

**Administration  
(Intermediate 1)**

**First Edition — published**

## National Course Specification

### ADMINISTRATION (Intermediate 1)

#### COURSE CODE

#### COURSE STRUCTURE

This Course has three mandatory Units as follows:

<i>Administrative Services (Intermediate 1)</i>	<i>1 credit (40 hours)</i>
<i>Information Technology for Administrators (Intermediate 1)</i>	<i>1 credit (40 hours)</i>
<i>Administration: Presenting and Communicating Information (Intermediate 1)</i>	<i>1 credit (40 hours)</i>

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 will normally be expected to have attained one of the following or equivalent:

- ◆ Standard Grade Administration at Foundation level
- ◆ Business at Access 3 level

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Administration at Intermediate 2
- ◆ training or employment

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### Administrative Information

#### Publication date:

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## **National Course Specification: (cont)**

**COURSE** Administration (Intermediate 1)

### **CORE SKILLS**

This Course gives automatic certification of the following:

**Complete Core Skills for the Course:** Information Technology (Intermediate 1)

### **CREDIT VALUE**

The Intermediate 1 Course in Administration is allocated 24 SCQF Credit points at SCQF level 5\*.

*\*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 (Intermediate 1)

### **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 within which 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. The primary purpose of the administrative function is to provide information, support and services to underpin operations and decision making within an organisation. Using information and communications technology has become part of the modern administrative environment 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 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 apply their use to various administrative functions carried out within the organisation.

Skills required at a junior level include communication, team working, customer service and skills in the use of information and communications technology. In addition to skills required at a junior level, intermediate and senior administrators require skills in numeracy and finance, organisational problem solving and management skills. ICT is currently one of the most important skills required at all levels and will be the most vital skill needed by administrators in the future.

### **AIMS**

The main aims of the Course are to:

- ◆ prepare candidates for work in the specific vocational area of Administration
- ◆ provide opportunities for progression for candidates wishing to study Intermediate 2 Administration

This will be achieved by building on the knowledge, understanding and skills developed in Standard Grade Administration (Foundation level) and Units from Business (Access level 3) in an integrative way.

In delivering the Course, current business practice and industry standard hardware and software should be used. Teachers and lecturers should ensure that candidates' knowledge of emerging technologies and business practice is kept up-to-date.

## National Course Specification: Course details (cont)

### **COURSE** Administration (Intermediate 1)

Throughout this Course a thematic approach should be taken within the learning, teaching and assessment strategies adopted by centres.

### **COURSE CONTENT**

The Course content is set out in the Course Specification and will be subject to sampling in both the Course and Unit assessment.

The Course content is set out in the three Units : *Administrative Services (Intermediate 1)*, *Information Technology for Administrators (Intermediate 1)* and *Administration: Presenting and Communicating Information (Intermediate 1)*.

The content of *Administrative Services (Intermediate 1)* covers the knowledge and understanding which underpins the administrative function carried out by a junior administrator, including knowledge of administrative tasks and uses of the internet and office technologies.

*Information Technology for Administrators (Intermediate 1)* concentrates on the use of information technology as instructed to carry out an administrative task. Candidates are required to create and use spreadsheets; create and use flat databases; create and use word processing documents.

*Administration: Presenting and Communicating Information (Intermediate 1)* concentrates on the use of information and communications technology to present and communicate information. Candidates are required to use the internet to search for and extract information; use ICT (e-mail, e-diary, and word processing documents) to present and communicate information; and use presentation software to present and communicate information.

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

### *Administrative Services (Intermediate 1)*

<p>1 Outline documentation used in identifying qualities and skills required of an administrative assistant at a junior level</p>	<ul style="list-style-type: none"> <li>◆ duties, qualities and skills required of an administrative assistant at a junior level:               <ul style="list-style-type: none"> <li>— job description</li> <li>— person specification</li> </ul> </li> <li>◆ identification of current skills and gaps in skills:               <ul style="list-style-type: none"> <li>— skill scan</li> </ul> </li> </ul>
<p>2 Outline factors affecting the administrative assistant in the work environment</p>	<ul style="list-style-type: none"> <li>◆ working practices (benefits to employee):               <ul style="list-style-type: none"> <li>— full-time</li> <li>— part-time</li> <li>— flexi-time</li> <li>— job-share</li> <li>— homeworking</li> <li>— teleworking</li> <li>— hot-desking</li> </ul> </li> <li>◆ essential features of contract of employment:               <ul style="list-style-type: none"> <li>— to be issued within a set time of commencing employment</li> <li>— includes job title and terms and conditions of employment</li> </ul> </li> <li>◆ types of contract (benefits to the employee):               <ul style="list-style-type: none"> <li>— temporary</li> <li>— permanent</li> <li>— fixed term</li> <li>— full-time</li> <li>— part-time</li> </ul> </li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

<p>2 Outline factors affecting the administrative assistant in the work environment (cont)</p>	<ul style="list-style-type: none"> <li>◆ health, safety and security issues:               <ul style="list-style-type: none"> <li>— induction training</li> <li>— organisation’s Health and Safety Policy Statement</li> <li>— responsibilities of employee and employer as stated in current, relevant legislation relating to health and safety at work</li> <li>— common security measures employed by organisations to protect people, property and information</li> </ul> </li> <li>◆ current legislation — candidates should be able to outline the main purpose of legislation relating to the following categories:               <ul style="list-style-type: none"> <li>— fire</li> <li>— VDUs</li> <li>— first aid</li> <li>— own work area</li> </ul> </li> </ul>
<p>3 Describe the administrative tasks carried out by an administrative assistant at a junior level</p>	<ul style="list-style-type: none"> <li>◆ incoming and outgoing mail — procedures and equipment (internal and external)</li> <li>◆ filing — electronic and manual</li> <li>◆ purpose</li> <li>◆ procedures</li> <li>◆ methods — ie alphabetical and numerical</li> <li>◆ reprographics — equipment and uses:               <ul style="list-style-type: none"> <li>— photocopier</li> <li>— laminator</li> <li>— binder</li> <li>— scanner</li> <li>— printer</li> </ul> </li> </ul>

