



National Unit Specification: general information

UNIT Skills Development for Administrators (SCQF level 5)

CODE F5AF 11

SUMMARY

In this Unit candidates will develop keyboarding and IT skills in order to produce a range of integrated business documents within set deadlines. It is suitable for candidates who wish to work in an administrative support role where document production is a key requirement.

This Unit is an optional Unit of the NC in Administration Course and is also available as a freestanding Unit. This Unit provides a basis for further study for those candidates who achieved an Intermediate 2 qualification. The Unit provides an opportunity for candidates to further develop their practical keyboarding and IT skills. It is envisaged that the Unit could be delivered early in a programme of study (as an alternative subject option where candidates have an Int 2 qualification) or be delivered to all candidates during the programme following completion of an Int 2 qualification). The Unit provides progression to SCQF level 6 and 7 Units.

OUTCOMES

- 1 Transcribe a variety of information using a keyboard within deadlines set.
- 2 Demonstrate appropriate file management techniques.
- 3 Research information and create a range of documents, integrating information from other software applications.

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:

- ◆ *Information Technology for Administrators* (Intermediate 2)
- ◆ *Presenting and Communication Information* (Intermediate 2)
- ◆ *Word Processing* (SCQF level 4) or *Word Processing* (SCQF level 5)

Administrative Information

Superclass: AZ

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills *Information and Communication Technology* at SCQF level 5

Core Skill component None

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Skills Development for Administrators (SCQF level 5)

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 SQA.

OUTCOME 1

Transcribe a variety of information using a keyboard within deadlines set.

Performance Criteria

- (a) Use appropriate hardware and software to develop speed keying skills.
- (b) Improve speed keying skills.
- (c) Transcribe information from source material using word processing software.
- (d) Produce a word processed document within set deadlines to demonstrate speed keying skills.
- (e) Update word, spreadsheet and database files within set deadlines.
- (f) Effectively use a computer in line with health and safety requirements.

OUTCOME 2

Demonstrate appropriate file management techniques.

Performance Criteria

- (a) Set up an appropriate folder/sub folder structure to store files.
- (b) Name files and folders appropriately.
- (c) Prepare a folder of files which will be used in an integrated document.

OUTCOME 3

Research information and create a range of documents, integrating information from other software applications.

Performance Criteria

- (a) Locate information using the internet and e-mails.
- (b) Extract relevant information from the internet and e-mails and include this information in a word processing document.
- (c) Create a mail merge document and use search and sort features to produce required output.
- (d) Import selected information from spreadsheet and database files.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Candidates will be presented with a scenario which outlines their role, the tasks to be completed, the files they will use and time limits for completion of individual tasks.

Candidates will be required to produce a range of documents from research material extracted from electronic files, e-mails, paper based information and demonstrate appropriate file management techniques.

Information will be located using the internet. Candidates will extract information from the internet and e-mails. A log (word processing document) will be given to candidates to store extracted information. This log should include filenames, web addresses, location of files and dates when information was updated and/or extracted. They will then be required to produce electronic evidence and/or printouts demonstrating Performance Criteria detailed in Outcomes 1, 2 and 3. This should be done in open-book, controlled conditions.

Candidates will be required to:

- ◆ locate and extract information from the internet
- ◆ extract information from e-mails
- ◆ store extracted information in a word processing document
- ◆ set up appropriate folder and sub folder structure
- ◆ update spreadsheet and database files and save with appropriate filenames
- ◆ integrate information from a spreadsheet file into a word processing document
- ◆ create a mail merge document and integrate database file to produce final document
- ◆ use search and sort features to extract appropriate records
- ◆ produce required output within deadlines set

Task 1:

At the outset of the Unit candidates will be given a document (paper or electronic) to record ongoing speed development. This document should include speed and accuracy achieved for each assessment carried out and include dates of completion. This should be reviewed regularly by the assessor. In order to achieve Performance Criteria (b) candidates must show that they have improved their speed keying skills.

Candidates will be given folders containing various files which will include word processing, spreadsheet and database files. Files should be updated within a working period of 45 minutes. These updated files should be stored in appropriately named folder/s which should then be presented to the teacher/lecturer for review before proceeding to Task 2. In addition, details of the files required to complete Task 2 will be given to candidates. They will then be extracted by candidates and placed into a working folder. Candidates should present a screen print of the folder structure, including file details to the teacher/lecturer for assessment purposes.

