



**Arrangements for:  
National Certificate in Administration  
at SCQF level 5**

**Group Award Code: G99P 45**

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## **Acknowledgement**

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# 1 Introduction

This is the Arrangements Document for the new Group Award in Administration, at SCQF level 5. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The award is designed to meet the needs of candidates who wish to develop a foundation for progression to further study and to provide appropriate skills and knowledge for those who wish to enter employment in the administration field.

Candidates completing the National Certificate in Administration will have gained 12 credits, 9 mandatory and 3 optional. The 9 mandatory credits are all at SCQF level 5, but the remaining 3 may be at levels 4, 5 or 6, depending on the individual centre's choice.

The 9 mandatory Units ensure that candidates on completion of the Course will have all the necessary hard and soft skills required in today's modern office. For example, not only will they have gained skills in word processing, handling business documents, etc, but they will also have good time management skills and be able to work, not only independently, but as part of a team.

## 2 Rationale for the development of the Group Award

The rationale for the NC in Administration is based on two main factors, both of which reflect gaps in current SQA provision in this area at this level. The first is the absence of a suitable, generally acceptable SQA award while the second is the limited availability of relevant, up-to-date Units suitable for the needs of those studying at this level.

Both constrain the ability of Colleges to provide programmes of study which will prepare candidates adequately for employment or enable successful candidates to progress to further study and qualifications. This situation is consistent with the findings of the consultation on National Qualification Group Awards carried out by the SQA during 2004 and 2005.

### *Nature and purpose of the award*

The National Certificate in Administration at SCQF level 5 is a 12 credit award designed as a flexible, administration-orientated programme which aims to provide candidates with a range of administrative skills, knowledge and understanding. It recognises that learners will be at a stage where they are making choices about their future. As a result, it offers exit routes towards employment or further study depending on the wishes of the candidate. Completing the course will put candidates in a stronger position to move on to the next stage of their career and should substantially increase their chances of doing this successfully.

### *Establishing the need for the qualification*

A Qualifications Development Team (QDT) was established in January 2007 with the remit to consider the extent and type of provision in the Administration area at SCQF level 5.

At present, provision at the NQ level 5 in Administration consists of a one-year programme of study which varies from centre to centre. This provided the starting point for the work of the QDT which was influenced by a number of factors:

- ◆ The nature of existing provision at SCQF level 5 and related provision at SCQF levels 4 and 6
- ◆ The destination of candidates who completed NQ Units in Administration and administration related areas
- ◆ The characteristics of candidates attracted to a NQ in Administration and administration related areas
- ◆ The existence of a parallel development for an NC award in Business
- ◆ The requirement to produce an award for validation towards the end of 2008

Initially the QDT gathered information on existing provisions at levels 4–6 in order to clarify the nature of this provision. Scottish Group Awards (SGA) in Administration at Intermediate 2 (level 5) and Higher (level 6) are available but few centres make use of them. A significant reason is that they are perceived as inappropriate for the needs of the learners who come to colleges for Courses at these levels.

Most centres, therefore, create their own programmes of study. Typically candidates follow a programme comprising 17–20 Units which may consist of a mix of SQA provision and that from other examining and awarding bodies. Candidates choose from a menu of Units which centres often structure into designated frameworks which are, in turn, usually tailored towards specific Outcomes such as preparation for entry to a particular HN award. These programmes are generally successful and have enabled centres to adopt a flexible, pragmatic approach to the diverse and changing needs and capabilities of learners.

Despite these benefits, the situation is not regarded as entirely satisfactory. In particular there is no recognised national award for candidates who successfully complete a programme of study. In the absence of a national award, several Colleges have developed College awards, but, while valuable in themselves as recognition of achievement, they lack the credibility which a national award can bring. In addition the current Unit provision in Administration is not entirely suited to the needs of learners at NQ level. Many Units have not been revised for some time and many are theoretically based and, as a result, insufficiently practical to prepare the candidate for employment or, in some cases, engage their interest.

