

**Administration  
(Intermediate 2)**

**First Edition — published**

## National Course Specification

### Administration (Intermediate 2)

#### COURSE CODE

#### COURSE STRUCTURE

This Course has three mandatory Units:

<i>Administrative Services (Intermediate 2)</i>	<i>1 credit (40 hours)</i>
<i>Information Technology for Administrators (Intermediate 2)</i>	<i>1 credit (40 hours)</i>
<i>Administration: Presenting and Communicating Information (Intermediate 2)</i>	<i>1 credit (40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the component 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:

- ◆ Standard Grade Administration at General level
- ◆ Intermediate 1 Administration or its Units

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Administration at Higher
- ◆ training or employment

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#### Administrative Information

##### Publication date:

**Source:** Scottish Qualifications Authority

**Version:** 01

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

**COURSE** Administration (Intermediate 2)

### **CORE SKILLS**

This Course gives automatic certification of the following:

**Complete Core Skills for the Course:** Information Technology Intermediate 2

### **CREDIT VALUE**

The Intermediate 2 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 2)

### **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 context within which to enhance individual effectiveness.

Successful completion of Units and Administration Courses 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, at more senior levels, administrators require skills in numeracy and finance, and organisational, problem solving and management skills. Skills in the use of information and communications technology are necessary at all levels and will be the most vital skills 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 pursue the academic study of Courses in Administration

This is achieved by building on the knowledge, understanding and skills developed in Standard Grade Administration (General level) and Administration (Intermediate 1) 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 2)

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

These additional demands will require candidates to:

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

*Knowledge of the content covered at Intermediate 1 is assumed.*

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

### **COURSE CONTENT**

*Knowledge of the content covered at Intermediate 1 is assumed.*

The Course content is divided into three 40-hour Units summarised as follows:

#### **ADMINISTRATIVE SERVICES (Intermediate 2)**

This Unit contains the knowledge and understanding which underpins the administrative function at this level and is summarised as follows:

- 1 factors contributing to the effectiveness of an organisation:
  - ◆ duties and qualities of an administrative assistant
  - ◆ effective communication with colleagues and customers
  - ◆ importance of customer service
- 2 factors affecting the administrative assistant in the work environment:
  - ◆ working practices
  - ◆ contracts of employment
  - ◆ health, safety and security issues
  - ◆ health and safety legislation
- 3 the role of the functional departments and the activities carried out within these departments:
  - ◆ role of Sales, Purchases, Finance and Human Resources departments
  - ◆ activities carried out within these departments
  - ◆ uses of business documents within these departments

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

This Unit contains the knowledge and understanding which underpins the administrative function at this level and is summarised as follows:

- 4 the uses of the internet and office technologies:
- ◆ use of the internet for electronic communication
  - ◆ advantages and disadvantages of using the internet to source business information
  - ◆ uses and features of other electronic methods of communication
  - ◆ purpose of legislation relating to security of information
- benefits of e-commerce to:
- ◆ the customer
  - ◆ the organisation
- 5 procedures for arranging and paying for business travel and accommodation:
- ◆ information required before arranging business travel and accommodation
  - ◆ factors affecting choice of method of travel and accommodation
  - ◆ documentation relating to travel and accommodation
  - ◆ methods of payment

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

### **INFORMATION TECHNOLOGY FOR ADMINISTRATORS (Intermediate 2)**

This Unit concentrates on the use of information technology to solve business problems.

Candidates are required to solve business problems and present the solution by using the following software applications:

- 1 spreadsheets
- 2 flat databases
- 3 word processing

At Intermediate 2 candidates must use problem solving skills to provide the required information. At Intermediate 1 candidates are 'instructed' in the use of the software to complete the given task.

(The use of communications technology (e-mail, internet, e-diary) and presentation software is addressed in the Unit *Administration: Presenting and Communicating Information* (Intermediate 2).)

### **ADMINISTRATION: PRESENTING AND COMMUNICATING INFORMATION (Intermediate 2)**

This Unit concentrates on the use of information and communications technology to present and communicate information. Candidates are required to:

- 1 use the internet to search for and extract information
- 2 use ICT (e-mail, e-diary, and word processing documents) to present and communicate information
- 3 use presentation software to present and communicate information

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

### *Administrative Services (Intermediate 2)*

*Content delivered at Intermediate 1 has been italicised in the content grid below. Knowledge of the content covered at Intermediate 1 is assumed.*

<p>1 Describe factors which contribute to the effectiveness of an organisation</p>	<ul style="list-style-type: none"> <li>◆ effective communication internally with colleagues and externally with customers:               <ul style="list-style-type: none"> <li>— features of good communication</li> <li>— methods of communication</li> <li>— barriers to communication</li> <li>— effects of poor communication on the individual and the organisation</li> </ul> </li> <li>◆ the importance to the organisation of good customer service:               <ul style="list-style-type: none"> <li>— mission statement of an organisation</li> <li>— benefits of good customer service</li> <li>— impact of poor customer service</li> </ul> </li> </ul>
<p>2 Describe factors affecting the administrative assistant in the work environment</p>	<ul style="list-style-type: none"> <li>◆ <i>working practices:</i> <ul style="list-style-type: none"> <li>— <i>full-time</i></li> <li>— <i>part-time</i></li> <li>— <i>flexi-time</i></li> <li>— <i>job-share</i></li> <li>— <i>homeworking</i></li> <li>— <i>teleworking</i></li> <li>— <i>hot-desking</i></li> </ul> </li> <li>◆ <i>benefits of the above working practices to the employee and the organisation</i></li> <li>◆ <i>types of contracts of employment:</i> <ul style="list-style-type: none"> <li>— <i>permanent</i></li> <li>— <i>fixed term</i></li> </ul> </li> <li>◆ <i>benefits of the above types of contract to the employee and the organisation</i></li> </ul>

## National Course Specification: Course details (cont)

<p>2 Describe factors affecting the administrative assistant in the work environment (cont)</p>	<ul style="list-style-type: none"><li>◆ <i>common security measures employed by organisations to protect people, property and information</i></li></ul> <p><i>(Candidates should be kept abreast of current developments in the above areas.)</i></p> <ul style="list-style-type: none"><li>◆ <i>health and safety issues:</i><ul style="list-style-type: none"><li>— <i>use of induction training to cover health and safety issues</i></li></ul></li><li>◆ <i>current legislation</i><ul style="list-style-type: none"><li>— responsibilities of employee and employer as stated in current legislation relating to health and safety at work – candidates should be able to outline these responsibilities</li><li>— current regulations affecting the use of display screen equipment - candidates should be able to outline the main purpose and features of this legislation*</li></ul></li></ul> <p>(*Legislation affecting security of information is dealt with in Outcome 4]</p>
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## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

<p>3 Describe the roles of the functional departments within an organisation and the activities carried out within these departments</p>	<ul style="list-style-type: none"> <li>◆ definition of the roles of the following functional departments: Sales, Purchases, Finance and Human Resources</li> <li>◆ activities carried out in each of the functional departments above</li> <li>◆ the uses of the following business documents: <ul style="list-style-type: none"> <li>— initial enquiry, quotation, price list, catalogue, order form, delivery note, invoice, credit note, statement, cheque, job description, person specification, application form, contract of employment, holiday rota, staff rota, training request form</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 explained</li> <li>◆ advantages (over other electronic and paper based sources) and disadvantages of using the internet to source business information</li> <li>◆ features of electronic file management: <ul style="list-style-type: none"> <li>— back up procedures</li> <li>— video and audio conferencing</li> <li>— web cams, internet meetings</li> <li>— presentations (software and equipment)</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> <li>◆ benefits of e-commerce: <ul style="list-style-type: none"> <li>— to the customer</li> <li>— to the organisation</li> </ul> </li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

