship skills by understanding the benefits of: ♦ team working ♦ effective communication ♦ good customer service ♦ good human resource management Effective decision-making — strategic, tactical, operational
Health Education	Understand the importance of a safe working environment through examination of relevant Health and Safety legislation.

National Unit Specification: general information

UNIT Administrative Services (Higher)

CODE DM3P 12

COURSE Administration (Higher)

SUMMARY

This Unit is designed to equip candidates with the necessary knowledge and understanding required to carry out the role of an administrative assistant in the modern business environment. It is suitable for candidates who have prior knowledge of administrative procedures.

OUTCOMES

1. Explain strategies which can be employed to ensure effectiveness in the workplace.
2. Describe the impact of changing working practices on the modern working environment.
3. Describe the procedures and processes involved in recruiting, developing and supporting staff.
4. Explain how formal meetings are planned, conducted and supported.
5. Explain the importance of providing effective customer service.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- Standard Grade Administration at Credit level
- The *Administrative Services* Unit at Intermediate 2

Administrative Information

Superclass: AY

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National Unit Specification: general information (cont)

UNIT Administrative Services (Higher)

CREDIT VALUE

1 Credit at Higher (6 SCQF Credit points at SCQF level 6*).

*SCQF Credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF Credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Administrative Services (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1
Explain strategies which can be employed to ensure effectiveness in the workplace.

Performance Criteria
a) The role and qualities of an administrative assistant are described.
b) The advantage of effective planning, organising and monitoring of work are explained.
c) The benefits of team-working to the employee and the organisation are explained.

OUTCOME 2
Describe the impact of changing working practices on the modern working environment.

Performance Criteria
a) The impact of different working practices on the employee and the organisations is described.
b) The effect of the work environment on the employee is described.
c) Legislation and methods of communicating legislation are outlined.
d) The consequences of breaches of organisational and legislative procedures are stated.

OUTCOME 3
Describe the procedures and processes involved in recruiting, developing and supporting staff.

Performance Criteria
a) Recruitment and selection procedures are described.
b) Staff development processes are described.
c) Procedures relating to staff welfare are described.

OUTCOME 4
Explain how formal meetings are planned, conducted and supported.

Performance Criteria
a) Types of meetings are described.
b) Responsibilities of the Chairperson and Secretary are described.
c) Terms used in the conduct of meetings are explained.
d) The use of documentation relating to meetings is explained.
e) The impact of technology on the conduct and organisation of meetings is described.

National Unit Specification: statement of standards (cont)

UNIT Administrative Services (Higher)

OUTCOME 5

Explain the importance of providing effective customer service.

Performance Criteria

a) Areas covered by customer service policies are described.
b) The benefits of effective customer service are described.
c) Consequences of poor customer service for the organisation are explained.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The assessment for this Unit will assess all Outcomes and all Performance Criteria within Outcomes. It must be undertaken after completion of the Unit under controlled, closed book conditions.

The Evidence required will consist of responses to a series of restricted response questions.

The maximum time allocation for this assessment is one hour. The assessment may be undertaken over two sessions. Where two sessions are required, the assessment must be delivered in two parts with the second part unseen.

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

The assessment instrument should sample the content and skills defined in Appendix 1. Each assessment instrument must cover all Outcomes and all Performance Criteria.

The standard to be applied is illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Administrative Services (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit would be suitable for anyone wishing to learn how the administrative function is carried out in a business environment at this level and would provide them with knowledge of the issues affecting their role and the business environment in which they work.

This Unit is set in the context of the modern business environment and candidates should be introduced to up-to-date administrative procedures and practices. Throughout the learning and teaching of the Units of the Course, the use of a simulated office will be more meaningful to most candidates.

Although only knowledge and understanding will be assessed, the use of practical activities, including the use of ICT, should be encouraged to underpin related knowledge.

Links with the business community would be particularly useful to candidates undertaking this Unit and centres should be encouraged to link the Units to any work experience or visits.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be encouraged to take a positive attitude towards the quality of their own work and an integrative approach should be adopted where possible.

There are opportunities for integration of the delivery of Outcomes within this Unit. The content relating to Outcomes 1, 2 and 3 in particular lends itself to an integrative approach to teaching and learning. Opportunities exist for the practical application of ICT skills within this Unit. This would be particularly helpful to those candidates studying the Course in Administration at Higher.

Realistic materials and documentation should be used throughout and a thematic approach adopted where possible. Centres may find it helpful to develop their own simulated organisation. If there are already good links with local employers, it may be possible to base some of the documentation, procedures and scenarios on real situations.