The QDT attempted to gather together statistics, where possible, from their own centres, on the destination of candidates who had successfully completed NQ programmes in Administration. However, only one college returned and these show that from those who had returned questionnaires, that they were those candidates who had progressed onto HN study. (See Appendix 1)

As a result, the QDT was compelled to rely on anecdotal evidence based on the recollections and experience of staff from colleges. This indicated that the most common single destination for successful candidates was progression into another course. It appears that more than one-third of current candidates follow this route. For candidates achieving a good range of Units, this meant progression into an HN course, normally at the same institution. This could be an HN in Administration and Information Technology, or alternatively an HN in Computing IT, or an HN in Event Organisation. For many colleges, the NC provision is often a vital source of recruitment for awards at HN level and their viability can be jeopardized if candidates do not come through from NC programmes. For candidates in this situation, the NC programme amounts to the first of two or more years of learning culminating in an HNC or higher award.

Candidates also moved into other forms of training. Many learners embark on current provision with limited prior achievement and a key purpose of existing programmes is to develop basic skills and capabilities. Appendix 1 gives some specific examples of subsequent training.

Successful candidates also progress into employment. The general nature of the Administration course at all levels showed that the types of work most suited were receptionists, secretaries, administration staff, clerical assistants, medical secretaries and audio typists.

However, the lack of a recognised award may influence progression into employment. Candidates are able to show that they have succeeded in a range of Units, but employers can find this confusing and are not always able to make an appropriate judgement on the value of candidate achievement.

On behalf of the QDT, a consultation exercise was undertaken among key stakeholders for a new award at NC Level in Administration. Stakeholders were asked to comment on general and specific aspects of an outline structure. Three relevant stakeholders groups were identified — employers, centres and past candidates. Two of these stakeholders, employers and centres, have a direct interest in any new award while the third, past candidates, would have suitable experience to make a judgement on whether the new award would enhance existing provision.

The response to the consultation was fairly limited but the replies received were positive. The mandatory and options structure was considered suitable and there was support for key aspects of the content within the proposed structure:

- ◆ Candidates completing the award would have gained appropriate skills
- ◆ The proposed award would provide appropriate preparation for work
- ◆ The proposed award would enable progression to HN award Units

Overall, therefore, the QDT felt there was a requirement for an award in NC Administration which would:

- ◆ lead to awards which would be recognised by employers and by educational institutions
- ◆ enable candidates to point to a significant measure of achievement
- ◆ retain the flexibility of existing arrangements including choice of options
- ◆ are compatible with successful local programmes
- ◆ provide multiple exit routes for candidates
- ◆ provide a progression route from Access Courses

- ◆ enable candidates to develop appropriate Core Skills and skills relevant to administration
- ◆ match the capabilities, expectations and interests of candidates enrolling for the awards

### ***Establishing the level of the award***

Current arrangements operated by centres are designed to meet the needs of learners at all three SCQF levels 4–6. This award, however, is aimed at SCQF level 5, but provides opportunities for learners who wish to do so to choose some Units at SCQF levels 4 and 6. A National Certificate award at SCQF level 5 was chosen because this would suit the majority of learners presently undertaking NQ programmes in Administration at colleges. There were several reasons for this:

- ◆ Current experience in centres suggests that 12 credits at level 5 was an acceptable target which most learners could achieve.
- ◆ A focus on level 5 would make it possible for learners to acquire skills and capabilities which would be meaningful and valuable to employers.
- ◆ An appropriate core and options structure would enable candidates to accumulate sufficient Units at level 6 to demonstrate their suitability for an HN programme.
- ◆ An award at this level fitted more closely with available information on current provision which could make transition to this new award easier. In this way the new award would provide progression both into employment or further study depending on the wishes of the candidate.

Overall, the mandatory section of the award is commensurate with the SCQF descriptors at level 5. It covers basic knowledge in key administration areas such as Word Processing, IT and Central Services. Out of the nine mandatory Units, six have been written specifically for the new Course. Also, all of the above, with the exception of *Organising an Event*, have had Assessment Support Packs written specifically to complement the content and context of the award. ICT and Communication Units have been included in the mandatory section, an area which employers consider most important.