## National Course Specification: Course details (cont)

### COURSE Administration (Intermediate 1)

<p>3 Describe the administrative tasks carried out by an administrative assistant at a junior level (cont)</p>	<ul style="list-style-type: none"> <li>◆ reception               <ul style="list-style-type: none"> <li>— duties and qualities of receptionist</li> <li>— visitors with and without appointments and regular callers</li> <li>— organisation charts (electronic diaries dealt with in Outcome 4)</li> </ul> </li> <li>◆ petty cash               <ul style="list-style-type: none"> <li>— purpose</li> <li>— related documents: vouchers, receipts and statement</li> </ul> </li> </ul>
<p>4 Describe the uses and features of the internet and office technologies</p>	<ul style="list-style-type: none"> <li>◆ use of the internet for electronic communication is described               <ul style="list-style-type: none"> <li>— e-mail</li> <li>— discussion groups</li> <li>— instant messaging</li> </ul> </li> <li>◆ advantages of using the internet (over other electronic and paper-based sources) to source business information               <ul style="list-style-type: none"> <li>— quality</li> <li>— quantity</li> <li>— speed of access</li> <li>— currency (ie up-to-date)</li> </ul> </li> <li>◆ uses and features of electronic methods of communication               <ul style="list-style-type: none"> <li>— networks</li> <li>— electronic file management</li> <li>— reasons for back-up procedures</li> <li>— importance of file management</li> <li>— effectiveness of the workflow</li> <li>— electronic diaries</li> <li>— e-mail</li> <li>— voicemail</li> <li>— fax</li> </ul> </li> <li>◆ current legislation — candidates should be able to outline the main purpose of legislation relating to the following categories:               <ul style="list-style-type: none"> <li>— data protection</li> <li>— copyright</li> <li>— computer misuse</li> </ul> </li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

### *Information Technology for Administrators (Intermediate 1)*

<p>1 Create a spreadsheet to carry out an administrative task</p>	<ul style="list-style-type: none"><li>◆ use the following features of formatting:<ul style="list-style-type: none"><li>— text alignment</li><li>— wrap text</li><li>— different fonts, styles, sizes</li><li>— currency, date, number to specified decimal places</li></ul></li> <li>◆ carry out the following:<ul style="list-style-type: none"><li>— input and edit data</li><li>— insert and delete column/s</li><li>— insert and delete row/s</li><li>— hide and unhide columns and rows</li><li>— adjust column width and row height</li><li>— sort data on one criterion</li></ul></li> <li>◆ use the following formulae, functions and features:<ul style="list-style-type: none"><li>— add</li><li>— subtract</li><li>— multiply</li><li>— divide</li><li>— sum</li><li>— average</li><li>— relative cell references</li><li>— replication of formulae</li></ul></li> <li>◆ create the following charts (from data in adjacent columns):<ul style="list-style-type: none"><li>— pie chart</li><li>— bar or column chart</li><li>— line graph</li></ul></li></ul> <p><b>and</b></p> <ul style="list-style-type: none"><li>— label the charts meaningfully</li></ul>
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## National Course Specification: Course details (cont)

### COURSE Administration (Intermediate 1)

<p>1 Create a spreadsheet to carry out an administrative task (cont)</p>	<ul style="list-style-type: none"> <li>◆ print worksheets and extracts of worksheets:             <ul style="list-style-type: none"> <li>— showing value view</li> <li>— showing formulae view</li> <li>— with and without gridlines</li> <li>— with and without row and column headings</li> <li>— in portrait and landscape orientation</li> <li>— with headers and footers to display name, date, time</li> </ul> </li> <li>◆ print charts:             <ul style="list-style-type: none"> <li>— embedded in worksheet</li> <li>— separately</li> </ul> </li> <li>◆ integrate data from a worksheet and a chart into a word processed document</li> </ul>
<p>2 Create flat databases to carry out administrative tasks</p>	<ul style="list-style-type: none"> <li>◆ create a primary key</li> <li>◆ select field types as required: text, number, currency, date</li> <li>◆ input and edit data</li> <li>◆ filter by form on one field</li> <li>◆ filter by selection on one field</li> <li>◆ sort ascending and descending</li> <li>◆ query the database on one field using the following operators: (date field will not be queried)             <ul style="list-style-type: none"> <li>— like</li> <li>— equals</li> <li>— greater than</li> <li>— less than</li> </ul> </li> <li>◆ format             <ul style="list-style-type: none"> <li>— font, row height, column width</li> </ul> </li> <li>◆ hide and unhide columns</li> <li>◆ add and delete field/s and record/s</li> <li>◆ print:             <ul style="list-style-type: none"> <li>— database</li> <li>— selected records</li> <li>— fields</li> </ul> </li> <li>◆ integrate data from the database into a word processing document</li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

<p>3 Create word processing documents to carry out an administrative task</p>	<ul style="list-style-type: none"><li>◆ create and complete:<ul style="list-style-type: none"><li>— letters (one page)</li><li>— memos</li></ul></li><li>◆ use the following features within the word processing documents:<ul style="list-style-type: none"><li>— select and change font, font size</li><li>— set and change margins</li><li>— insert text, delete text, move text</li><li>— carry out manuscript corrections</li><li>— bold, italics, underline</li><li>— text alignment: left, right, centre, justify</li><li>— change line spacing</li><li>— use default tab</li><li>— search and replace text</li><li>— bullets and numbering</li><li>— insert headers and footers with name, date, time</li><li>— use spellcheck and error correction techniques</li></ul></li><li>◆ integrate:<ul style="list-style-type: none"><li>— data and/or chart from a spreadsheet</li><li>— data from a database</li></ul></li><li>◆ print<ul style="list-style-type: none"><li>— completed documents</li></ul></li></ul>
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## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

### *Presenting and Communicating Information (Intermediate 1)*

<p>1 Use the internet to search for and extract information for a given purpose</p>	<ul style="list-style-type: none"> <li>◆ open browser</li> <li>◆ use search engines</li> <li>◆ open website</li> <li>◆ navigate hyperlinks</li> <li>◆ copy information from web page to word processing document</li> <li>◆ use history feature</li> <li>◆ use favourites and bookmarks</li> <li>◆ print the information and an extract of the information</li> <li>◆ integrate information from the internet into a word processing document</li> </ul>
<p>2 Use ICT to present and communicate information</p>	<ul style="list-style-type: none"> <li>◆ create and complete the following word processing documents:             <ul style="list-style-type: none"> <li>— memo</li> <li>— form</li> <li>— itinerary</li> <li>— table</li> </ul> </li> <li>◆ Candidates must be able to carry out the following when creating or completing tables:             <ul style="list-style-type: none"> <li>— insert, delete or amend data</li> <li>— add or delete row/s</li> <li>— add or delete column/s</li> </ul> </li> <li>◆ Candidates must be able to carry out the following when creating or completing word processing documents:             <ul style="list-style-type: none"> <li>— select and change font and font size</li> <li>— set and change margins</li> <li>— insert text, delete text, move text</li> <li>— carry out manuscript corrections</li> <li>— use bold, italics, underline</li> <li>— align text: left, right, centre, justify</li> <li>— set and change line spacing</li> <li>— search and replace text</li> <li>— insert graphic</li> </ul> </li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