<p>5 Explain the procedures for arranging and paying for business travel and accommodation</p>	<ul style="list-style-type: none"><li>◆ information required before arranging business travel and accommodation</li><li>◆ factors affecting choice of method of travel and accommodation</li><li>◆ documentation relating to travel and accommodation</li></ul> <p>Candidates will be required to explain the use of the following:</p> <ul style="list-style-type: none"><li>— travel and accommodation request form</li><li>— travel and accommodation booking form</li><li>— an itinerary</li><li>— expenses claim forms</li></ul> <ul style="list-style-type: none"><li>◆ methods of payment</li></ul> <p>use of:</p> <ul style="list-style-type: none"><li>— credit card</li><li>— travellers' cheques</li><li>— debit card</li><li>— cheques</li><li>— currency</li></ul>
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## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

### *Information Technology for Administrators (Intermediate 2)*

*Content delivered at Intermediate 1 has been italicised in the content grid below.*

*Knowledge of the content covered at Intermediate 1 is assumed.*

<p>1 Use spreadsheets to solve business problems</p>	<ul style="list-style-type: none"> <li>◆ work with multiple worksheets</li> <li>◆ link data within worksheets using named cells:             <ul style="list-style-type: none"> <li>— percentage</li> <li>— merge cells</li> <li>— text orientation</li> <li>— borders around cells</li> <li>— shading within cells</li> <li>— sort data on two criteria</li> </ul> </li> <li>◆ <i>use the following formulae and functions:</i> <ul style="list-style-type: none"> <li>— maximum</li> <li>— minimum</li> <li>— count</li> <li>— the IF function</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>— combined formulae</li> <li>— absolute cell references</li> </ul> </li> <li>◆ <i>create the following charts (from data in adjacent and non-adjacent columns):</i> <ul style="list-style-type: none"> <li>— <i>bar or column chart</i> (to include comparative charts)</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>— format text and numbers on chart axes either to reduce size of font and/or change text orientation on chart axes</li> </ul> </li> <li>◆ <i>print worksheets and extracts of worksheets:</i> <ul style="list-style-type: none"> <li>— to fit to page</li> </ul> </li> <li>◆ <i>print charts:</i> <ul style="list-style-type: none"> <li>— <i>embedded in worksheet</i></li> <li>— <i>separately</i></li> </ul> </li> <li>◆ <i>integrate data from a worksheet (including a chart) into a word processing document</i></li> </ul>
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## National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

<p>2 Use a flat database to solve business problems</p>	<ul style="list-style-type: none"> <li>◆ <i>select fields types as required: text, number, currency, date, autonumber, Boolean logic fields: yes/no, true/false, on/off</i></li> <li>◆ <i>alter properties — field size, date, currency</i></li> <li>◆ <i>filter by form (on one and two fields)</i></li> <li>◆ <i>filter by selection (on one and two fields)</i></li> <li>◆ <i>sort ascending and descending</i></li> <li>◆ <i>advanced filter, sort — alphabetic sort on two fields within tables</i></li> <li>◆ <i>query the database on one and two fields using the following operators:</i> <ul style="list-style-type: none"> <li>— <i>like</i></li> <li>— <i>equals</i></li> <li>— <i>greater than</i></li> <li>— <i>less than</i></li> <li>— <i>between</i></li> <li>— <i>greater than or equal to</i></li> <li>— <i>less than or equal to</i></li> <li>— <i>or</i></li> <li>— <i>not</i></li> </ul> </li> <li>◆ <i>sort the query on two fields</i></li>   <li>◆ <i>create a database form:</i> <ul style="list-style-type: none"> <li>— <i>enter, edit, and delete data in a form</i></li> <li>— <i>insert a footer</i></li> </ul> </li>   <li>◆ <i>produce a database report:</i> <ul style="list-style-type: none"> <li>— <i>produce reports from selected fields from a table, query and form</i></li> <li>— <i>insert a footer</i></li> </ul> </li>   <li>◆ <i>format:</i> <ul style="list-style-type: none"> <li>— <i>font, row height, column width</i></li> <li>— <i>datsheet formatting: background colour, gridline colour, datasheet border</i></li> </ul> </li>   <li>◆ <i>hide and unhide columns</i></li> <li>◆ <i>add and delete field/s and record/s</i></li> <li>◆ <i>print:</i> <ul style="list-style-type: none"> <li>— <i>database</i></li> <li>— <i>specified records (result of filter and query)</i></li> <li>— <i>specified fields</i></li> <li>— <i>forms</i></li> <li>— <i>reports</i></li> </ul> </li> </ul>
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## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

<p>2 Use a flat database to solve business problems (cont)</p>	<ul style="list-style-type: none"> <li>◆ <i>integrate data from the database (eg the database report) into a word processing document</i></li> <li>◆ <i>integrate data into a word processing document to complete a mailmerge</i></li> </ul>
<p>3 Use a word processing document to present the solution to a business problem</p>	<ul style="list-style-type: none"> <li>◆ <i>create and complete:</i> <ul style="list-style-type: none"> <li>— <i>letters (one and two pages)</i></li> <li>— <i>business reports (showing: terms of reference, procedure, findings, conclusions and recommendations)</i></li> </ul> </li> <li>◆ <i>use the following features within the word processing documents:</i> <ul style="list-style-type: none"> <li>— <i>select and change font, font size</i></li> <li>— <i>set and change margins</i></li> <li>— <i>insert text, delete text, move text</i></li> <li>— <i>carry out manuscript corrections</i></li> <li>— <i>use bold, italics, underline</i></li> <li>— <i>align text: left, right, centre, justify</i></li> <li>— <i>set and change line spacing</i></li> <li>— <i>use default tab</i></li> <li>— <i>search and replace text</i></li> <li>— <i>customise bullets and numbering</i></li> <li>— <i>insert graphic</i></li> <li>— <i>insert headers and footers with name, date, time and filename</i></li> <li>— <i>use spellcheck and error correction techniques</i></li> <li>— <i>shade text</i></li> <li>— <i>border text</i></li> <li>— <i>indent paragraphs</i></li> <li>— <i>insert page breaks</i></li> <li>— <i>customise automatic page numbering</i></li> </ul> </li> <li>◆ <i>mailmerge in letters and reports</i></li> <li>◆ <i>integrate:</i> <ul style="list-style-type: none"> <li>— <i>data (including a chart) from a spreadsheet</i></li> <li>— <i>data from a database</i></li> </ul> </li> <li>◆ <i>print</i> <ul style="list-style-type: none"> <li>— <i>completed document</i></li> <li>— <i>document showing merge fields</i></li> </ul> </li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

### *Administration: Presenting and Communicating Information (Intermediate 2)*

*Content delivered at Intermediate 1 has been italicised in the content grid below. Knowledge of the content covered at Intermediate 2 is assumed.*

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

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

<p>2 Use ICT to present and communicate information (cont)</p>	<ul style="list-style-type: none"> <li>— <i>insert graphic</i></li> <li>— <i>insert headers and footers with name, date, time and filename</i></li> <li>— <i>use spellcheck and error correction techniques</i></li> <li>— <i>shade text</i></li> <li>— <i>border text</i></li> <li>— <i>indent paragraphs</i></li> <li>— <i>insert page breaks</i></li> <li>— <i>customise automatic page numbering</i></li> </ul> <p>◆ <i>Candidates must be able to carry out the following when creating or completing tables:</i></p> <ul style="list-style-type: none"> <li>— <i>insert, delete, amend data</i></li> <li>— <i>add and delete row/s</i></li> <li>— <i>add and delete column/s</i></li> <li>— <i>merge cells</i></li> <li>— <i>rotate text within cells</i></li> <li>— <i>insert borders around table and cells</i></li> <li>— <i>insert shading within cells</i></li> <li>— <i>use autosum feature, average and sum formulae</i></li> <li>— <i>sort lists — single level sort</i></li> </ul> <ul style="list-style-type: none"> <li>— <i>integrate information obtained from the internet into a word processing document</i></li> <li>— <i>print the word processed document</i></li> </ul> <p>◆ <i>use e-mail</i></p> <ul style="list-style-type: none"> <li>— <i>read mail</i></li> <li>— <i>compose and enter text</i></li> <li>— <i>use reply feature</i></li> <li>— <i>send mail</i></li> <li>— <i>use address book</i></li> <li>— <i>print e-mail</i></li> <li>— <i>use cc</i></li> <li>— <i>use bcc</i></li> <li>— <i>mark urgent</i></li> <li>— <i>create attachment/s</i></li> <li>— <i>create contact group</i></li> <li>— <i>create signature</i></li> </ul>
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## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