### ***Target client group***

Earlier scoping, undertaken by SQA, indicates that there are three main client groups for current provision at this level. They are:

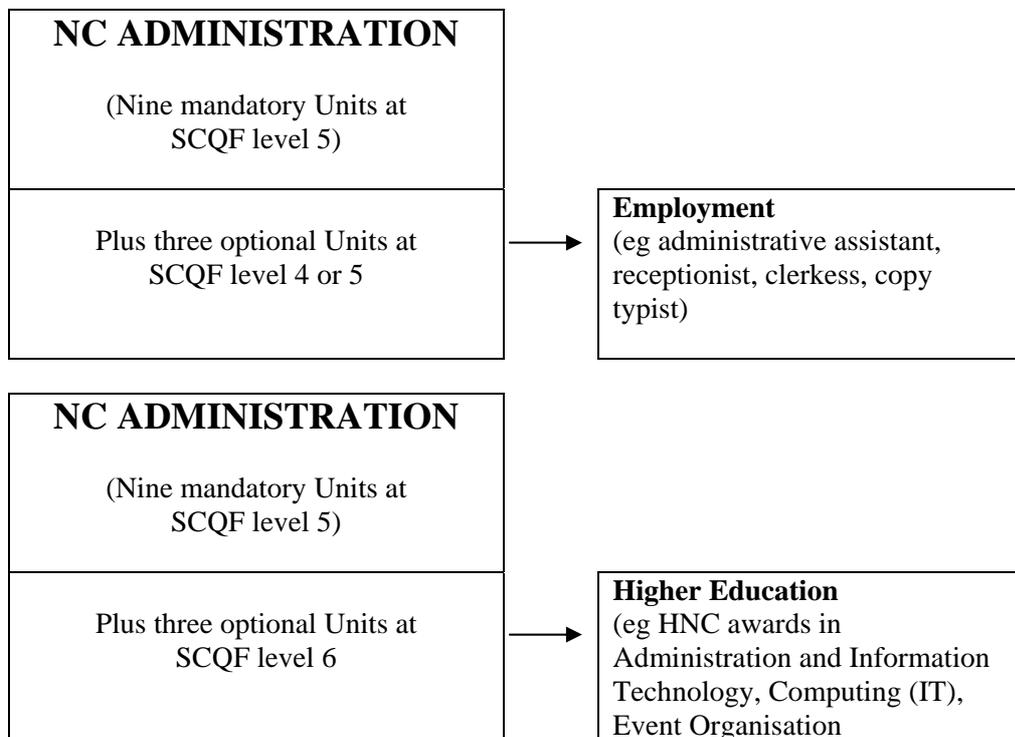
- ◆ Young people who have left school in the relatively recent past
- ◆ Mature ‘adult returners’ who have decided to re-enter education
- ◆ Potential candidates whose first language is not English

These groups have quite different characteristics. Many recent school leavers have limited formal school attainment. Adult returners may also possess few formal qualifications and, while they frequently have valuable experience, they may lack confidence in their ability to learn. Candidates, whose English is not their first language may need to develop the English language skills needed to become effective learners. In some cases, these candidates may benefit from prior study in English before attempting an NC programme. Colleges may find these particular candidates should be encouraged to undertake an SQA ESOL course and attain an English qualification at SCQF level 5. However, others may have sufficient English language skills, particularly in oral communication, to embark directly on an NC in Administration.

***Progression routes***

The National Certificate in Administration at SCQF level 5 provides progression into employment or further study depending on the wishes of the candidate.

The diagram below illustrates how the award can lead to progression into employment or further education.



**NB:** Candidates wishing to progress to HN awards are likely to choose optional Units at SCQF level 6 in order to help them bridge the gap between SCQF level 5 and SCQF level 7. Candidates wishing to enter employment may find it beneficial to complete their National Certificate in Administration at SCQF level 5 with optional Units which are at levels 4 or 5. There is, however, no requirement to do this and they may also undertake Units at SCQF level 6. It is likely that all candidates will complete more Units than the 12 required for the National Certificate in Administration at SCQF level 5. These additional Units may also influence progression routes.