<p>2 Use ICT to present and communicate information (cont)</p>	<ul style="list-style-type: none"> <li>— integrate information obtained from the internet into the word processing document</li> <li>— print the word processing documents</li> <li>◆ use e-mail               <ul style="list-style-type: none"> <li>— read and send mail</li> <li>— compose mail by entering text</li> <li>— use reply feature</li> <li>— use address book</li> <li>— print email</li> <li>— cc</li> <li>— bcc</li> <li>— mark urgent</li> <li>— create attachment/s</li> </ul> </li> <li>◆ use an e-diary               <ul style="list-style-type: none"> <li>— schedule appointment</li> <li>— set reminder</li> <li>— print calendar: daily, weekly, monthly view</li> </ul> </li> </ul>
<p>3 Use presentation software to present and communicate information</p>	<ul style="list-style-type: none"> <li>◆ create presentations and amend existing presentations:               <ul style="list-style-type: none"> <li>— insert text</li> <li>— use bold, italics, underscore, centring</li> <li>— delete, edit text</li> <li>— insert and delete a graphic</li> <li>— add text to a graphic</li> <li>— use bullets</li> <li>— create charts/s, table/s, organisation chart/s within presentation software</li> <li>— add and delete a slide</li> <li>— apply text/object effects</li> <li>— import data from a word processing document</li> <li>— view slides</li> </ul> </li> <li>◆ print presentation in slide and handout format</li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

### ASSESSMENT

To achieve the Course, the candidate must pass the Units 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 effective running of an organisation
- ◆ knowledge and understanding of theory underpinning the use of ICT in business
- ◆ the practical application of skills in ICT to carry out administrative tasks and present and communicate information

Unit assessment component	Duration	Structure
Administrative Services (Intermediate 1)	1 hour	Series of restricted response questions covering all <b>four</b> Outcomes and all PCs within Outcomes. Must be carried out under controlled, closed book conditions.
Information Technology for Administrators (Intermediate 1)	1.5 hours	An administrative task to be completed as instructed using spreadsheet, database and word processing applications.  Candidates are allowed to access paper-based manuals or electronic help menus within software applications.
Administration: Presenting and Communicating Information (Intermediate 1)	1.5 hours	An administrative task to be completed as instructed involving the use of the internet, e-mail, e-diary, word processing and presentation software.  Candidates are allowed to access paper-based manuals or electronic help menus within software applications.

Successful completion of Unit assessments will depend on the candidate achieving the agreed threshold score for each assessment.

The aim of the **Course assessment** is to allow candidates to demonstrate clearly:

- ◆ knowledge and understanding across a range of topics
- ◆ skills in the use of information technology to carry out administrative tasks within unfamiliar contexts. (Candidates will *not* be required to use the internet, e-mail, e-diary or presentation software during the practical examination.)

## National Course Specification: Course details (cont)

### COURSE Administration (Intermediate 1)

Course assessment will consist of **one** question paper with two sections which will sample the content of the whole Course:

Course assessment	Duration	Structure
One paper testing practical application of IT skills and knowledge and understanding  <b>100 marks</b>	1 hour 45 minutes	<b>SECTION A</b> Practical section will test integration of knowledge and skills across both IT Units.  <b>SECTION B</b> Theory section will assess knowledge and understanding across the whole Course. Questions in the theory section will be based on stimulus material with questions testing knowledge and understanding and problem solving.

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

### Link between Unit and Course assessment

The Unit assessment will assess the candidates' knowledge and understanding and the application of skills in ICT within discrete Units. These assessments will be integrative in nature and 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 demonstrate clearly their knowledge, understanding and skills in unfamiliar contexts.

The design of the Unit and Course assessments for this Course ensures that there is no unnecessary duplication of assessment.

Further details 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.

#### *Grade C*

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

- ◆ knowledge and understanding of the theory (including the application of theoretical skills in a problem solving context) across a range of topics within the Course
- ◆ ability to integrate material drawn from any part of the Course content
- ◆ ability to use ICT (showing a basic understanding of the problem solving process) to carry out administrative tasks and present information in a format acceptable to business

#### *Grade A*

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

- ◆ detailed and consistent application of knowledge and understanding across a range of topics within the Course (including the application of theoretical skills in a problem solving context)
- ◆ a high degree of ability to integrate material drawn from any part of the Course content
- ◆ ability to use ICT effectively and efficiently to carry out administrative tasks using a problem solving approach and present information in a format acceptable to business

### 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.

## **National Course Specification: Course details (cont)**

**COURSE** Administration (Intermediate 1)

### **Appeals**

Evidence used to support appeals for the question paper component of 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.

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.

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 1)

### 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 all Units separately, but candidates would benefit from an integrative approach with Units being taught concurrently. There are opportunities for integration of knowledge and understanding and skills across all three 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 this Unit.

Teachers and lecturers may wish to deliver the word processing content of both the *Information Technology for Administrators* and *Administration: Presenting and Communicating Information* Units consecutively.

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 office, 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.

### 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* (September 2003).

## National Course Specification: course details (cont)

**COURSE** Administration (Intermediate 1)

### ADMINISTRATION IN A BROADER CONTEXT

A number of national activities 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, specialist knowledge and skills developed through the study of a particular subject contribute to the understanding of these themes.

<b>CROSS CURRICULAR THEME</b>	<b>ISSUE(S)</b>
<b>Enterprise in Education</b>	Develop an understanding of the workplace, for example through examining a variety of working practices.
<b>Education for Citizenship</b>	Develop citizenship skills by understanding the benefits of effective communication with colleagues and customers.  Understand the implications of legislation affecting security of people, property and information.  Apply knowledge and skills in the use of ICT and presentation software and improve creative skills by presenting and communicating information.
<b>Health Education</b>	Understand the importance of a safe working environment through examination of relevant Health and Safety legislation.

## National Unit Specification: general information

**UNIT** Administrative Services (Intermediate 1)

**CODE**

**COURSE** Administration (Intermediate 1)

### SUMMARY

This 40-hour Unit is designed to equip candidates with the necessary knowledge, understanding and skills to carry out the administrative function at a junior level and will prepare them for progression to the study of Administrative Services at Intermediate 2.

### OUTCOMES

1. Outline documentation used in identifying duties, qualities and skills required of an administrative assistant at a junior level.
2. Identify factors affecting the administrative assistant in the work environment.
3. Describe the administrative tasks carried out by an administrative assistant at a junior level.
4. Describe the uses and features of the internet and office technologies.