Candidates will require to search the internet for information and extract information from e-mails. Details of information extracted will be stored in a log which should be a word processed document. Candidates will respond to 10 multiple choice questions to ensure health and safety requirements are understood. This should be signed by the assessor to verify that the candidate has effectively used the pc in line with current health and safety requirements.

National Unit Specification: statement of standards (cont)

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Task 2:

Candidates will be required to key in textual information from hard copy within deadlines set. This text will comprise no less than 300 words and should be keyed in within 15 minutes. Further instructions for the task will be given in a job request sheet and these should be completed within 15 minutes. Ten minutes should be allowed for proof reading. Information prepared in Task 2 will be used in Task 3.

Task 3:

Candidates will prepare a mail merge document from paper based material and electronic files. There should a minimum of 100 words to be keyed in. This document will merged with a database file which is has been amended in Task 1 and should comprise a minimum of 15 records. For the final output records should be sorted on one field and details from at least three records should be extracted and merged with the final document. Information from a spreadsheet file should be copied and placed into the word processing document. The final document should extend to at least three pages. In addition candidates should present screen print of file structure following completion of all tasks. This task should be completed within a one hour working period.

In total there should be no more than 15 errors in the work submitted by the candidate across the three tasks. These may include typographical errors, inconsistency in layout, missing information, file management inappropriate.

In any one task there should be a maximum of six errors.

Candidates must achieve at least seven correct answers for the multiple choice questions in Outcome 1.

The Assessment Support Pack for this Unit provides assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure comparable standard.

National Unit Specification: support notes

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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 is set in the context of the modern business environment and candidates are expected to develop proficient keyboarding skills and competence in using application packages. The range of applications packages for this Unit covers word processing, spreadsheets and databases and the integration of information from spreadsheet and database applications into a word processing application. Candidate should be able to locate and extract information from the internet and e-mails.

Candidate should use industry standard software and hardware. The improvement to productivity by using good fingering techniques should be emphasised throughout the Unit and centres should encourage use of speed building software within the centre or using appropriate internet based software.

Teachers and lecturers should ensure candidates are informed about current industry standards required for administrative roles. Candidates should be encouraged to maximise the use of all software applications and teachers/lecturers should keep candidates informed of current developments in information and communications technology.

Candidates should have knowledge of spreadsheet, database and word processing software. This Unit extends candidate's practical experience of using IT applications software to update, prepare and integrate business information. The importance of improved productivity by using a keyboard effectively should also be stressed. Candidates should be familiar with the layout of a keyboard and use appropriate software to improve keying in speed. National Occupational Standards required for those carrying out an administrative role involving document production should be emphasised. Efficient file management techniques underpin the organisation of files and folders to be extracted, used and saved in the Unit. Candidates should be able to restore, maximise and close windows.

Spellcheck and error correction techniques should be used throughout. Accurate proof reading should be emphasised throughout the delivery of the Unit with candidates being encouraged to take a positive attitude to their work.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The content of this Unit should be contextualised in tasks and activities which an administrator at an intermediate level would be expected to carry out. Speed building is the focus of this Unit and candidates should spend time throughout the Unit developing these skills. Short tests to determine keyboarding skills and accuracy would be undertaken regularly. Proof reading exercises, either paper based, or using internet resources should be included in the resources for delivery of this Unit.

Files should be set up for candidates to access database and spreadsheet files and candidates should amend and update these within set deadlines. The aim of this Unit is to encourage candidates to meet deadlines and produce work that is proof read accurately and meets requirements of the centre's housestyle.

There may be an opportunity to integrate the teaching and learning in the *Word Processing* (SCQF level 6) Unit with this 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.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

This Unit provides opportunities for Core Skills development in *Information and Communication Technology*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit should be produced under open-book controlled conditions. Candidates can have access to help menus within each software application and/or paper-based IT manuals. A scenario approach should be taken to generating assessment evidence for this Unit. It is envisaged that candidates would complete the assessment at the end of the Unit however assessment tasks could be given following the teaching of each Outcome.

Tasks should be completed within the time limits set and meet the error tolerance as described in the Evidence Requirements.

Where candidates fail to meet the assessment criteria re-assessment should follow using an alternative instrument of assessment.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).