### ***Links to Occupational Standards***

Links to occupational standards are shown in the table below. The Council for Administration publishes the standards for SVQs in Business and Administration and the level 2 standards are shown in Appendix 6. The table below shows where the Units of this award have specific links to the National Occupational Standards.

<b>Mandatory Units</b>	<b>Level</b>	<b>Links to NOS</b>
Information Technology for Administrators	level 5	209, 214, 215, 216
Word Processing (SCQF level 5)	level 5	213, 224
Front of Office	level 5	203, 206, 219
Central Services	level 5	209
Managing your Time and Resources	level 5	201
Handling Business Documents	level 5	207, 208
Researching and Preparing Presentations	level 5	210, 215, 217
Event Organisation	level 5	225
Communication	level 5	201, 225

## **3 Aims of the Group Award**

The NC in Administration has been designed as a flexible, administrative-oriented programme which aims to provide candidates with a range of admin skills and understanding. It recognises that learners will be at a stage where they are making choices about their future. As a result, it offers multiple exit routes, either towards employment or further study, depending on the wishes of the candidate. Completing the course will put candidates in a stronger position to move to the next stage of their career and should increase their chances of doing this successfully.

### **3.1 Principal aims of the Group Award**

The principal aims of the NC in Administration are to:

- 1 Give candidates a background in administration which will enable them to reflect on their present situation in an administrative context.
- 2 Enable candidates to consider the various options open to them and to make informed career choices for their future.
- 3 Prepare candidates for entry into further qualifications such as Higher National awards in Administration and Information Technology, Computing (IT) and other related areas.
- 4 Prepare and provide candidates with the specific administrative and transferable skills demanded by employers for entry into employment.
- 5 Provide candidates with relevant Core Skills for administrative related occupations and for further study in administration.

The table below references the above aims into the individual nine mandatory Units.

Unit Code	Unit title	Reference to aims of the award
DM3R 11	Information Technology for Administrators Intermediate 2	1, 3, 4, 5
F59L 11	Word Processing (level 5)	3, 4, 5
F59P 11	Front of Office	1, 3, 4, 5
F59S 11	Central Services	1, 3, 4, 5
F59T 11	Managing your Time and Resources	1, 3, 4, 5
F59W 11	Handling Business Documents	1, 3, 4, 5
F5A0 11	Researching and Preparing Presentations	1, 3, 4, 5
F5A3 11	Event Organisation	1, 3, 4, 5
F3GB 11	Communication	3, 4, 5

### 3.2 General aims of the Group Award

The general aim of the National Certificate in Administration at SCQF level 5 is to provide a robust award consisting of practically based Units which meet the needs of candidates, employers and centres. This is achieved by:

- ◆ ensuring that candidates develop appropriate skills, knowledge and understanding for an administrative environment
- ◆ providing the opportunity for candidates to take optional Units at SCQF levels 4, 5 and 6
- ◆ producing specialist Assessment Support Packs for all the mandatory Units, excluding *Event Organisation*
- ◆ providing an award which is sufficiently flexible to allow for a number of different modes of delivery

### 3.3 Target groups

A key aspect of the rationale for this award was to meet the needs of three main groups of learners — young people who have recently left secondary school, adult returners and potential candidates for whom English is not their first language.

The award has been designed to provide the framework and flexibility to meet the needs of these quite different groups. The Units which comprise the award take a practical approach to both delivery and assessment which is reinforced in Assessment Support Packs which accompany all new (except *Event Organisation*), and some optional Units. This should help all learners develop and maintain an interest in the award but may be particularly important for those who have recently left school or who are returning to education. The optional Units include opportunities to undertake study at SCQF level 6 which should benefit those who wish to progress to HN level or to degree courses.

Candidates, whose English is not their first language may need to develop the English language skills needed to become effective learners. In some cases, these candidates may benefit from prior study in English before attempting an NC programme. Colleges may find these particular candidates should be encouraged to undertake an SQA ESOL course and attain an English qualification at SCQF level 5. However, others may have sufficient English language skills, particularly in oral communication, to embark directly on an NC in Administration.