Where a simulated activity is carried out, working conditions should try to reflect those found in the workplace and include the kind of facilities, equipment and materials used in the administration environment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence required will consist of responses to a series of restricted response questions.

The maximum time allocation for this assessment is one hour. The assessment may be undertaken over two sessions. Where two sessions are required, the assessment must be delivered in two parts with the second part unseen.

National Unit Specification: support notes (cont)

UNIT Administrative Services (Higher)

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

The assessment for this Unit will test all Outcomes. It must be undertaken after completion of the Unit under controlled, closed book conditions.

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

National Unit Specification: appendix 1

UNIT Administrative Services (Higher)

The assessment for this Unit will assess all Outcomes and all Performance Criteria. Each assessment instrument should sample the content and skills defined below. Each assessment instrument must cover all Outcomes and all Performance Criteria.

Knowledge of the content covered at Intermediate 2 is assumed.

1 Explain strategies which can be employed to ensure effectiveness in the workplace	♦ the administrative assistant: — role/duties of the administrative assistant at a senior level — job description — qualities of the administrative assistant - person specification ♦ targets for the individual and the organization: — personal development plan — action plan — setting own targets — setting departmental targets — dealing with changing priorities of people and tasks — monitoring and evaluating progress ♦ time and task management (self and others): — skills required: planning, delegating, organising, directing and controlling — identification of time stealers — time management strategies — benefits to individual and organisation of good time management — consequences to individual and organisation of poor time management ♦ team working: — features of effective teams — leadership skills and skills of team members — benefits to individuals and the organisation of effective team working

National Unit Specification: appendix 1 (cont)

UNIT Administrative Services (Higher)

2 Describe the impact of changing working practices on the modern working environment	♦ working practices ♦ contracts of employment ♦ the work environment: — office layout (cellular and open plan) — ergonomics — employee morale and wellbeing
	♦ methods of communicating organisational and legal requirements ♦ consequences of breaches of organisational and legislative procedures
3 Describe the procedures and processes involved in recruiting, developing and supporting staff	♦ recruitment and selection procedures: — internal and external advertising — job descriptions — person specifications — applications — interviews — tests — employment checks ♦ staff development processes: — staff appraisal – the appraisal and review process — continuous professional development — life-long learning — staff training — in-house and external ♦ procedures relating to staff welfare — counselling — advice on grievance and disciplinary — procedures — procedures for dealing with absence and illness — staff friendly issues

National Unit Specification: appendix 1 (cont)

UNIT Administrative Services (Higher)

4 Explain how formal meetings are planned, conducted and supported	♦ Types of meetings and committees: — Annual General — Extraordinary General — Board — Committee ♦ responsibilities of: — Chairperson during a meeting — Secretary before, during and after a meeting (internal and external) — consequences of inadequate preparation for meetings ♦ terms used in the conduct of meetings: — quorum, postpone, adjournment, motion, proposer, seconder, unanimous, resolution, amendment, ballot, abstain, majority, casting vote, address the chair, verbatim, point of order, standing orders ♦ documentation relating to meetings: — notice of meeting and agenda — minutes (including action minutes) ♦ the impact of technology on the conduct and organisation of meetings: — e-diaries — e-mail — video conferencing — audio conferencing — web cams and internet meetings — mobile phones and video phones — networks

National Unit Specification: appendix 1 (cont)

UNIT Administrative Services (Higher)

5 Explain the importance of providing effective customer service	♦ the importance of customer service policies to the organization: — written customer care strategy — service level agreements — complaints procedure — methods of evaluating policy:satisfaction surveys, customer focus groups, market research — quality management systems

National Unit Specification: general information

UNIT Information Technology for Management (Higher)

CODE DM3V 12

COURSE Administration (Higher)

SUMMARY

On completion of the Unit, candidates will understand the role of information in decision making and the impact of ICT on workflow, working practices and management and security of information. This Unit will enable candidates to extend their information and communications technology skills. It will allow candidates to adopt a holistic approach to solving business problems using various software applications and to present findings in a form acceptable to business. It is suitable for candidates who already possess skills in using ICT for problem solving.

OUTCOMES

1. Explain the role of information in decision making.
2. Describe the impact of ICT on workflow, working practices and management and security of information.
3. Use ICT to solve business problems, and communicate and present solutions.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- Standard Grade Administration at Credit level
- Intermediate 2 Administration or its Units

Administrative Information

Superclass: AY

Publication date: August 2005

Source: Scottish Qualifications Authority

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National Unit Specification: general information (cont)

UNIT Information Technology for Management (Higher)

CREDIT VALUE
2 Credits at Higher (12 SCQF Credit points at SCQF level 6*).

