Administrative Theory and Practice (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H4KB 76

Unit outline

The general aim of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care.

Learners who complete this Unit will be able to:

1   Provide an account of the factors contributing to the effectiveness of administrative function
2   Provide an account of customer care in administration

This Unit is a mandatory Unit of the Higher Administration and IT Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes,* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support.*

The *Course Assessment Specification* for the Higher Administration and IT Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Administration and IT Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦   National 5 Administration and IT Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes.*

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1   Provide an account of the factors contributing to the effectiveness of the administrative function by:

1.1   Describing strategies for effective time and task management and their importance
1.2   Describing the characteristics of effective teams
1.3   Explaining strategies to ensure compliance with workplace legislation
1.4   Explaining how modern IT has had an impact on working practices

Outcome 2

The learner will:

2   Provide an account of customer care in administration by:

2.1   Explaining benefits of good, and consequences of poor, customer care
2.2   Describing a mechanism for monitoring and evaluating the quality of customer care

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment of all the Outcomes may be either undertaken separately or integrated together into holistic assessment. If the latter approach is used, it must be clear how the assessment evidence covers each Outcome.

For Outcome 1, legislation refers to Data Protection, Freedom of Information, and Health and Safety.

Exemplification of assessment is provided in *Unit Assessment Support*.
Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes.*

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1   Literacy

1.3   Listening and talking

4   Employability, enterprise and citizenship

4.1   Employability

5   Thinking skills

5.2   Understanding
5.3   Applying
5.4   Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

Administrative information

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Superclass: AY

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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