### 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 Foundation level
- ◆ The Unit — *Office Practice — An Activity Approach* (Access 3)

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**        Administrative Services (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF Credit points at SCQF level 4\*).

\*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 Skill components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT Administrative Services (Intermediate 1)**

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**

Outline documentation used in identifying duties, qualities and skills required of an administrative assistant at a junior level.

##### **Performance Criteria**

- a) Job description which specifies duties of a junior administrator is outlined.
- b) Person specification which specifies necessary qualities and skills of a junior administrator.
- c) The function of a skill scan is stated.

#### **OUTCOME 2**

Identify factors affecting the administrative assistant in the work environment.

##### **Performance Criteria**

- a) Working practices are outlined.
- b) Types and essential features of contracts of employment are identified.
- c) Procedures affecting security of people, property and information are identified.
- d) Legislation affecting health and safety is outline

#### **OUTCOME 3**

Describe the administrative tasks carried out by an administrative assistant at a junior level.

##### **Performance Criteria**

- a) Basic administrative tasks are described.
- b) Equipment and documentation used in carrying out basic administrative tasks are described.

#### **OUTCOME 4**

Describe the uses and features of the internet and office technologies

##### **Performance Criteria**

- a) The use(s) of the internet for electronic communication is described.
- b) The advantages of using the internet to source business information are outlined.
- c) The uses and features of e-mail and e-diaries are outlined.
- d) Legislation relating to the use of information is outlined.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Administrative Services (Intermediate 1)

#### **EVIDENCE REQUIREMENTS FOR THE UNIT**

Evidence for this Unit can be written, oral or diagrammatic. This evidence should be produced under supervised closed book conditions.

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.

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

Achievement can be decided by the use of a cut-off score.

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

The standard to be applied is illustrated in 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.

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: support notes

### UNIT Administrative Services (Intermediate 1)

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 a junior level.

The 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. Throughout the learning and teaching of the component Units of the Course, the use of a simulated office is to be encouraged as learning within a particular context is more meaningful to most candidates.

Where candidates are studying the Course in Administration, there are opportunities for integration of knowledge and understanding and skills across all three Units. For example, where Units are being taught concurrently, Outcome 4 of this Unit — ‘Describe the use and features of the internet and office technologies’ — could be taught at the same time as the practical application of ICT skills within relevant Outcomes of the Units *Information Technology for Administrators* and *Administration: Presenting and Communicating Information*.

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. Where candidates are studying the Course in Administration an integrative approach should be adopted where possible.

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 office. 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.

#### **Outcome 1**

Candidates should be introduced to job descriptions and person specifications of an administrative assistant to help them understand the duties and the qualities and skills required for this position within an organisation. Candidates could use newspapers and access the internet to find job advertisements for an administrative assistant. Job descriptions and person specifications could be prepared by candidates as a word processing exercise. In addition to these documents, candidates

## National Unit Specification: support notes (cont)

### UNIT Administrative Services (Intermediate 1)

could also use a skillscan to identify their current skills and gaps which exist in terms of skills required for the role of administrative assistant.

#### Outcome 2

When considering issues relating to health and safety, it would be good practice to have a health and safety policy or statement relating to the actual organisation or the simulated organisation. The statement could be displayed along with the statutory Health and Safety Notice provided by the Health and Safety Executive and include emergency procedures relating to fire and evacuation and procedures for reporting accidents, etc. Information is available on the HSE website.

Candidates should have access to up-to-date information on legislation relating to health and safety in the workplace. They should be able to outline legislation relating to responsibilities of an employer and employee, the use of display screen equipment, first aid and own work area. Where candidates refer to specific legislative Acts in their responses to questions, ideally 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.

In addition to the use of a simulated organisation and links with other organisations (eg visits or visiting speakers), candidates could investigate the following within their own educational establishment:

- ◆ working practices
- ◆ health and safety issues and policies
- ◆ security of information

Relevant employees could be invited to talk to candidates about these issues.

#### Outcome 3

Candidates could be asked to carry out various tasks in the simulated office. For example, candidates could deal with mail, filing, reprography, reception and petty cash. Although only knowledge and understanding are to be assessed, the use of practical activities, including the use of ICT, should be encouraged to underpin related knowledge. For example, the use of:

- ◆ the internet to access information from the Royal Mail website
- ◆ electronic databases for filing
- ◆ scanners in reprographics (a visit to the reprographics department within the centre might be helpful)
- ◆ electronic diaries and e-mail (within the simulated office)
- ◆ spreadsheets to record petty cash transactions

This approach should contribute to candidates' understanding of the use and features of office technologies.

## National Unit Specification: support notes (cont)

### UNIT Administrative Services (Intermediate 1)

#### Outcome 4

Where Units are being taught concurrently, candidates should be aware of opportunities for integrating knowledge and understanding from this Outcome with the practical application of ICT skills in the Units *Information Technology for Administrators* and *Administration: Presenting and Communicating Information*.

Candidates should have access to up-to-date information on 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, ideally 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.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT 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.

#### **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).

## APPENDIX 1

### *Administrative Services (Intermediate 1)*

<p>1 Outline documentation used in identifying duties and qualities and skills required of an administrative assistant at a junior level</p>	<ul style="list-style-type: none"><li>◆ duties and qualities required of an administrative assistant at a junior level<ul style="list-style-type: none"><li>— job description</li><li>— person specification</li></ul></li><li>◆ identification of current skills and gaps in skills<ul style="list-style-type: none"><li>— skill scan</li></ul></li></ul>
<p>2 Identify factors affecting the administrative assistant in the work environment</p>	<ul style="list-style-type: none"><li>◆ working practices:<ul style="list-style-type: none"><li>— full-time</li><li>— part-time</li><li>— flexi-time</li><li>— job-share</li><li>— homeworking</li><li>— teleworking</li><li>— hot-desking</li></ul></li><li>◆ benefits of the above working practices to the employee</li><li>◆ types of contracts of employment:<ul style="list-style-type: none"><li>— permanent</li><li>— fixed term</li></ul></li><li>◆ benefits of the above types of contract to the employee</li><li>◆ common security measures employed by organisations to protect people, property and information</li></ul> <p>(Candidates should be kept abreast of current developments in the above areas.)</p>