*SCQF Credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF Credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS
There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Information Technology for Management (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1
Explain the role of information in decision making.

Performance Criteria
a) The nature of information is explained.
b) Features of good information are described.
c) Types of decisions are explained.

OUTCOME 2
Describe the impact of ICT on workflow, working practices and management and security of information.

Performance Criteria
a) The impact of ICT on workflow and working practices is described.
b) Advantages of data management systems to organisations are explained.
c) Consequences of poor data management are described.
d) Organisational procedures for security and confidentiality of information are described.
e) The main features of legislation relating to the security and confidentiality of information are outlined.

Evidence Requirements
The assessment instrument for this Unit will comprise two parts. Part one will assess Outcomes 1 and 2 and part 2 will assess Outcome 3. Candidates must pass both parts of the assessment for *Information Technology for Management* to achieve this Unit.

Part one will assess both Outcomes 1 and 2 and will cover all Performance Criteria within each Outcome. Evidence required will comprise responses to a series of restricted response questions. The assessment must be undertaken under controlled, closed book conditions.

The maximum time allocation for this assessment is 30 minutes.

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

The assessment instrument should sample the content and skills defined in Appendix 1. Each assessment instrument must cover all Outcomes and all Performance Criteria.

National Unit Specification: statement of standards (cont)

UNIT Information Technology for Management (Higher)

OUTCOME 3

Use ICT to solve business problems, and communicate and present solutions.

Performance Criteria

a) The internet is used to obtain information necessary to complete the given task.
b) Relevant data is analysed and processed to solve a business problem using appropriate software applications.
c) A solution to the problem is produced as a business document.
d) Business documents are fit for purpose.
e) The presentation is fit for purpose and a presentation software file is e-mailed to the teacher/lecturer.

Evidence Requirements

The assessment must be undertaken after completion of the Unit under controlled conditions with candidates having access to help menus within software applications and/or paper-based IT manuals.

The maximum time allocation for this assessment is 2 hours 30 minutes. This should be carried out over as few sessions as possible.

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

Summary of Evidence Requirements for Outcome 3

Outcomes will be assessed using a single instrument of assessment, practical in nature, which will be contextualised in a business problem to be solved, using the following software applications:

- spreadsheets
- databases
- word processing
- presentation software
  and
- e-mail, an e-diary and the internet

National Unit Specification: support notes

UNIT Information Technology for Management (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit would be suitable for anyone wishing to develop information technology, problem solving and organisational skills. It concentrates on the both the practical aspects of using ICT to solve business problems as well as the theoretical aspects of the use of information in decision making and the effects of ICT on working practices.

This Unit should be taught in the context of a modern business environment and, as such, candidates should be introduced to industry standard office software and hardware and modern office procedures and practices throughout. Throughout the learning and teaching of the component Units of the Course, the use of a simulated organisation is to be encouraged. Learning within a context is more meaningful to most candidates.

Links with the business community would be particularly useful to candidates undertaking this Unit and centres should be encouraged to link the Unit to any work experience or visits.

Outcome 1

Candidates could be given examples of quantitative and qualitative information and be asked to identify the type (quantitative or qualitative) and the source (primary, secondary, external or internal to the organisation).

When learning about features of good information, candidates could be given a problem to solve with related information. Where the information allows the candidate to solve the problem, the good features could be identified. Alternatively, where the information does not allow candidates to solve the problem, the shortcomings could be identified.

Candidates should be aware of the different levels of decision making — strategic, tactical and operational. Examples of areas to which these types of decisions could be applied are given below:

Strategic decision making:

- e-commerce
- purchasing
- pricing
- information systems security
- project prioritisation
- risk management
- altering organisational structure

Tactical decision making:

- marketing tactics
- stock levels

- output forecasts
- staffing levels
- training provision
- office layout

Operational decision making:

- organising leave arrangements
- scheduling of staff meetings within departments
- redeployment of staff to ensure production targets are met

Sources of information, both internal and external to the organisation, should be examined and, where possible, candidates should use these different sources, both electronic and paper-based. The use of the internet should be encouraged to reinforce this aspect of knowledge and understanding.

Outcome 2

Candidates should be made aware of new developments in ICT and the impact of these developments on:

- working practices
- receiving, processing and transmitting information

Candidates should have access to information on up-to-date legislation relating to:

- the security of information (including data protection and copyright, designs and patents)
- computer misuse

They should be able to outline the main features of legislation relating to above categories. Where candidates refer to specific legislative Acts in their responses to questions, these should be the most up-to-date Acts. As this is a constantly changing area, candidates should be encouraged to keep a file on new developments.