<p>2 Use ICT to present and communicate information (cont)</p>	<ul style="list-style-type: none"> <li>◆ <i>use an e-diary:</i> <ul style="list-style-type: none"> <li>— <i>schedule appointment</i></li> <li>— <i>set reminder</i></li> <li>— <i>print calendar: daily, weekly, monthly view</i></li> <li>— <i>schedule meeting</i></li> <li>— <i>schedule recurrent meetings</i></li> <li>— <i>navigate the calendar, eg finding appointments, dates or notes</i></li> </ul> </li> </ul>
<p>3 Use presentation software to present and communicate information</p>	<ul style="list-style-type: none"> <li>◆ <i>create presentations and amend existing presentations:</i> <ul style="list-style-type: none"> <li>— <i>insert text using two fonts</i></li> <li>— <i>use bold, italics, underscore, centring</i></li> <li>— <i>delete and edit text</i></li> <li>— <i>insert and delete a graphic</i></li> <li>— <i>add text to a graphic</i></li> <li>— <i>use bullets</i></li> <li>— <i>create chart, table, organisation chart within presentation software</i></li> <li>— <i>add and delete a slide</i></li> <li>— <i>animate text/objects</i></li> <li>— <i>import data from a word processed document</i></li> <li>— <i>find and replace text</i></li> <li>— <i>change line spacing and font size</i></li> <li>— <i>align, distribute and group objects</i></li> <li>— <i>change slide content layout</i></li> <li>— <i>apply slide transitions</i></li> <li>— <i>import data or chart from spreadsheet</i></li> <li>— <i>change slide order</i></li> <li>— <i>view slides</i></li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>◆ <i>use slide master to:</i> <ul style="list-style-type: none"> <li>— <i>apply and change background</i></li> <li>— <i>apply and change colour scheme</i></li> <li>— <i>apply and change design templates</i></li> <li>— <i>define and redefine fonts and styles</i></li> <li>— <i>insert footer objects</i></li> <li>— <i>insert action buttons (next slide, previous slide, first slide, last slide) hyperlinked to other slides within the presentation</i></li> <li>— <i>customise bullets and numbers</i></li> </ul> </li> <li>◆ <i>print presentation in slide and handout format</i></li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

### 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 solve business problems and present and communicate information

Unit assessment component	Duration	Structure
Administrative Services (Intermediate 2)	1 hour	Series of restricted response questions covering all five outcomes and all PCs within Outcomes. Must be carried out under controlled, closed book conditions.
Information Technology for Administrators (Intermediate 2)	1.5 hours	A business problem to be solved 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 2)	1.5 hours	An administrative task to be completed 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 of the subject across all Units
- ◆ skills in the use of information technology to solve more complex business problems within unfamiliar contexts. (Candidates will *not* be required to use the internet, e-mail, e-diary or presentation software during the practical examination.)

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

- ◆ Course assessment will consist of two components which together will sample the content of the whole Course:

Paper 1, and Paper 2

Course assessment component	Duration	Structure
<b>Paper 1:</b> Theory paper <b>40 marks</b>	1 hour	<b>Section A</b> is based on stimulus material. All questions are compulsory. The emphasis in this section is on contextualised problem solving.  <b>Section B</b> requires candidates to choose two from three structured questions.
<b>Paper 2:</b> Practical paper <b>60 marks</b>	1 hour 20 minutes	A business problem to be solved involving the use of spreadsheet, database and word processing applications with one task requiring integration.

### Link between Unit and Course assessment

- ◆ Unit assessment will assess 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.
- ◆ Course assessment will assess candidates' knowledge and understanding and the application of ICT contained in the Course Specification.
- ◆ Course assessment of knowledge and understanding in the *Administrative Services* Unit will cover all Outcomes and all Performance Criteria. The questions will be restricted response questions.

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

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

- ◆ External assessment of knowledge and understanding will be based on stimulus material with both knowledge and understanding and problem solving questions. There are two sections in the external knowledge and understanding paper. In Section A, candidates will be required to read stimulus material and answer questions. Section B allows candidates to choose two from three structured questions. This will be based on the content of *Administrative Services* (Intermediate 2) in the Course Specification.
- ◆ Internal assessment of ICT skills in the Units *Information Technology for Administrators* (Intermediate 2) and *Administration: Presenting and Communicating Information* (Intermediate 2) will be integrative in nature within each Unit. All Outcomes and all Performance Criteria will be covered.

## National Course Specification: Course details (cont)

### COURSE Administration (Intermediate 2)

- ◆ External assessment of IT skills will be based on the content of *Information Technology for Administrators* (Intermediate 2) and the word processing content only of *Administration: Presenting and Communicating Information* (Intermediate 2) in the Course Specification. The use of communications technology, ie e-mail, e-diary and the internet will **not** be assessed externally
- ◆ Candidates will be required to achieve the agreed threshold score to achieve a pass in each Unit.
- ◆ Performance in the external assessment will be graded.

### GRADE DESCRIPTIONS

The candidate's grade will be based on the total score obtained from the two components of Course assessment. The descriptions below indicate the nature of achievement required.

#### *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) contained in the Course Specification
- ◆ ability to integrate material drawn from any part of the Course content
- ◆ ability to use a problem solving approach with ICT and present information in a format acceptable to business

#### *Grade A*

- ◆ For an award at grade A candidates should be able to demonstrate: consistent, detailed knowledge and understanding of the theory (including the application of theoretical skills in a problem solving context) contained in the Course Specification
- ◆ a high degree of ability to integrate material drawn from any part of the Course content
- ◆ an ability to solve business problems using ICT and present information in a format acceptable to business

### ESTIMATES AND APPEALS

#### **Estimates**

The added value of the Course makes clear the additional requirements that candidates must satisfy to demonstrate satisfactory achievement in the external assessment. Unit assessments on their own do not provide suitable evidence for estimating candidates' performance in the external assessment, nor do they provide suitable evidence for appeals.

A valid prelim, designed to mirror the external assessment (see the Course Assessment Specification) and additional relevant material produced by the candidate under appropriate controlled conditions should be used for estimates and appeals.

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

**COURSE** Administration (Intermediate 2)

### **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 2)

### 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 necessary 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* (SQA, September 2003).

## National Course Specification: Course details (cont)

**COURSE** Administration (Intermediate 2)

### ADMINISTRATION IN A BROADER CONTEXT

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

<b>CROSS CURRICULAR THEME</b>	<b>ISSUE(S)</b>
<b>Enterprise in Education</b>	Develop effectiveness in the workplace, for example through: <ul style="list-style-type: none"><li>◆ examining a range of working practices</li></ul>
<b>Education for Citizenship</b>	Develop citizenship skills by understanding the benefits of: <ul style="list-style-type: none"><li>◆ good customer service;</li><li>◆ effective communication with colleagues and customers.</li></ul> 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 awareness of relevant Health and Safety legislation.

## National Unit Specification: general information

**UNIT** Administrative Services (Intermediate 2)

**CODE**

**COURSE** Administration (Intermediate 2)

### SUMMARY

This 40-hour Unit is designed to equip candidates with the necessary knowledge, understanding and skills to carry out the administrative function within an organisation and will prepare them for progression to the study of the *Administrative Services* Unit at Higher.