**APPENDIX 1 (cont)**

<p>2 Identify factors affecting the administrative assistant in the work environment</p>	<ul style="list-style-type: none"> <li>◆ health and safety issues:           <ul style="list-style-type: none"> <li>— use of induction training to cover health and safety issues</li> <li>— an awareness that the employer and employee must observe health and safety rules in accordance with current legislation</li> <li>— identification of hazards in the office and measures to ensure safe practice</li> <li>— completion of an accident report form</li> </ul> </li> <li>◆ current legislation — candidates should be able to outline the main purpose of legislation relating to the following categories:           <ul style="list-style-type: none"> <li>— fire</li> <li>— VDUs</li> <li>— first aid</li> <li>— own work area</li> </ul> </li> <li>◆ candidates must also be able to give examples of how legislation relating to the above categories impacts on practice in the workplace</li> </ul>
<p>3 Describe the administrative tasks carried out by an administrative assistant at a junior level</p>	<ul style="list-style-type: none"> <li>◆ mail — related tasks, equipment and documentation:           <ul style="list-style-type: none"> <li>— procedures for handling incoming and outgoing mail (including internal mail)</li> <li>— equipment for dealing with incoming and outgoing mail</li> <li>— related documentation: remittance book, circulation/routing slip, postages book</li> </ul> </li> <li>◆ filing (electronic and manual) — related tasks, equipment and documentation:           <ul style="list-style-type: none"> <li>— purpose of filing</li> <li>— advantages of electronic filing</li> <li>— manual systems of classification: alphabetical and numerical</li> <li>— equipment used in filing</li> <li>— filing procedures and related documentation, ie absent marker/out guide/absent folder, cross reference card, follow up system, miscellaneous folder, release mark</li> </ul> </li> </ul>

## APPENDIX 1 (cont)

<p>3 Describe the administrative tasks carried out by an administrative assistant at a junior level (cont)</p>	<ul style="list-style-type: none"> <li>◆ reprographics — related tasks, equipment and documentation:               <ul style="list-style-type: none"> <li>— photocopier</li> <li>— laminator</li> <li>— binder</li> <li>— scanner</li> <li>— printer</li> <li>— related documentation: log book/departmental records</li> </ul> </li> <li>◆ reception:               <ul style="list-style-type: none"> <li>— duties and qualities of a receptionist</li> <li>— related tasks, equipment and documentation:                   <ul style="list-style-type: none"> <li>— procedures for dealing with visitors with and without appointments and regular callers</li> <li>— use of organisation charts</li> <li>— use of electronic diary</li> <li>— related documentation: Staff In/Out Book, Reception Register, Appointments Book</li> </ul> </li> </ul> </li> <li>◆ petty cash — related tasks, equipment and documentation:               <ul style="list-style-type: none"> <li>— procedures for recording petty cash</li> <li>— petty cash box, spreadsheet software</li> <li>— related documentation: vouchers, receipts and statement</li> </ul> </li> </ul>
<p>4 Describe the uses of the internet and office technologies</p>	<ul style="list-style-type: none"> <li>◆ use of the internet for electronic communication is described:               <ul style="list-style-type: none"> <li>— e-mail</li> <li>— discussion groups</li> <li>— instant messaging</li> </ul> </li> <li>◆ advantages of using the internet (over other electronic and paper-based sources) to source business information</li> </ul>
	<ul style="list-style-type: none"> <li>◆ uses and features of other electronic methods of communication:               <ul style="list-style-type: none"> <li>— types of networks</li> <li>— advantages of a network</li> <li>— electronic diaries</li> <li>— e-mail</li> <li>— voicemail</li> <li>— fax</li> <li>— mobile technologies</li> </ul> </li> </ul>

## APPENDIX 1 (cont)

4 Describe the uses of the internet and office technologies (cont)	◆ Current legislation — candidates should be able to outline the main purpose of legislation relating to the following categories: <ul style="list-style-type: none"><li>— data protection</li><li>— copyright</li><li>— computer misuse</li></ul>
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## National Unit Specification: general information

**UNIT** Information Technology for Administrators (Intermediate 1)

**CODE**

**COURSE** Administration (Intermediate 1)

### SUMMARY

This 40-hour Unit provides the opportunity to acquire and develop skills in the use of spreadsheets, databases and word processing. It is designed to equip candidates to carry out basic administrative tasks at a junior level and will prepare them for progression to the study of *Information Technology for Administrators* (Intermediate 2).

### OUTCOMES

1. Create spreadsheets to carry out an administrative task.
2. Create flat databases to carry out an administrative task.
3. Create word processing documents to carry out an administrative task.

### 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 Foundation level
- ◆ The Units *Using a Keyboard and Using a Computer in Business* (Access 3)

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### Administrative Information

**Superclass:** AY

**Publication date:**

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: general information (cont)**

**UNIT**      Information Technology for Administrators (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF Credit points at SCQF level 4\*).

\*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 Skill components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT        Information Technology for Administrators (Intermediate 1)**

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**

Create spreadsheets to carry out an administrative task.

##### **Performance Criteria**

- a) Formats are set up as instructed.
- b) Data is entered and amended as instructed.
- c) Information is extracted and presented as instructed.

#### **OUTCOME 2**

Create flat databases to carry out an administrative task.

##### **Performance Criteria**

- a) Fields are set up and amended as instructed.
- b) Records are set up and amended as instructed.
- c) Information is extracted and presented as instructed.

#### **OUTCOME 3**

Create word processing documents to carry out an administrative task.

##### **Performance Criteria**

- a) Page layout of letter or memo is set as instructed.
- b) Data is entered and amended as instructed.
- c) Data within document is presented consistently and is fit for purpose.
- d) Data from spreadsheet and database applications is integrated and presented as instructed.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The assessment for this Unit will be holistic and integrative in nature, drawing on knowledge and skills across all Outcomes. It must be completed under controlled conditions with candidates having access to help menus within software applications and/or paper-based IT manuals.

Candidates will be required to carry out a process-based administrative task using skills in the use of spreadsheets, databases and word processing in an integrative way.

The maximum time allocation for this assessment is 1 hour 30 minutes taken over one or two sessions.

## National Unit Specification: statement of standards (cont)

### UNIT Information Technology for Administrators (Intermediate 1)

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

Outcomes will be assessed using a single instrument of assessment, which will take the form of an administrative task to be carried out using the software applications from each of the Outcomes as:

- ◆ spreadsheets
- ◆ databases
- ◆ word processing

Candidates will be expected to use the features and functions of spreadsheet and database software to complete the given task. The results will be presented in a word processing document to be created by the candidate — a letter or memo — which will include:

- ◆ integration of the spreadsheet or chart produced in Outcome 1
- ◆ data from the database produced in Outcome 2

The content in Appendix 1 will be sampled as follows:

#### Outcome 1 Create a spreadsheet to carry out an administrative task.

This Evidence will be based on a spreadsheet with a minimum of **six columns** and **six rows**.

**Three** features of formatting from the list below will be sampled:

(Any feature or combination of features within each bulleted point to count as **one** feature from possible sample.)