### **3.4 Employment opportunities**

The award is designed to enable candidates to develop skills, knowledge and understanding relevant to an administrative environment. All of the mandatory Units have been chosen to ensure that candidates entering employment will have a good all-round knowledge of the different areas within an office and have excellent basic IT skills.

It is envisaged that candidates completing the NC Administration course will be equipped to apply for the following jobs: Administrative Assistant, Copy Typist, Clerkess, Receptionist, Filing Clerk.

For those candidates who have the opportunity to take the audio, medical or legal options, employment opportunities in these areas will also be open.

## **4 Access to Group Award**

There are no specific recommended entry requirements for the National Certificate in Administration at SCQF level 5. Entry to the award will be at the discretion of the centre. Candidates would normally be expected to be at a developmental stage in improving their skills, knowledge and understanding.

However, centres may ask that potential candidates have achieved relevant Standard Grades at General level. It is envisaged that SQA may develop a National Certificate in Administration at SCQF level 4, and this could be a condition of entry.

All Unit Descriptors state that entry is at the discretion of the Centre, although some of the optional Units at level 6 state that it is recommended that candidates have achieved some prior qualification, usually at level 5.

As one of the targeted groups are those for whom English is not their first language, it may be appropriate for these candidates to undertake the SQA ESOL Course and attain an English qualification at SCQF level 5.

## 5 Group Award structure

The National Certificate in Administration at level 5 will be awarded to candidates who achieve 72 SCQF points.

This will be made up as follows:

54 SCQF points at level 5 from the mandatory Units in the award

18 SCQF points at levels 4, 5 or 6 from the optional Units in the award

### 5.1 Framework

The mandatory Units are:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Information Technology for Administrators Int 2	DM3R 11	6	5	1
Word Processing (level 5)	F59L 11	6	5	1
Front of Office	F59P 11	6	5	1
Central Services	F59S 11	6	5	1
Managing your Time and Resources	F59T 11	6	5	1
Handling Business Documents	F59W 11	6	5	1
Researching & Preparing Presentations	F5A0 11	6	5	1
Event Organisation	F5A3 11	6	5	1
Communication	F3GB 11	6	5	1

The optional Units are divided into four groups — Group A, Group B, Group C and Group D and are listed below. Candidates must complete three optional Units in order to obtain the NC Administration Group Award. Optional Units should be selected according to the following criteria:

Group A — minimum of zero Units and a maximum of three Units

Group B — minimum of zero Units and a maximum of three Units

Group C — minimum of zero Units and a maximum of three Units

Group D — minimum of zero Units and a maximum of one Unit

Beyond the 12 credits of the Group Award, centers and candidates are free to choose any other Units from the framework.

**Group A (Minimum zero, Maximum three)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Spreadsheets for Administrators	F5A5 12	6	6	1
Computer Application Package (Database): Practitioners	D16D 11	6	5	1
Word Processing (SCQF level 4)	F5A7 10	6	4	1
Word Processing (SCQF level 6)	F5A9 12	6	6	1
Medical — Word Processing (SCQF level 4)	F7KV 10	6	4	1
Medical — Word Processing (SCQF level 5)	F7KV 11	6	5	1
Legal — Word Processing (SCQF level 4)	F7KT 10	6	4	1
Legal — Word Processing (SCQF level 5)	F7KT 11	6	5	1
Skills Development for Administrators	F5AF 11	6	5	1
Higher Administration	X214 12	6	6	1
Administrative Services	DM3P 12	6	6	1
Information Technology for Management	DM3V 12	6	6	2