### OUTCOMES

1. Describe factors which contribute to the effectiveness of an organisation.
2. Describe factors affecting the administrative assistant in the work environment.
3. Describe the roles of the functional department within an organization and the activities carried out within these departments.
4. Describe the uses of the internet and office technologies.
5. Explain the procedures for arranging and paying for business travel and accommodation.

### 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 General level
- ◆ The Unit *Administrative Services* at Intermediate 1

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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**        Administrative Services (Intermediate 2)

### **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**

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

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

### **UNIT Administrative Services (Intermediate 2)**

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**

Describe factors which contribute to the effectiveness of an organisation.

##### **Performance Criteria**

- a) The duties and qualities of an administrative assistant are described.
- b) The function of a skill scan is described.
- c) The importance of effective communication with colleagues and external customers is explained.
- d) The importance of customer service to the organisation is explained.

#### **OUTCOME 2**

Describe factors affecting the administrative assistant in the work environment.

##### **Performance Criteria**

- a) Working practices are described.
- b) Types of contracts of employment are described.
- c) Current legislation affecting health and safety is outlined.

#### **OUTCOME 3**

Describe the roles of the functional departments within an organisation and the activities carried out within these departments.

##### **Performance Criteria**

- a) The roles of the functional departments within an organisation are defined.
- b) Departmental activities in the functional departments are described.
- c) The uses of business documents in the functional departments are described.

#### **OUTCOME 4**

Describe the uses of the internet and office technologies.

##### **Performance Criteria**

- a) The use of the internet for electronic communication is explained.
- b) The advantages and disadvantages of using the internet to source business information are explained.
- c) Other electronic methods of communication are described.
- d) The purpose of current legislation relating to the use of information is outlined.
- e) The benefits of e-commerce to the customer and the organisation are described.

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

### **UNIT**      Administrative Services (Intermediate 2)

#### **OUTCOME 5**

Explain the procedures for arranging and paying for business travel and accommodation.

#### **Performance Criteria**

- a) Information required before arranging business travel and accommodation is identified.
- b) Factors affecting choice of method of travel and accommodation are identified.
- c) The uses of documentation relating to travel and accommodation arrangements are explained.
- d) Methods of payment are described.

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

Evidence for this Unit can be written, oral or diagrammatic. The assessment must be capable of being completed within one hour and will be holistic, covering all Outcomes and PCs.

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.

The assessment may be taken over two sessions. Where two sessions are required, the assessment must be delivered in two parts with the second part unseen.

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

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

## National Unit Specification: support notes

### UNIT Administrative Services (Intermediate 2)

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.

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

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**

Where candidates are studying the Intermediate 2 Course in Administration, there are opportunities for integration of knowledge and understanding and skills across all three units. Where Units are being taught concurrently, Outcome 4 of this Unit — ‘Explain the uses of the internet and office technologies’ — could be taught at the same time as practical application of ICT skills within relevant Outcomes of the Units *Information Technology for Administrators* and *Administration: Presenting and Communicating Information*. A grid with some suggestions for the integration of ICT is provided on **page 29**.

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

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 of 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 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.

## National Unit Specification: support notes (cont)

### UNIT Administrative Services (Intermediate 2)

Customer service is an area which can be exemplified by the use of videos. The internet is a useful source of information on customer service.

#### 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 an actual or simulated office. 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. There is no requirement to be able to name the Acts for assessment purposes. 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 office and links with other organisations (eg visits or visiting speakers), candidates could investigate the following within their own centre:

- ◆ 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

The use of ICT where appropriate would enhance the delivery of this Outcome.

#### Outcome 4

It would be good practice to explain types of back-up procedures.

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

- ◆ the security of information (including data protection and copyright)
- ◆ computer misuse

They should be able to outline the main purpose of legislation relating to above categories. There is no requirement to be able to name the Acts for assessment purposes. As this is a constantly changing area, candidates should be encouraged to keep a file on new developments.

The internet is a useful source of information on e-commerce.

#### Outcome 5

Suggestions for use of ICT within Outcome 5 are included in the grid below.

## National Unit Specification: support notes (cont)

### UNIT Administrative Services (Intermediate 2)

Some suggestions for the integrative use of ICT to enhance the delivery of this Unit and reinforce knowledge and understanding and skills are given in the grid which follows.

Administrative Services content	Examples of practical application of ICT
job descriptions person specifications skill scan	Use of <b>word processing</b> application to: <ul style="list-style-type: none"> <li>— create, or complete job descriptions and person specifications from existing electronic files</li> <li>— complete a personal skill scan based on the above documents</li> </ul> Use of the <b>internet</b> to:  find job advertisements for administrative assistants and identify necessary qualities and qualifications and duties involved
mission statement	Use of the <b>internet</b> to:  find examples of organisations' mission statements
departmental activities	Use of <b>word processing</b> application to create or complete: <ul style="list-style-type: none"> <li>— a letter of enquiry</li> <li>— a quotation</li> <li>— an advertisement for the position of Administrative Assistant</li> <li>— holiday rotas, staff rotas (using tables)</li> </ul> Use of <b>e-mail</b> (within simulated office) to: <ul style="list-style-type: none"> <li>— enquire about products/services</li> <li>— issue and return training request forms</li> </ul> Use of <b>e-diary</b> to: <ul style="list-style-type: none"> <li>— enter dates of staff training events</li> <li>— enter dates of staff appraisal interviews</li> </ul> Use of <b>spreadsheet</b> application to complete: <ul style="list-style-type: none"> <li>— order forms, invoices, credit notes, statements</li> </ul> Use of <b>database</b> application to: <ul style="list-style-type: none"> <li>— create or complete customer and supplier details</li> <li>— create or complete staff records</li> </ul>
uses and features of internet and office technologies	Reinforced by the use of the internet and office technologies in delivery of this Unit and the two practical Units

## National Unit Specification: support notes (cont)

### UNIT Administrative Services (Intermediate 2)

arranging business travel and accommodation	Use of <b>word processing</b> application to complete: <ul style="list-style-type: none"><li>— travel and accommodation request form</li><li>— travel and accommodation booking form</li><li>— an itinerary</li><li>— expenses claim forms</li></ul> Use of the <b>internet</b> to: <ul style="list-style-type: none"><li>— obtain necessary information to complete an itinerary</li></ul>
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### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence required will consist of responses to a series of restricted response questions. The questions should cover knowledge and understanding and problem solving.

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 2)*

*Content delivered at Intermediate 1 has been italicised in the content grid below.*

*Knowledge of the content covered at Intermediate 1 is assumed.*

<p>1 Describe factors which contribute to the effectiveness of an organisation</p>	<ul style="list-style-type: none"><li>◆ <i>duties and qualities required of an administrative assistant at an intermediate level:</i><ul style="list-style-type: none"><li>— <i>job description</i></li><li>— <i>person specification</i></li></ul></li><li>◆ <i>identification of current skills and gaps in skills:</i><ul style="list-style-type: none"><li>— <i>skill scan</i></li></ul></li><li>◆ <i>effective communication internally with colleagues and externally with customers:</i><ul style="list-style-type: none"><li>— <i>features of good communication</i></li><li>— <i>methods of communication</i></li><li>— <i>barriers to communication</i></li><li>— <i>effects of poor communication on the individual and the organisation</i></li></ul></li><li>◆ <i>the importance to the organisation of good customer service:</i><ul style="list-style-type: none"><li>— <i>mission statement of an organisation</i></li><li>— <i>benefits of good customer service</i></li><li>— <i>impact of poor customer service</i></li></ul></li></ul>
<p>2 Describe factors affecting the administrative assistant in the work environment</p>	<ul style="list-style-type: none"><li>◆ <i>working practices:</i><ul style="list-style-type: none"><li>— <i>full-time</i></li><li>— <i>part-time</i></li><li>— <i>flexi-time</i></li><li>— <i>job-share</i></li><li>— <i>homeworking</i></li><li>— <i>teleworking</i></li><li>— <i>hot-desking</i></li></ul></li><li>◆ <i>benefits of the above working practices to the employee and the organisation</i></li><li>◆ <i>types of contracts of employment:</i><ul style="list-style-type: none"><li>— <i>permanent</i></li><li>— <i>fixed term</i></li></ul></li></ul>