- ◆ text alignment
- ◆ wrap text
- ◆ different fonts, styles and sizes
- ◆ currency, date, number to specified number of decimal places

**Two** or **three items** from the following list of formulae and functions will also be sampled:

- ◆ add formula **or** the sum function
- ◆ subtract
- ◆ multiply
- ◆ divide
- ◆ average function

Candidates will be required to carry out **two** amendments from the following list:

(Any amendment or combination of amendments within each bulleted point to count as **one** amendment from possible sample.)

- ◆ alter data
- ◆ insert column/s and/or delete column/s
- ◆ insert row/s and/or delete row/s

## National Unit Specification: statement of standards (cont)

### UNIT Information Technology for Administrators (Intermediate 1)

**and**

- ◆ sort data on **one** criterion

Candidates will be required to create **one** of the following:

- ◆ pie chart
- ◆ bar or column chart
- ◆ line graph

**and**

- ◆ label the chart meaningfully

**Up to four** printouts will be required as follows:

(Candidates will be given instructions whether to use gridlines, and row and column headings. Gridlines only for value view printouts and both gridlines and row and column headings for formulae printouts.)

- ◆ separate chart
- ◆ completed spreadsheet or extract from spreadsheet in value and/or formula view

Candidates will be required to follow any instructions given for:

- ◆ page orientation

**and**

- ◆ integration of the spreadsheet or chart into the word processed document to be produced in Outcome 3

### **Outcome 2 Create a flat database to carry out an administrative task.**

Evidence will be based on the creation of a flat database with a minimum of **six fields** and **six records**.

Candidates will be required to:

- ◆ create a primary key
- ◆ add field/s
- ◆ apply field types as required: text, number, currency, date, yes/no
- ◆ add record/s

**and**

## National Unit Specification: statement of standards (cont)

### UNIT Information Technology for Administrators (Intermediate 1)

sample **three** from the following:

- ◆ sort on **one** field
- ◆ filter on **one** field
- ◆ query on **one** field (using one of the following operators: like, between, equals, less than, greater than)
- ◆ delete field/s and/or record/s

**Three** printouts will be required as follows:

- ◆ completed database
- ◆ completed database with amendments
- ◆ specified records with specified fields (either from filter or query)

Candidates will be required to:

- ◆ integrate specified data from the database (eg query) into the word processing document to be produced in Outcome 3

#### **Outcome 3 Create a word processing document to carry out an administrative task.**

The Evidence required will consist of a **printout** of a **one page** document (created from copy) — either

- ◆ a letter **or**
- ◆ a memo

This document will include integration of:

- ◆ the spreadsheet or chart produced in Outcome 1
- ◆ data from the database produced in Outcome 2

The document required for Evidence will sample **three** from the following features:  
(Any feature or combination of features within each bulleted point to count as **one** feature from possible sample.)

- ◆ use of different fonts and font sizes
- ◆ setting margins
- ◆ use of bold, italics, underline
- ◆ text alignment: left, right, centre and justify
- ◆ use of line spacing as instructed
- ◆ use of bullets and numbering

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Information Technology for Administrators (Intermediate 1)

The **final Evidence** required will consist of:

- ◆ a **printout** of the completed word processed document
- ◆  
   **and**
- ◆ additional **specified printouts** from the spreadsheet and database applications

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

## National Unit Specification: support notes

### UNIT Information Technology for Administrators (Intermediate 1)

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 should be set in the context of the modern business environment and, as such, candidates should be introduced to industry standard software and hardware and modern administrative procedures and practices throughout.

Candidates should be encouraged to contextualise the use of software and teachers/lecturers should keep candidates informed of current developments in information and communications technology.

This Unit concentrates on the creation of spreadsheets and databases, and the production of word processing documents to carry out administrative tasks.

Knowledge and understanding related to ICT is part of the content of the *Administrative Services* Unit at Intermediate 1.

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

Candidates should be able to:

- ◆ locate folders and files on hard drive and external drives
- ◆ open folders and files
- ◆ minimise, restore, contextualise and close windows
- ◆ create folders and sub-folders
- ◆ rename folders and files
- ◆ move folders and files
- ◆ navigate through drives, folders and sub-folders
- ◆ recognise different file extensions: word processing, spreadsheet, database, presentation software, web page
- ◆ use backup procedures where appropriate or be aware of backup procedures

It would be good practice in the production of Evidence for this Unit to use headers or footers on business documents as appropriate to display name, date and filename. Spellcheck and error correction techniques should be used throughout.

Candidates should also be aware that all data presented should be visible. This applies to data across applications and may involve the adjustment of column width and row height in spreadsheets and databases to avoid truncation of data.

## National Unit Specification: support notes (cont)

### UNIT Information Technology for Administrators (Intermediate 1)

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Throughout the learning and teaching of the Units of the Course, the use of a simulated office is to be encouraged. Learning within a particular context is more meaningful to most candidates.

An integrative approach to the use of IT should be adopted when teaching this Unit and candidates should be encouraged to take a positive attitude to the quality of their own work.

The content of this Unit should be contextualised in tasks and activities which an administrator at a junior level would be expected to carry out. It would be good practice where candidates are taking the whole Course, to take into account the knowledge and understanding topics in the *Administrative Services* Unit at Intermediate 1 (in particular Outcome 3) when delivering this Unit. For example, the candidate could be asked to use spreadsheets to perform calculations involving petty cash expenses, or create and/or up-date departmental records for reprographics. Databases could be used to run a related query on staff/departments and the information extracted from both spreadsheet and database applications presented in a letter or memo.

Candidates completing the Course should be aware of the links to the *Administrative Services* Unit at Intermediate 1.

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, thus widening the candidates' experience of the application of software in business.

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.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The assessment for this Unit will be holistic and integrative in nature, drawing on knowledge and skills across all Outcomes. It 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.

Candidates will be required to carry out an administrative task using spreadsheet, database and word processing software in an integrative way.

The maximum time allocation for this assessment is 1 hour 30 minutes taken over a maximum of two sessions.

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

## **National Unit Specification: support notes (cont)**

### **UNIT**      Information Technology for Administrators (Intermediate 1)

Where ‘sampling’ of content occurs, a different sample will be used on each assessment occasion. For example, from a list of possible formulae and functions used in spreadsheets, a specified number may be sampled. Each instrument of assessment will use a different sample.