**Group B (Minimum zero, Maximum 3)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Shorthand: An Introduction	F5AA 11	6	5	1
Shorthand: Speed Development (50 wpm)	F5AB 11	6	5	1
Shorthand: Speed Development (60 wpm)	F5CA 11	6	5	1
Audio: An Introduction	F5AD 10	6	4	1
Audio: Intermediate	F5AE 11	6	5	1
Medical — Audio (SCQF level 4)	F7KR 10	6	4	1
Medical — Audio (SCQF level 5)	F7KR 11	6	5	1
Legal — Audio (SCQF level 4)	F7KT 10	6	4	1
Legal — Audio (SCQF level 5)	F7KT 11	6	5	1

**Group C (Minimum zero, Maximum 3)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Numeracy	F3GF 11	6	5	1
Communication	F3GB 12	6	6	1
Recording Cash Data	D0W0 11	6	5	1
Human Resources: Administration	F5AG 12	6	6	1
Work Experience	D36H 11	6	5	1
Developing Skills for Employment	F393 11	6	5	1
Medical Terminology: An Introduction	F5AK 11	6	5	1
Medical Reception and Records	F5AJ 11	6	5	1
Contract Law: An Introduction	F392 11	6	5	1

**Group D (Minimum zero, Maximum one)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
French for work purposes	F3CG 10	6	5	1
French for work purposes	F3GG 11	6	6	1
German for work purposes	F3CC 10	6	5	1
German for work purposes	F3CC 11	6	6	1
Italian for work purposes	F3CB 10	6	5	1
Italian for work purposes	F3CB 11	6	6	1
Russian for work purposes	F3C8 10	6	5	1
Russian for work purposes	F3C8 11	6	6	1
Spanish for work purposes	F3C7 10	6	5	1
Spanish for work purposes	F3C7 11	6	6	1
Urdu for work purposes	F3CE 10	6	5	1
Urdu for work purposes	F3CE 11	6	6	1
Gaelic (Learners) for work purposes	F3CD 10	6	5	1
Gaelic (Learners) for work purposes	F3CD 11	6	6	1
Cantonese for work purposes	F3CF 10	6	5	1
Cantonese for work purposes	F3CF 11	6	6	1
Mandarin for work purposes	F3CA 10	6	5	1
Mandarin for work purposes	F3CA 11	6	6	1
Polish for work purposes	F3C9 10	6	5	1
Polish for work purposes	F3C9 11	6	6	1
ESOL: Basic operational reading and writing skills	F2VK 33	6	6	1
ESOL: Basic operational speaking and listening skills	F2VJ 33	6	6	1
ESOL: Developing basic listening and speaking skills	F1J0 40	6	5	1
ESOL: Developing basic reading and writing skills	F1J1 40	6	5	1

## 5.2 Mapping information

The structure of the NC in Administration meets the aims and the requirements of the award in a number of ways which can be summarised as follows:

- ◆ It provides skills, knowledge and capabilities needed for employment
- ◆ It provides multiple progression routes
- ◆ It retains the benefits of existing provision at this level but provides the credibility of a nationally accredited award
- ◆ It consists of Units which are practical and will engage the interests of learners
- ◆ It is compatible with existing arrangements currently adopted by centres
- ◆ It provides the flexibility which learners and centres value
- ◆ It provides an opportunity for learners to develop Core Skills

The flexibility of the structure is a particularly important aspect of the award. This flexibility has several dimensions and contributes significantly to the way in which the structure meets the requirements for a new award.

The structure is flexible for candidates who wish to progress horizontally and vertically within the award. Those wishing to enter employment for example can move horizontally and take optional Units at level 5, such as *Medical Reception and Records*, *Medical Audio* at levels 4 or 5, or *Legal Audio* at levels 4 or 5. Candidates wishing to progress to an HN award at SCQF level 7, can progress vertically and take optional Units at level 6, for example *Spreadsheets for Administrators*, *Communication*, *Human Resources: Administration* and *Higher Administration*.

The flexibility of the award is further enhanced as the structure takes into account that centres are likely to offer the NC in Administration as the central part of programmes of 17–20 modules. The new award is, therefore, compatible with existing arrangements, especially since the choice of Units, particularly in the optional section, was influenced by those currently provided by centres.