## APPENDIX 1 (cont)

<p>2 Describe factors affecting the administrative assistant in the work environment (cont)</p>	<ul style="list-style-type: none"> <li>◆ <i>benefits of the above types of contract to the employee and the organisation</i></li> <li>◆ <i>common security measures employed by organisations to protect people, property and information</i></li> </ul> <p><i>(Candidates should be kept abreast of current developments in the above areas).</i></p> <ul style="list-style-type: none"> <li>◆ <i>health and safety issues:</i> <ul style="list-style-type: none"> <li>— <i>use of induction training to cover health and safety issues</i></li> </ul> </li> <li>◆ <i>current legislation:</i> <ul style="list-style-type: none"> <li>— <i>responsibilities of employee and employer as stated in current legislation relating to health and safety at work — candidates should be able to outline these responsibilities</i></li> <li>— <i>current regulations affecting the use of display screen equipment — candidates should be able to outline the main purpose and features of this legislation</i></li> </ul> </li> </ul> <p><i>(Legislation affecting security of information is dealt with in Outcome 4)</i></p>
<p>3 Describe the roles of the functional departments within an organisation and the activities carried out within these departments</p>	<ul style="list-style-type: none"> <li>◆ <i>definition of the roles of the following functional departments: Sales, Purchases, Finance and Human Resources</i></li> <li>◆ <i>activities carried out in each of the functional departments above</i></li> <li>◆ <i>the uses of the following business documents:</i> <ul style="list-style-type: none"> <li>— <i>initial enquiry, quotation, price list, catalogue, order form, delivery note, invoice, credit note, statement, cheque, job description, person specification, application form, contract of employment, holiday rota, staff rota, training request form</i></li> </ul> </li> </ul>

## APPENDIX 1 (cont)

<p>4 Describe the uses of the internet and office technologies</p>	<ul style="list-style-type: none"><li>◆ <i>use of the internet for electronic communication is explained:</i><ul style="list-style-type: none"><li>— <i>e-mail</i></li><li>— <i>discussion groups</i></li><li>— <i>instant messaging</i></li><li>— <i>mailing lists</i></li></ul></li> <li>◆ <i>advantages (over other electronic and paper-based sources) and disadvantages of using the internet to source business information</i></li> <li>◆ <i>uses and features of other electronic methods of communication:</i><ul style="list-style-type: none"><li>— <i>networks</i></li><li>— <i>types of networks</i></li><li>— <i>advantages of a network</i></li> <li>— <i>features of electronic file management</i></li><li>— <i>back up procedures</i></li> <li>— <i>electronic diaries</i></li><li>— <i>e-mail</i></li><li>— <i>voicemail</i></li><li>— <i>fax</i></li><li>— <i>mobile technologies</i></li><li>— <i>video and audio conferencing</i></li><li>— <i>web cams, internet meetings</i></li><li>— <i>presentations (software and equipment)</i></li></ul></li> <li>◆ <i>current legislation — candidates should be able to outline the main purpose of legislation relating to the following categories:</i><ul style="list-style-type: none"><li>— <i>data protection</i></li><li>— <i>copyright</i></li><li>— <i>computer misuse</i></li></ul></li> <li>◆ <i>benefits of e-commerce:</i><ul style="list-style-type: none"><li>— <i>to the customer</i></li><li>— <i>to the organisation</i></li></ul></li></ul>
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**APPENDIX 1 (cont)**

<p>5 Explain the procedures for arranging and paying for business travel and accommodation.</p>	<ul style="list-style-type: none"><li>◆ information required before arranging business travel and accommodation</li> <li>◆ factors affecting choice of method of travel and accommodation</li> <li>◆ documentation relating to travel and accommodation</li></ul> <p>Candidates will be required to explain the use of the following:</p> <ul style="list-style-type: none"><li>— travel and accommodation request form</li><li>— travel and accommodation booking form</li><li>— an itinerary</li><li>— expenses claim forms</li></ul> <p>◆ methods of payment:</p> <p>use of:</p> <ul style="list-style-type: none"><li>— credit card</li><li>— travellers' cheques</li><li>— debit card</li><li>— cheques</li><li>— currency</li></ul>
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## National Unit Specification: general information

**UNIT** Information Technology for Administrators (Intermediate 2)

**CODE**

**COURSE** Administration (Intermediate 2)

### SUMMARY

This 40-hour Unit is designed to develop skills in the use of spreadsheets, databases and word processing using a problem solving approach. It is suitable for candidates who wish to develop IT skills to pursue a career in business and will prepare them for progression to the study of *Information Technology for Management* Unit at Higher. This Unit is suitable for candidates who already possess basic skills in the use of information technology.

### OUTCOMES

1. Use spreadsheets to solve a business problem.
2. Use a flat database to solve a business problem.
3. Use a word processing document to present a solution to a business problem.

### RECOMMENDED ENTRY

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

- ◆ Standard Grade Administration at General level
- ◆ *Information Technology for Administrators* at Intermediate 1
- ◆ PC Passport — Beginner

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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 2)

### **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**

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 2)**

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 spreadsheets to solve a business problem.

##### **Performance Criteria**

- a) Formats are set up as required.
- b) Data is entered and amended as required.
- c) Data is extracted from worksheets as required and integrated into solution.

#### **OUTCOME 2**

Use a flat database to solve a business problem.

##### **Performance Criteria**

- a) Fields are created and modified as required.
- b) Records are created and amended as required.
- c) Information is extracted as required and integrated into solution.

#### **OUTCOME 3**

Use a word processing document to present a solution to a business problem.

##### **Performance Criteria**

- a) Page layout of letter or report is set as required.
- b) Data is entered and amended as required.
- c) Data within document is presented consistently and is fit for purpose.
- d) Data from spreadsheet and database applications is integrated as required.
- e) Mailmerge is carried out as required.

#### **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 undertaken 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 IT in an integrative way to solve a business problem.

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

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

### UNIT Information Technology for Administrators (Intermediate 2)

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

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

Outcomes will be assessed using a single instrument of assessment, which will tackle a business problem to be solved using the software applications from each of the Outcomes:

- ◆ spreadsheets
- ◆ databases
- ◆ word processing

Candidates will be expected to use the features and functions of spreadsheet and database software applications in conjunction with information from electronic and/or paper based files to solve the given problem. The candidate will present the solution in a word processed document.

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

- ◆ letter
- ◆ report

The content in Appendix 1 will be sampled as follows:

The Evidence required will be based on a spreadsheet with a minimum of **two worksheets**. The candidate will be required to create or complete a worksheet with a minimum of **six columns** and **six rows**.

Some of the information required to complete the spreadsheet will be contained in separate worksheets within the file.

Candidates will be required to:

- ◆ select, manipulate and **link data** within these worksheets by using **named cells and**
- ◆ integrate specified data and/or a chart from a worksheet into the word processing document which is to be produced in Outcome 3

**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, text orientation
- ◆ wrap text, merge cells
- ◆ different fonts, styles, sizes
- ◆ borders around cells, shading within cells
- ◆ currency, date, percentage

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

### UNIT Information Technology for Administrators (Intermediate 2)

The following will be sampled:

**either**

- ◆ a combined formula

**or**

- ◆ the IF function

**and**

- ◆ an absolute cell reference

**and**

- ◆ **two or three** from the following list of formulae and functions:

- add
- subtract
- multiply
- divide
- sum
- average

**and**

- ◆ **one** function from the following:

- maximum
- minimum
- count

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

**and**

- ◆ sort data on **one** or **two** criteria

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

### UNIT Information Technology for Administrators (Intermediate 2)

Candidates will be required to create **one** from the following (from data in non-adjacent columns):

- ◆ pie chart
- ◆ bar or column chart (to include comparative charts)
- ◆ line graph

**and**

- ◆ label the chart meaningfully

**Up to five** 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
- ◆ value view/s from sheet/s
- ◆ formula view/s from sheet/s

Candidates will be required to follow instructions given for:

- ◆ page orientation
- ◆ fit to page

**and**

- ◆ format text and numbers on chart axes either to reduce size of font and/or change text orientation on chart axes if required

#### **Outcome 2**

This Evidence will be based on the use of a flat database with a minimum of **six fields** and **10 records**.