#### **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).

## APPENDIX 1

### *Information Technology for Administrators (Intermediate 1)*

<p>1 Create a spreadsheet to carry out an administrative task</p>	<ul style="list-style-type: none"><li>◆ use the following features of formatting:<ul style="list-style-type: none"><li>— text alignment</li><li>— wrap text</li><li>— different fonts, styles, sizes</li><li>— currency, date, number to specified decimal places</li></ul></li><li>◆ carry out the following:<ul style="list-style-type: none"><li>— input and edit data</li><li>— insert and delete column/s</li><li>— insert and delete row/s</li><li>— hide and unhide columns and rows</li><li>— adjust column width and row height</li><li>— sort data on one criterion</li></ul></li><li>◆ use the following formulae, functions and features:<ul style="list-style-type: none"><li>— add</li><li>— subtract</li><li>— multiply</li><li>— divide</li><li>— sum</li><li>— average</li><li>— relative cell references</li><li>— replication of formulae</li></ul></li><li>◆ create the following charts (from data in adjacent columns):<ul style="list-style-type: none"><li>— pie chart</li><li>— bar or column chart</li><li>— line graph</li></ul></li></ul> <p><b>and</b></p> <ul style="list-style-type: none"><li>— label the charts meaningfully</li></ul>
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## APPENDIX 1 (cont)

<p>1 Create a spreadsheet to carry out an administrative task (cont)</p>	<ul style="list-style-type: none"> <li>◆ print worksheets and extracts of worksheets: <ul style="list-style-type: none"> <li>— showing value view</li> <li>— showing formulae view</li> <li>— with and without gridlines</li> <li>— with and without row and column headings</li> <li>— in portrait and landscape orientation</li> <li>— with headers and footers to display name, date, time and filename</li> </ul> </li> <li>◆ print charts: <ul style="list-style-type: none"> <li>— embedded in worksheet</li> <li>— separately</li> </ul> </li> <li>◆ integrate data from a worksheet and a chart into a word processing document</li> </ul>
<p>2 Create a flat database to carry out an administrative task</p>	<ul style="list-style-type: none"> <li>◆ create a primary key</li> <li>◆ select field types as required: text, number, currency, date, yes/no</li> <li>◆ input and edit data</li> <li>◆ filter by form on one field</li> <li>◆ filter by selection on one field</li> <li>◆ sort ascending and descending</li> <li>◆ query the database on one field using the following operators: (date field will not be queried) <ul style="list-style-type: none"> <li>— like</li> <li>— equals</li> <li>— greater than</li> <li>— less than</li> </ul> </li> <li>◆ format: <ul style="list-style-type: none"> <li>— font, row height, column width</li> </ul> </li> <li>◆ hide and unhide columns</li> <li>◆ add and delete field/s and record/s</li> <li>◆ print: <ul style="list-style-type: none"> <li>— database</li> <li>— specified records (results of filter and query)</li> <li>— specified fields</li> </ul> </li> <li>◆ integrate data from the database into a word processing document</li> </ul>

## APPENDIX 1 (cont)

<p>3 Create a word processing document to carry out an administrative task</p>	<ul style="list-style-type: none"><li>◆ create:<ul style="list-style-type: none"><li>— letter (one page)</li><li>— memo</li></ul></li> <li>◆ use the following features within the word processing document:<ul style="list-style-type: none"><li>— select and change font, font size</li><li>— set and change margins</li><li>— insert text, delete text, move text</li><li>— carry out manuscript corrections</li><li>— use bold, italics, underline</li><li>— align text: left, right, centre, justify</li><li>— set and change line spacing</li><li>— use default tab</li><li>— search and replace text</li><li>— use bullets and numbering</li><li>— insert graphic</li><li>— insert headers and footers with name, date, time</li><li>— use spellcheck and error correction techniques</li></ul></li> <li>◆ integrate:<ul style="list-style-type: none"><li>— data (including chart) from a spreadsheet</li><li>— data from a database</li></ul></li> <li>◆ print:<ul style="list-style-type: none"><li>— completed document</li></ul></li></ul>
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## National Unit Specification: general information

**UNIT** Administration: Presenting and Communicating Information  
(Intermediate 1)

**CODE**

**COURSE** Administration (Intermediate 1)

### SUMMARY

This 40-hour Unit is designed for candidates wishing to acquire skills in the use of ICT at a junior level. It introduces candidates to the holistic nature of ICT skills used in business. Candidates will use the internet to search for information. They will use a variety of business documents, electronic methods of communication, and presentation software. It will prepare candidates for progression to the Unit *Administration: Presenting and Communicating Information* at Intermediate 2.

### OUTCOMES

1. Use the internet to search for and extract information.
2. Use ICT to present and communicate information.
3. Use presentation software to present and communicate information.

### 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 Foundation level
- ◆ The Units *Using a Keyboard* (Access 3) and *Using a Computer in Business* (Access 3)

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### Administrative Information

**Superclass:** AY

**Publication date:**

**Source:** Scottish Qualifications Authority

**Version:** 01

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Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit Specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

## **National Unit Specification: general information (cont)**

**UNIT** Administration: Presenting and Communicating Information  
(Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 x SCQF Credit points at SCQF level 4\*).

\*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 Skill components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT Administration: Presenting and Communicating Information (Intermediate 1)**

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**

Use the internet to search for and extract information.

##### **Performance Criteria**

- a) A search engine is used to find websites.
- b) Appropriate websites are accessed to obtain specified information.
- c) Specified information is saved and printed.

#### **OUTCOME 2**

Use ICT to present and communicate information.

##### **Performance Criteria**

- a) Word processing documents are created and completed as specified.
- b) Formats are set up within document as specified.
- c) Data is entered, amended and integrated as specified.
- d) Data within document is presented consistently and is fit for purpose.
- e) E-mail and e-diary are used to communicate information.

#### **OUTCOME 3**

Use presentation software to present and communicate information.

##### **Performance Criteria**

- a) Presentation is created to given specification.
- b) Slides are printed in the view specified.
- c) Presentation is e-mailed.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The assessment for this Unit will be holistic and integrative in nature, drawing on knowledge and skills across all Outcomes. It must be completed under controlled conditions with candidates having access to help menus within software applications and/or paper-based IT manuals.

Candidates will be required to carry out a process-based task using ICT which draws on knowledge and skills across the Unit. This task will involve the use of the internet, e-mail, an e-diary and presentation software.

The maximum time allocation for this assessment is 1 hour 30 minutes taken over one or two sessions.

## National Unit Specification: statement of standards (cont)

### UNIT Administration: Presenting and Communicating Information (Intermediate 1)

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

Outcomes will be assessed using a single instrument of assessment, integrative in nature, which will require candidates to:

- ◆ search for and extract information from the internet for later inclusion in a word processed document — either a form or itinerary
- ◆ use e-mail and an e-diary
- ◆ create a presentation using presentation software

Candidates will be given a **partially prepared** electronic word processing document to complete. The document will be either:

- ◆ a form
- or
- ◆ an itinerary

The above documents will include the use of a table to be created or amended by the candidate as instructed.