The importance of links to the National Occupational Standards is also taken into account. The Council for Administration publishes the standards for SVQs in Business & Administration and the level 2 standards are shown in Appendix 2. The table below shows where the Units of this award have specific links to the National Occupational Standards:

<b>Mandatory Units</b>	<b>Level</b>	<b>Links to NOS</b>
Information Technology for Administrators	level 5	209, 214, 215, 216
Word Processing (SCQF level 5)	level 5	213, 224
Front of Office	level 5	203, 206, 219
Central Services	level 5	209
Managing your Time and Resources	level 5	201
Handling Business Documents	level 5	207, 208
Researching and Preparing Presentations	level 5	210, 215, 217
Event Organisation	level 5	225
Communication	level 5	201, 225

### 5.3 Articulation, professional recognition and credit transfer

#### *Articulation*

Although there is no direct articulation from the National Certificate in Administration to HN Administration and Information Technology, candidates who have completed optional Units at SCQF level 6 will be well prepared to embark on an HN programme in AIT or in an associated area.

## 6 Approaches to delivery and assessment

The delivery of the Award is at the discretion of individual centres. As already noted, most centres currently offer a full-time programme of 17–20 Units to learners at NC level over an academic session. The NC Administration at SCQF level 5 has been designed to be compatible with these arrangements. It would be expected, therefore, that centres would continue to offer a programme of Units, but that this will include the **nine** mandatory Units and at least **three** optional Units from the framework of the NC Administration.

The flexibility of the award means that centres can tailor the Unit programmes that they offer to suit their own particular circumstances. Centres could, for example, provide supplementary Units which would assist candidates who wish to progress to particular HN programmes. Centres may choose to provide learners with the opportunity to gain further certification — in qualifications at Higher level.

Timetabling of the Units will be at the discretion of each individual centre. However, two examples have been given in Appendix 4 which shows timetabling over two semesters. One for those candidates wishing to pursue a career within the medical services and the other for those candidates whose intention it is to undertake a Higher National Certificate in Administration and Information Technology. From these examples, centres can see that the suggestion would be to deliver the mandatory Units in the first semester as far as possible, thus providing the underpinning knowledge required to undertake level 6 Units.

The Units chosen for NC Administration are ones which lend themselves to practical methods of delivery and of assessment. Specific learning and teaching methods will vary between and within Units, but there is a common thread of presenting them in a way which will engage the interest of learners.

It is envisaged that most centres will be offering the NC Administration as a full-time course, over the full academic year, incorporating a total of 17–20 Units. Some may decide to offer the Course as an ‘Access to HN’, commencing in January, and only covering the required 12 credits. Alternatively, some centres may decide to offer the 12 credit Course on either a part-time or distance learning basis, or as a mixture of both.

Assessment Support Packs are available for all new Units which will reinforce the practical aspect of the Unit specification, as well as reinforcing a common standard across centres. However, the *Event Organisation* Unit will not have its own ASP. It is felt that centres will use a variety of events of many different natures and it was decided that the introduction of an ASP may make the choice too narrow.

Assessment Support Packs also have a critical role in ensuring that delivery of Units is linked to administration and admin-related situations. The SQA design principles for NC Awards do not demand the inclusion of an integrative Unit such as the Graded Unit in Higher National Awards. This means that integration between Units has to occur within the delivery mechanisms of the Unit which comprise the Award. One way to do this is to maintain an admin focus across all Units. This has been achieved through the choice of Units in the framework and is reinforced by the Assessment Support Packs.

There are also possibilities for integration on the delivery of the Units. For example, the WP/IT Units — *Word Processing* (SCQF level 5) together with aspects from the *Skills Development for Administrators* (SCQF level 5). *Word Processing* could also integrate with *Communication* and *Event Organisation* with the writing of reports, letters, minutes, etc. Another area could be the integration of *Managing Your Time and Resources* with the *Event Organisation* Unit.

Taking the above into account it may be that centres may wish to look at integrating the assessment of Units also.

### **Core Skills**

The QDT responsible for the development of the NC in Administration believes that Core Skills development is more meaningful for learners and provides more benefit to employers if it is undertaken in the context of Administration.