Outcome 3

This Outcome forms the core of the Unit and will take the largest proportion of time. It is anticipated that this will be between 50 and 60 hours depending on the level of information technology experience candidates have on entry to the Unit.

It is not intended that any references in the Unit Specification are software specific. All such references should be treated as generic and use in specific software applications should be treated accordingly.

The content for this Outcome will be based on the following:

- use of the internet, e-mail and an e-diary to source and communicate information
- creation and/or completion of spreadsheets from partial input to solve given problems
- creation of and working with relational databases to solve given problems

- production of word-processed documents to communicate results of problem solving to include integration from other software applications
- use of presentation software

In using software and hardware, candidates should have a knowledge and understanding of input and output devices, loading and exiting applications, recalling, amending, saving and producing hard copy in each software application in specified format, eg formulae view of a spreadsheet. Candidates should also be aware of back-up and safety procedures, security and confidentiality procedures pertaining to computer data, and different ways of protecting equipment and data.

The importance of good file management should be stressed from the outset and should permeate the whole Unit covering the following:

— viewing and sorting files
— searching for files, folders

Candidates should be able to identify problems, access required information, choose and use relevant software to solve business problems and communicate the results. They should be able to use the software in ways which can simplify data entry, interrogation and retrieval, for example, in spreadsheets the use of formula palette and the equations editor when constructing 'IF' statements, Hlookup and Vlookup reference functions, and integration of software applications.

Candidates should also be encouraged to use the features of an e-diary and e-mail within the simulated organisation to assist them in planning and organising their own work.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be made aware from the outset of the necessity of using ICT in an integrative manner to solve business problems, and should be encouraged to take a positive attitude towards the quality of their own work throughout this Unit. Realistic materials and documentation should be used throughout, and a thematic approach adopted where possible.

Where candidates are studying the Course at Higher level, the teaching of Outcome 2 within this Unit could be integrated with Outcome 2 in *Administrative Services* Unit covering working practices and the work environment. There are also opportunities for an integrative approach with the *Administrative Services* Unit in delivery of Outcome 3 of this Unit. The teaching of preparation of documentation for meetings in Outcome 3 of this Unit could be integrated with Outcome 4 of the *Administrative Services* Unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment instrument for this Unit will comprise two parts. Part one will assess Outcomes 1 and 2 and part 2 will assess Outcome 3. Candidates must pass both parts of the assessment to achieve this Unit.

The maximum time allocation for assessment is:

Outcomes 1 and 2	30 minutes
Outcome 3	2 hours 30 minutes

National Unit Specification: support notes (cont)

UNIT Information Technology for Management (Higher)

Outcomes 1 and 2
This part of the assessment will comprise four structured questions — two questions per Outcome and must be undertaken after completion of both Outcomes 1 and 2 or after completion of the Unit, under controlled, closed book conditions.

The maximum time allocation for this assessment is 30 minutes. The assessment may be undertaken over two sessions. Where two sessions are required, the assessment must be delivered in two parts with the second part unseen.

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

Outcome 3
This part of the assessment will comprise a single, practical instrument which will test the candidate's ability to analyse data and solve a business problem using ICT.

The assessment must be undertaken after completion of the Unit under controlled conditions, with candidates having access to help menus within software applications and/or paper-based IT manuals.

The maximum time allocation for this assessment is 2 hours 30 minutes. This should be carried out over as few sessions as possible.

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

SPECIAL NEEDS
This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

National Unit Specification: appendix 1

UNIT Information Technology for Management (Higher)

The assessment for this Unit will be in two parts. Part 1 will assess all Performance Criteria of Outcomes 1 and 2. Each assessment instrument should sample the content and skills defined below. Each assessment instrument must cover all Performance Criteria of Outcomes 1 and 2.

Knowledge of the content covered at Intermediate 2 is assumed.

1 Explain the role of information in decision making	♦ the nature of information: primary, secondary, internal, external quantitative, qualitative ♦ sources of information ♦ features of good information ♦ types of decisions and types of information required to support decisions: — strategic — tactical — operational
2 Describe the impact of ICT on workflow, working practices and management and security of information	♦ the impact of ICT on workflow: — speed and accessibility of information — features and advantages of software applications and networks ♦ the impact of ICT on working practices: — teleworking — homeworking — hot-desking — video and audio conferencing — web cams and internet meetings ♦ advantages of data management systems to organisations (including electronic file management) ♦ consequences of poor data management ♦ importance of electronic file management ♦ importance of organisational procedures for security and confidentiality of information ♦ current legislation affecting: — security and confidentiality of information* — computer misuse* Candidates should be able to outline legislation relating to the above categories.