Candidates will be required to:

- ◆ create a primary key
- ◆ select fields types as required: text, number, currency, date, autonumber, Boolean logic fields, eg yes/no, true/false, on/off
- ◆ add **and/or** delete field/s and record/s

**and**

sample **two** from the following operators:

- ◆ like
- ◆ equals
- ◆ greater than
- ◆ less than
- ◆ between
- ◆ greater than or equal to

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

### UNIT Information Technology for Administrators (Intermediate 2)

- ◆ less than or equal to
- ◆ or
- ◆ not

Three printouts will be required as follows:

- ◆ amended database
- ◆ form or report as instructed with a minimum of four fields and a footer. The form or report will be generated from a query. The query will be sorted on two fields and interrogated on two fields
- ◆ the query

Candidates will be required to integrate:

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

#### Outcome 3

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

- ◆ letter
- ◆ report

Two printouts will be required as follows:

- ◆ **a printout** of the completed word processed document (**two pages** on completion) — a letter or report

which will include:

— mailmerge

**and** the solution to the business problem through integration of:

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

- ◆ **a printout** of the word processed document showing merge fields

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

- ◆ change font, font size
- ◆ change margins
- ◆ insert text, delete text, move text
- ◆ bold, italics, underline

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

### UNIT Information Technology for Administrators (Intermediate 2)

- ◆ shade text, border text
- ◆ text alignment: left, right, centre, justify
- ◆ change line spacing
- ◆ search and replace

**and**

**three** from the following:

- ◆ indent paragraphs
- ◆ bullets and numbering (customised)
- ◆ page breaks
- ◆ automatic page numbering (customised)
- ◆ insert header or footer

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

- ◆ **a printout** of the completed word processed document (**two pages** on completion) — a letter or report

which will include:

— mailmerge

**and** the solution to the business problem through integration of:

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

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

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

## National Unit Specification: support notes

### UNIT Information Technology for Administrators (Intermediate 2)

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. Teachers/lecturers should keep candidates informed of current developments in information and communications technology.

This unit concentrates on the functional and problem solving aspects of spreadsheets and databases and the production of word processed documents to integrate and present solutions to business problems.

Knowledge and understanding related to IT is part of the content of the *Administrative Services Unit* at Intermediate 2.

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
- ◆ multiple copy and multiple delete
- ◆ navigate through drives, folders and sub-folders
- ◆ recognise different file extensions: word processing, spreadsheet, database, presentation software, web page, pdf files, rich text format and image files
- ◆ use backup procedures where appropriate or be aware of backup procedures

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 2)

#### 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.

A problem solving, integrative approach 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 an intermediate level would be expected to carry out. Where candidates are taking the Intermediate 2 Course in Administration it would be good practice to take into account the knowledge and understanding topics in the *Administrative Services* Unit when delivering this Unit (in particular Outcome 3 which deals with activities in different departments in a firm). For example, the candidate could be asked to use spreadsheets to complete business documents, run a related query on a customer or supplier database and present the extracted information in a letter or report.

The candidate should be able to:

- ◆ decide which software application is most appropriate for the given tasks and produce required output
- ◆ select and manipulate the information necessary for problem solving from existing electronic and paper-based files and include this information in the creation of a spreadsheet/worksheet, database file or word processed document as required
- ◆ integrate required information into a coherent word processed document from spreadsheet, database and word processing files as appropriate

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.

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 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 IT in an integrative way to solve a business problem. At Intermediate 2 level candidates are expected to use the software 'as required' to solve the problem. Candidates must use the software 'as instructed' at Intermediate 1 to complete the given task. This is reflected in the wording of the Performance Criteria at each level.

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

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

### **UNIT**      Information Technology for Administrators (Intermediate 2)

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

### *Information Technology for Administrators (Intermediate 2)*

*Content delivered at Intermediate 1 has been italicised in the content grid below.*

*Knowledge of the content covered at Intermediate 1 is assumed.*

1 Use spreadsheets to solve business problems	<ul style="list-style-type: none"><li>◆ work with multiple worksheets</li><li>◆ link data within worksheets using named cells</li><li>◆ <i>use the following features of formatting:</i><ul style="list-style-type: none"><li>— <i>text alignment</i></li><li>— <i>wrap text</i></li><li>— <i>different fonts, styles, sizes</i></li><li>— <i>currency, date, number to specified decimal places, percentage</i></li><li>— <i>merge cells</i></li><li>— <i>text orientation</i></li><li>— <i>borders around cells</i></li><li>— <i>shading within cells</i></li></ul></li><li>◆ <i>carry out the following:</i><ul style="list-style-type: none"><li>— <i>input and edit data</i></li><li>— <i>insert and delete column/s</i></li><li>— <i>insert and delete row/s</i></li><li>— <i>hide and unhide columns and rows</i></li><li>— <i>adjust column width and row height</i></li><li>— <i>sort data on two criteria</i></li></ul></li><li>◆ <i>use the following formulae and functions:</i><ul style="list-style-type: none"><li>— <i>add</i></li><li>— <i>subtract</i></li><li>— <i>multiply</i></li><li>— <i>divide</i></li><li>— <i>sum</i></li><li>— <i>average</i></li><li>— <i>maximum</i></li><li>— <i>minimum</i></li><li>— <i>count</i></li><li>— <i>the IF function</i></li></ul><p style="text-align: center;"><b>and</b></p><ul style="list-style-type: none"><li>— <i>combined formulae</i></li><li>— <i>relative and absolute cell references</i></li><li>— <i>replication of formulae</i></li></ul></li></ul>
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## APPENDIX 1 (cont)

<p>1 Use spreadsheets to solve business problems (cont)</p>	<ul style="list-style-type: none"> <li>◆ <i>create the following charts (from data in adjacent and non-adjacent columns):</i> <ul style="list-style-type: none"> <li>— <i>pie chart</i></li> <li>— <i>bar or column chart (to include comparative charts)</i></li> <li>— <i>line graph</i></li> </ul> </li> <li><b>and</b></li> <li>— <i>label the charts meaningfully</i></li> <li>— <i>format text and numbers on chart axes either to reduce size of font and/or change text orientation on chart axes</i></li> <li>◆ <i>print worksheets and extracts of worksheets:</i> <ul style="list-style-type: none"> <li>— <i>showing value view</i></li> <li>— <i>showing formulae view</i></li> <li>— <i>with and without gridlines</i></li> <li>— <i>with and without row and column headings</i></li> <li>— <i>in portrait and landscape orientation</i></li> <li>— <i>with headers and footers to display name, date, time and filename</i></li> <li>— <i>to fit to page</i></li> </ul> </li> <li>◆ <i>print charts:</i> <ul style="list-style-type: none"> <li>— <i>embedded in worksheet</i></li> <li>— <i>separately</i></li> </ul> </li> <li>◆ <i>integrate data from a worksheet (including a chart) into a word processing document</i></li> </ul>
<p>2. Use a flat database to solve business problems</p>	<ul style="list-style-type: none"> <li>◆ <i>create a primary key</i></li> <li>◆ <i>select fields types as required: text, number, currency, date, autonumber, Boolean logic fields: yes/no, true/false, on/off</i></li> <li>◆ <i>alter properties — field size, date, currency</i></li> <li>◆ <i>filter by form (on one and two fields)</i></li> <li>◆ <i>filter by selection (on one and two fields)</i></li> <li>◆ <i>sort ascending and descending</i></li> <li>◆ <i>advanced filter, sort — alphabetic sort on two fields within tables</i></li> <li>◆ <i>query the database on one and two fields using the following operators:</i> <ul style="list-style-type: none"> <li>— <i>like</i></li> <li>— <i>equals</i></li> <li>— <i>greater than</i></li> <li>— <i>less than</i></li> </ul> </li> </ul>