The content in Appendix 1 will be sampled as follows:

#### **Outcome 1 Use the internet to search for and extract information for a given purpose.**

Candidates will be required to search for and extract information from the internet (for later integration into a business document in Outcome 2).

The Evidence required will consist of **one** printout of:

- ◆ information obtained from the internet

Information generated from this Outcome will require to be:

- ◆ integrated (pasted) into the word processing document to be produced in Outcome 2 (eg block/s text)
- and/or
- ◆ incorporated (keyed in) to the word processing document (eg information needed to complete itinerary)

#### **Outcome 2 Use ICT to present and communicate information.**

Candidates will be required to produce **one** printout from **each** of the following applications:

- ◆ word processing
- ◆ e-mail
- ◆ e-diary

## National Unit Specification: statement of standards (cont)

### UNIT Administration: Presenting and Communicating Information (Intermediate 1)

**Printout 1** — a word processed document

Candidates will be given a **partially prepared**, electronic word processing document to complete from the following:

- ◆ a memo
- ◆ a form
- ◆ an itinerary

The document must sample **four** from the following:

- ◆ change font, font size
- ◆ change margins
- ◆ insert text, delete text, move text
- ◆ use bold, italics, underline
- ◆ align text: left, right, centre, justify
- ◆ change line spacing
- ◆ search and replace
- ◆ insert graphic

Candidates will be required to create, complete or amend a **table within the document** (minimum of three columns and three rows) as follows:

- ◆ create a table and insert data
- ◆ insert, delete or amend data in an existing table
- ◆ add and/or delete row/s
- ◆ add and/or delete column/s

The candidate will also be required to insert information obtained from the internet in Outcome 1 into the document.

If it is not appropriate to use the information from the internet to complete details in the form or the itinerary a paragraph of relevant, general information could be copied from the internet and pasted at an appropriate point for information.

**Printout 2** — an e-mail (composed by the candidate):

- ◆ with: cc or bcc
- ◆ marked urgent
- ◆ with attached file/s from the following:
  - information obtained from the internet in Outcome 1
  - the memo, form or itinerary produced in Outcome 2

**Printout 3** — E-diary showing:

- ◆ **two** specified appointments scheduled in an e-diary
- ◆ in daily, weekly or monthly view as specified

## National Unit Specification: statement of standards (cont)

**UNIT** Administration: Presenting and Communicating Information  
(Intermediate 1)

**Outcome 3** Use presentation software to present and communicate information.

Candidates will be required to create a presentation of **four** slides to include the following:

- ◆ insert text using two fonts
- ◆ use **one** from the following: bold, italics, underscore, centring
- ◆ insert graphic
- ◆ create **one** of the following (within the presentation software)
  - chart
  - table
  - organisation chart
- ◆ animate text and object
- ◆ import data from a word processed document

Candidates will be required to produce **a printout** of the presentation (**four** slides) on a **maximum of two** pages (eg handout format).

Candidates will also be required to e-mail this presentation file to the teacher/lecturer for assessment purposes. The teacher/lecturer should apply marks for animation if carried out and sign the printout to this effect.

The **final Evidence** will consist of:

- ◆ **a printout** of the completed **one page** word processed document — a memo, form or itinerary which will include integration (pasting) or incorporation (keying in) of information obtained from the internet in Outcome 1.
- ◆ **a printout** of an e-mail
- ◆ **a printout** from an e-diary
- ◆ **a printout** from presentation software

The standard to be applied is illustrated in the National Assessment Bank items 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 Administration: Presenting and Communicating Information (Intermediate 1)

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 should be set in the context of the modern business environment and, as such, candidates should be introduced to industry standard software and hardware and modern administrative procedures and practices throughout.

Candidates should be encouraged to maximise the use of software and teachers/lecturers should keep candidates informed of current developments in information and communications technology.

This Unit concentrates on the use of software to present and communicate business information. Knowledge and understanding related to ICT is part of the content of the *Administrative Services* Unit at Intermediate 1.

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

Candidates should be able to:

- ◆ locate folders and files on hard drive and external drives
- ◆ open folders and files
- ◆ minimise, restore, maximise and close windows
- ◆ create folders and sub-folders
- ◆ rename folders and files
- ◆ move folders and files
- ◆ navigate through drives, folders and sub-folders
- ◆ recognise different file extensions: word processing, spreadsheet, database, presentation software, web page
- ◆ use backup procedures where appropriate or be aware of backup procedures

It would be good practice in the production of evidence for this Unit to use headers or footers on business documents as appropriate to display name, date and filename. Spellcheck and error correction techniques should be used throughout.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Throughout the learning and teaching of the Units of the Course, the use of a simulated office is to be encouraged. Learning within a particular context is more meaningful to most candidates.

Candidates should be encouraged to take a positive attitude towards the quality of their own work and approach it in an integrative fashion.

## National Unit Specification: support notes (cont)

### UNIT Administration: Presenting and Communicating Information (Intermediate 1)

The content of this Unit should be contextualised in tasks and activities which an administrator at a junior level would be expected to carry out. Where candidates are taking the Course, it would be good practice to take into account the knowledge and understanding topics in the *Administrative Services* Unit at Intermediate 1 when delivering this Unit.

For example, the candidate could be asked to find information on new technologies, integrate it into a memo/letter, use electronic methods of communication and create a presentation on the subject matter.

Candidates completing the Course should be aware of the links to the *Administrative Services* Unit at Intermediate 1.

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.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The assessment for this Unit will be holistic and integrative in nature, drawing on knowledge and skills across all Outcomes. It 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.

Candidates will be required to carry out a process-based task using ICT which draws on knowledge and skills across the Unit. This task involves the use of the internet, e-mail, an e-diary and presentation software.

Candidates are required to use the internet to search for information for a given purpose. This search could be carried out in advance of the candidate undertaking the assessment to allow for possible practical/technical difficulties in accessing the internet. Candidates should be given only the information necessary to complete the search at this stage.

The teacher/lecturer will have to set up an e-mail address for use by the candidate. Specific instructions will be given within each Unit assessment. This should be done prior to the candidate taking the assessment.

The candidate is instructed to e-mail a completed presentation software file to the teacher/lecturer so that animation can be checked and marks awarded accordingly. The teacher/lecturer must award marks where animation has been successfully carried out and sign the candidate's printout to that effect.

The maximum time allocation for this assessment is 1 hour 30 minutes taken over a maximum of two sessions.

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

## **National Unit Specification: support notes (cont)**

UNIT            Administration: Presenting and Communicating Information  
                  (Intermediate 1)

### **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).