National Unit Specification: appendix 2

UNIT Information Technology for Management (Higher)

The assessment for this Unit will be in two parts. Part 2 will assess all Performance Criteria of Outcome 3. Each assessment instrument should sample the content and skills defined below. Each assessment instrument must cover all Performance Criteria of Outcome 3.

Knowledge of the content covered at Intermediate 2 is assumed.

3 Use ICT to solve business problems and communicate and present solutions	WORD PROCESSING ♦ letters: — multi-page — tear off slip ♦ documentation for meetings: — notice of meeting and agenda — minutes ♦ reports ♦ newsletters ♦ tables: — embed data from a spreadsheet in a table with dynamic linkage — convert text to table — sort lists – three levels — perform calculations – add, subtract, multiply, divide ♦ forms: — create automatic form using form fields — work with text fields — work with drop-down list fields — work with checkbox fields — protect a form — delete form fields ♦ working with documents: — create and delete footnotes and endnotes — modify content and positioning of existing footnotes and endnotes — insert, display, move bookmark — insert, navigate with, view, delete cross reference — insert, delete section breaks — alter page orientation in different sections — insert headers or footers linked or separated within different sections — format first page differently from subsequent pages — insert and delete comments

National Unit Specification: appendix 2 (cont)

UNIT Information Technology for Management (Higher)

Knowledge of the content covered at Intermediate 2 is assumed.

3 Use ICT to solve business problems and communicate and present solutions (cont)	— insert and delete watermarks — use, create, modify styles — number sections and paragraphs — insert table of contents WORD PROCESSING (cont) ♦ mailmerge (from or to database): — form letter — mailing labels (on A4 paper) ♦ integrate: — data from spreadsheet — dynamically linked chart or graph from spreadsheet — results of database queries ♦ print: — complete document — selected part of a document E-MAIL — find an e-mail — create folders — automatically manage messages — archive old messages — create automated responses — be aware of e-mail etiquette — send and *print e-mail* E-DIARY No new content at Higher, but candidates will deal with information regarding availability of attendees which will impinge on dates and times of meetings to be scheduled. INTERNET — customise searches — understand use of cookies SPREADSHEETS: ♦ working with cells and cell data: — cell formatting including conditional cell formatting — comments — add, edit, remove

National Unit Specification: appendix 2 (cont)

UNIT Information Technology for Management (Higher)

3 Use ICT to solve business problems and communicate and present solutions (cont)	♦ managing workbooks: — insert common data or formulae and formats simultaneously (linking worksheets) — insert page breaks ♦ working with named cells and ranges of cells: — modify a range ♦ data consolidation: — summary worksheets/files using 3D references; pivot tables; pivot charts ♦ functions: — countif — round mathematical function — V and H lookups ♦ sorting: — filtering on two criteria — grouping and outlining ♦ charts: — customise data series in rows and columns ♦ importing data from external source: — table from word processing document — data from a database table ♦ exporting dynamically linked data: — link spreadsheet data as a table and/or chart in a word processing document ♦ print: — completed worksheet/s and sections from worksheets in value and formulae view — separate and embedded charts RELATIONAL DATABASES ♦ working with databases: — use primary and foreign keys — create one to many relationships — enforce referential integrity — cascade updates and deletes — edit and delete relationships — print database relationships

National Unit Specification: appendix 2 (cont)

UNIT Information Technology for Management (Higher)

3 Use ICT to solve business problems and communicate and present solutions (cont)	♦ queries: — query on minimum of two fields from multiple tables on full or partial text or values within fields — This will involve use of wildcards, ie asterisk and question mark — use AND, OR NOT to join query criteria together to create more complex conditions — use aggregate functions in queries: sum, average, maximum and minimum — use a calculated field — sort on minimum of two fields from multiple tables within query — create a graph from query ♦ forms: — design fields — establish order of data entry — set style and alignment — apply decorative enhancement — insert header and footer — modify properties — move, align, delete and edit components of form — insert graphic ♦ reports: — create report from table or query — use calculation within report as required from the following — sum, average, minimum, maximum — modify report layout to ensure visibility of data — insert report header — insert page header or footer ♦ exporting data: — export data to spreadsheet, word processing and presentation software document ♦ print: — extract/s from database — queries, forms and reports

National Unit Specification: appendix 2 (cont)

UNIT Information Technology for Management (Higher)

3Use ICT to solve business problems and communicate and present solutions (cont)	PRESENTATION SOFTWARE ♦ Candidates must be able to: — advance slides automatically timed to accommodate speaker notes — promote and demote slides and text within slides — import data from the internet — hyperlink to URL ♦ create and print notes