## APPENDIX 1 (cont)

<p>2 Use a flat database to solve business problems (cont)</p>	<ul style="list-style-type: none"><li>— between</li><li>— greater than or equal to</li><li>— less than or equal to</li><li>— or</li><li>— not</li><li>— sort the query on two fields</li><li>◆ create a database form:<ul style="list-style-type: none"><li>— enter, edit, and delete data in a form</li><li>— insert a footer</li></ul></li><li>◆ produce a database report:<ul style="list-style-type: none"><li>— produce reports from selected fields from a table, query and form</li><li>— insert a footer</li></ul></li><li>◆ <i>format:</i><ul style="list-style-type: none"><li>— <i>font, row height, column width</i></li><li>— <i>datasheet formatting: background colour, gridline colour, datasheet border</i></li></ul></li><li>◆ <i>hide and unhide columns</i></li><li>◆ <i>add and delete field/s and record/s</i></li><li>◆ <i>print:</i><ul style="list-style-type: none"><li>— <i>database</i></li><li>— <i>specified records (result of filter and query)</i></li><li>— <i>specified fields</i></li><li>— forms</li><li>— reports</li></ul></li><li>◆ <i>integrate data from the database (eg the database report) into a word processing document</i></li><li>◆ integrate data into a word processing document to complete a mailmerge</li></ul>
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## APPENDIX 1 (cont)

<p>3 Use word processing documents to present solutions to business problems</p>	<ul style="list-style-type: none"><li>◆ <i>create and complete:</i><ul style="list-style-type: none"><li>— <i>letters (one and two-pages)</i></li><li>— <i>business reports (showing: terms of reference, procedure, findings, conclusions and recommendations)</i></li></ul></li><li>◆ <i>use the following features within the word processing documents:</i><ul style="list-style-type: none"><li>— <i>select and change font, font size</i></li><li>— <i>set and change margins</i></li><li>— <i>insert text, delete text, move text</i></li><li>— <i>carry out manuscript corrections</i></li><li>— <i>use bold, italics, underline</i></li><li>— <i>align text: left, right, centre, justify</i></li><li>— <i>set and change line spacing</i></li><li>— <i>use default tab</i></li><li>— <i>search and replace text</i></li><li>— <i>customise bullets and numbering</i></li><li>— <i>insert graphic</i></li><li>— <i>insert headers and footers with name, date, time and filename</i></li><li>— <i>use spellcheck and error correction techniques</i></li><li>— <i>shade text</i></li><li>— <i>border text</i></li><li>— <i>indent paragraphs</i></li><li>— <i>insert page breaks</i></li><li>— <i>customise automatic page numbering</i></li></ul></li><li>◆ <i>mailmerge in letters and reports</i></li><li>◆ <i>integrate:</i><ul style="list-style-type: none"><li>— <i>data (including a chart) from a spreadsheet</i></li><li>— <i>data from a database</i></li></ul></li><li>◆ <i>print:</i><ul style="list-style-type: none"><li>— <i>completed document</i></li><li>— <i>document showing merge fields</i></li></ul></li></ul>
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## National Unit Specification: general information

**UNIT** Administration: Presenting and Communicating Information  
(Intermediate 2)

### CODE

**COURSE** Administration (Intermediate 2)

### SUMMARY

This 40 hour Unit is designed to develop skills in the use of information and communications technology and is suitable for candidates wishing to pursue a career in business. Candidates will use the Internet to search for information and will use a variety of business documents, electronic methods of communication and presentation software. The Unit is designed to allow candidates to see the holistic nature of the use of ICT in business. This Unit is suitable for candidates who already possess basic skills in the use of ICT.

Completion of this Unit will prepare candidates for progression to the study of *Information Technology for Management* Unit at Higher.

### OUTCOMES

1. Use the internet to search for and extract information for a given purpose.
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 General level
- ◆ The Unit *Administration: Presenting and Communicating Information* at Intermediate 1
- ◆ PC Passport — Beginner

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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** Administration: Presenting and Communicating Information  
(Intermediate 2)

### **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**

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 2)**

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 for a given purpose.

##### **Performance Criteria**

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

#### **OUTCOME 2**

Use ICT to present and communicate information.

##### **Performance Criteria**

- a) A word processing document is completed as required.
- b) Information acquired from the internet is integrated into the document.
- c) Data within the document is presented consistently and is fit for purpose.
- d) E-mail and an e-diary are used to communicate information.

#### **OUTCOME 3**

Use presentation software to present and communicate information.

##### **Performance Criteria**

- a) The presentation is modified and enhanced as required.
- b) An additional slide is created from information provided.
- c) Presentation slides are printed in required view.
- d) The presentation software file is e-mailed to the teacher/lecturer.

### **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 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 a maximum of two sessions.

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

### UNIT Administration: Presenting and Communicating Information (Intermediate 2)

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

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

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 processing document — a memo, form or itinerary
- ◆ use e-mail and an e-diary
- ◆ complete and amend a presentation using presentation software

Candidates will be given a **partially prepared**, electronic word processing document to complete. The document will take one of the following forms:

- ◆ memo
- ◆ form
- ◆ itinerary

The above documents will include the use of table/s.

The content in Appendix 1 will be sampled as follows:

#### Outcome 1

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 a word processed document to be produced in Outcome 2 (eg block/s text)

**and/or**

- ◆ incorporated (keyed in) into a word processed document (eg information needed to complete an itinerary)

#### Outcome 2

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 2)

**Printout 1** — a word processed document

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

- ◆ memo
- ◆ form
- ◆ itinerary

The document required for Evidence will **sample four** from the following features:

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

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

**and**

**three** from the following:

- ◆ indent paragraphs
- ◆ bullets and numbering (customised)
- ◆ page breaks
- ◆ automatic page numbering (customised)
- ◆ insert graphic

The table for inclusion in the given document will have a minimum of **three columns** and **five rows** and will require to be created and/or completed by the candidate.

The table will sample **four** from the following features:

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

- ◆ merge cells
- ◆ rotate text within cells
- ◆ borders around table and/or cells
- ◆ shading within cells
- ◆ use of autosum or sum or average formula
- ◆ sort lists — single level sort
- ◆ add and/or delete row/s

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

### UNIT Administration: Presenting and Communicating Information (Intermediate 2)

- ◆ add and/or delete column/s

The document will include:

- ◆ integration (pasting) and/or incorporation (keying in) of information obtained from the internet in Outcome 1 and will consist of **a maximum of two pages** on completion

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

- ◆ to a contact group

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 three** — an extract from an e-diary showing:

- ◆ three meetings scheduled in an e-diary based on given criteria
- ◆ in daily, weekly or monthly view as specified

### Outcome 3

Candidates will be required to **amend** and **complete** a **partially prepared** electronic presentation. **Four** slides will be provided electronically and candidates will be required to create **one** additional slide.

Candidates will be required to **amend** the electronic presentation as follows:

- ◆ use the master and title slides to:
  - apply background or colour scheme
  - apply design templates
  - re-define fonts and styles
  - insert slide numbers in footer
  - insert action buttons hyperlinked to other slides within the presentation

**and**

- ◆ **apply** the following to existing slides:
  - insert and delete text

**and**

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

### UNIT Administration: Presenting and Communicating Information (Intermediate 2)

◆ **create** a new slide to include the following:

- insert text using two fonts
- use **one** from the following: bold, italics, underline, centring
- insert graphic
- animate text and object
- apply slide transitions

**and**

◆ import data or chart from spreadsheet to **either** the existing slides **or** the new slide

**and**

◆ change slide order

Candidates will be required to produce **one printout** of the completed and amended electronic presentation — **five 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. An appropriate *candidate checklist* reflecting the requirements of the assessment for Outcome 3 must be provided for completion by the teacher/lecturer. This will be completed by the teacher/lecturer on viewing the candidate's presentation software file.

The **final Evidence** will consist of:

◆ **a printout** of the completed word processed document (**two pages** on completion) — 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 available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Administration: Presenting and Communicating Information (Intermediate 2)

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 ICT to present and communicate business information. This Unit requires the use of communications technology (e-mail, e-diary and internet), and presentation software whereas the Unit *Information Technology for Administrators* requires only the use of spreadsheet, database and word processing software applications.

Knowledge and understanding related to ICT is part of the content of the *Administrative Services* Unit at Intermediate 2.

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
- ◆ multiple copy and multiple delete
- ◆ navigate through drives, folders and sub-folders
- ◆ recognise different file extensions: word processing, spreadsheet, database, presentation software, web page, pdf files, rich text format and image files
- ◆ use backup procedures where appropriate or be aware of backup procedures.

Spellcheck and error correction techniques should be used throughout.

## National Unit Specification: support notes (cont)

### UNIT Administration: Presenting and Communicating Information (Intermediate 2)

#### 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.

The content of this Unit should be contextualised in tasks and activities which an administrator at this level would be expected to carry out. Where candidates are studying the Intermediate 2 Course in Administration, it would be good practice to take into account the knowledge and understanding topics in the *Administrative Services* Unit at Intermediate 2 when delivering this Unit. For example, tasks related to:

- ◆ the Sales, Purchases, Finance and Human Resources departments
- ◆ procedures for making business travel and accommodation arrangements.

Candidates completing the Course should be aware of the links to the *Administrative Services* Unit at Intermediate 2.

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 under controlled conditions with candidates having access to help menus within software applications and/or paper-based IT manuals.

Candidates will be required to use the internet to obtain information for inclusion in a word processing document, use e-mail, an e-diary and presentation software to present and communicate required information.

It would be advisable for candidates to carry out the required internet search in advance of taking the instrument of assessment. Teachers/lecturers should give candidates only the necessary information in advance to enable them to obtain the required information.

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 2)

### **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

### *Administration: Presenting and Communicating Information (Intermediate 2)*

*Content also delivered at Intermediate 1 has been italicised in the content grid below.  
Knowledge of the content covered at Intermediate 1 is assumed.*

<p>1 Use the internet to search for and extract information for a given purpose</p>	<ul style="list-style-type: none"><li>◆ <i>open browser</i></li><li>◆ <i>use search engines</i></li><li>◆ <i>open website</i></li><li>◆ <i>navigate hyperlinks</i></li><li>◆ <i>copy information from web page to word processing document</i></li><li>◆ <i>use history feature</i></li><li>◆ <i>use favourites and bookmarks</i></li><li>◆ <i>print information</i></li><li>◆ <i>integrate information from the internet into a word processing document</i></li><li>◆ <i>insert hyperlink to URL in a word processing document</i></li></ul>
<p>2 Use ICT to present and communicate information</p>	<ul style="list-style-type: none"><li>◆ <i>create and complete the following word processing documents:</i><ul style="list-style-type: none"><li>— <i>memo</i></li><li>— <i>form</i></li><li>— <i>itinerary</i></li><li>— <i>table</i></li></ul></li> <li><i>Candidates must be able to carry out the following when creating or completing word processing documents:</i><ul style="list-style-type: none"><li>— <i>select and change font, font size</i></li><li>— <i>set and change margins</i></li><li>— <i>insert text, delete text, move text</i></li><li>— <i>carry out manuscript corrections</i></li><li>— <i>use bold, italics, underline</i></li><li>— <i>align text: left, right, centre, justify</i></li><li>— <i>set and change line spacing</i></li><li>— <i>use default tab</i></li><li>— <i>search and replace text</i></li><li>— <i>customise bullets and numbering</i></li><li>— <i>insert graphic</i></li><li>— <i>insert headers and footers with name, date, time and filename</i></li><li>— <i>use spellcheck and error correction</i></li><li>— <i>techniques</i></li></ul></li></ul>

## APPENDIX 1 (cont)

<p>2 Use ICT to present and communicate information (cont)</p>	<ul style="list-style-type: none"><li>— shade text</li><li>— border text</li><li>— indent paragraphs</li><li>— insert page breaks</li><li>— customise automatic page numbering</li></ul> <p><i>Candidates must be able to carry out the following when creating or completing tables:</i></p> <ul style="list-style-type: none"><li>— <i>insert, delete, amend data</i></li><li>— <i>add and delete row/s</i></li><li>— <i>add and delete column/s</i></li><li>— merge cells</li><li>— rotate text within cells</li><li>— insert borders around table and cells</li><li>— insert shading within cells</li><li>— use autosum feature, average and sum formulae</li><li>— sort lists — single level sort</li></ul> <ul style="list-style-type: none"><li>— <i>integrate information obtained from the internet into a word processing document</i></li><li>— <i>print the word processed document</i></li></ul> <p>◆ <i>use e-mail:</i></p> <ul style="list-style-type: none"><li>— <i>read mail</i></li><li>— <i>compose and enter text</i></li><li>— <i>use reply feature</i></li><li>— <i>send mail</i></li><li>— <i>use address book</i></li><li>— <i>print e-mail</i></li><li>— <i>use cc</i></li><li>— <i>use bcc</i></li><li>— <i>mark urgent</i></li><li>— <i>create attachment/s</i></li><li>— <i>create contact group</i></li><li>— <i>create signature</i></li></ul>
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## APPENDIX 1 (cont)

	<ul style="list-style-type: none"> <li>◆ <i>use an e-diary</i> <ul style="list-style-type: none"> <li>— <i>schedule appointment</i></li> <li>— <i>set reminder</i></li> <li>— <i>print calendar: daily, weekly, monthly view</i></li> <li>— <i>schedule meeting</i></li> <li>— <i>schedule recurrent meetings</i></li> <li>— <i>navigate the calendar, eg finding appointments, dates or notes</i></li> </ul> </li> </ul>
<p>3 Use presentation software to present and communicate information</p>	<ul style="list-style-type: none"> <li>◆ <i>create presentations and amend existing presentations:</i> <ul style="list-style-type: none"> <li>— <i>insert text using two fonts</i></li> <li>— <i>use bold, italics, underscore, centring</i></li> <li>— <i>delete and edit text</i></li> <li>— <i>insert and delete a graphic</i></li> <li>— <i>add text to a graphic</i></li> <li>— <i>use bullets</i></li> <li>— <i>create chart, table, organisation chart within presentation software</i></li> <li>— <i>add and delete a slide</i></li> <li>— <i>animate text/objects</i></li> <li>— <i>import data from a word processed document</i></li> <li>— <i>find and replace text</i></li> <li>— <i>change line spacing and font size</i></li> <li>— <i>align, distribute and group objects</i></li> <li>— <i>change slide content layout</i></li> <li>— <i>apply slide transitions</i></li> <li>— <i>import data or chart from spreadsheet</i></li> <li>— <i>change slide order</i></li> <li>— <i>view slides</i></li> </ul> </li> <li>◆ <i>use slide master to:</i> <ul style="list-style-type: none"> <li>— <i>apply and change background</i></li> <li>— <i>apply and change colour scheme</i></li> <li>— <i>apply and change design templates</i></li> <li>— <i>define and redefine fonts and styles</i></li> <li>— <i>insert footer objects</i></li> <li>— <i>insert action buttons (next slide, previous slide, first slide, last slide) hyperlinked to other slides within the presentation</i></li> <li>— <i>customise bullets and numbers</i></li> </ul> </li> <li>◆ <i>print presentation in slide and handout format</i></li> </ul>