The award develops Core Skills in several ways.

*Communication* at level 5 is achieved through the inclusion of the discrete Unit in the mandatory section of the award. An Assessment Support Pack will be prepared to ensure that this will be contextualised in an administrative environment.

*Working with Others* at level 4 is achieved through the inclusion of the mandatory Unit, *Event Organisation*, and also through the optional Unit, *Work Experience* at level 5.

The optional Unit, *Skills Development for Administrators*, embeds the Core Skill in *Information Technology* at Intermediate 2 level and an ASP is available for this. The Higher Administration Course within the optional section embeds the Core Skill *Information Technology* at SCQF level 6, NABs are available for all Units within the course. Aspects of the Core Skill in *Information Technology* at levels 4 and 5 are achieved through the mandatory Units *Word Processing* (SCQF level 5), *Front of Office* (SCQF level 5) and *Researching and Preparing Presentations*, Assessment Support Packs for all these Units are available. Aspects of *Information Technology* at level 4 can be achieved through the optional Units: *Shorthand: Speed Development* (50 and 60 wpm) and *Audio: Intermediate*.

*Numeracy* at level 5 is achieved through the inclusion of a discrete Unit in the optional section. Aspects of the Core Skill in *Numeracy* at level 4 is achieved through the mandatory Unit, *Handling Business Documents*, and at level 5 through the optional Unit, *Spreadsheets for Administrators*. Assessment Support Packs are available for these Units.

The Core Skill *Problem Solving* is embedded at level 5 in the optional Unit, *Work Experience*, but aspects of this core at level 4 is available through the mandatory Units *Event Organisation* and *Researching and Preparing Presentations*.

Full details of Core Skills development are given in Appendix 3.

## 7 General information for centres

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 8 General information for candidates

The National Qualifications Group Award (NQGA) in Administration at level 5 has been designed as a flexible, administrative oriented programme which will provide you with a range of administrative skills, understanding and experience. The qualification recognises the fact that you will be at a stage where you are making choices about your future. It is, therefore, designed to offer different exit routes. Depending on the optional Units that you may choose to study, you may decide to exit to employment or to further study at Higher National or other level.

There are **nine** mandatory Units that must be completed as well as a minimum choice of **three** additional Units from a choice of options. Depending on your place of study, all of these options may not be available to you. Regardless of choice of optional Units, you must successfully complete a minimum of 12 Units from the qualification framework to gain the award.

The mandatory Units are designed in order that you may gain experience and skills in the following areas:

- ◆ A background in administration which will enable you to reflect on your present situation within an administrative context
- ◆ The ability to consider the various options that are open to you and to make informed career choices about your future
- ◆ Prepare you for entry into further study such as Higher National awards in Administration and Information Technology, Accounting and other related areas
- ◆ Prepare you for entry into employment in an administrative context
- ◆ Provide you with specific administrative related skills demanded by employers
- ◆ Provide you with relevant Core Skills for administrative related occupations and for further study in administration.

The mandatory Units will equip you with skills such as:

- ◆ Practical ICT skills
- ◆ Knowledge and handling of common business documents
- ◆ Research and presentation skills
- ◆ Skills and knowledge that will enable you to undertake duties in a modern office
- ◆ Written and oral communication skills
- ◆ Employability skills:
  - positive attitude to workplace and learning
  - good time-keeping and attendance
  - how to work co-operatively
  - self-respect and respect and consideration for others
  - adaptability and flexibility
  - confidence to seek and give feedback
  - self-review and evaluation
  - customer care skills

Assessments for all of the Units undertaken will be a mixture of open and closed-book and all mandatory Units, with the exception of *Event Organisation*, will have Exemplars. The *Communications* Unit will have a contextualised assessment. Re-assessment will be offered if required.

There are no specific entry requirements for the National Certificate in Administration SCQF level 5. Entry is completely at the discretion of the centre. You can discuss your situation with college staff, who will be pleased to offer you advice on how the course can be of help to you.

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

**SCQF levels:** The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised National Certificates/National Progression Awards** are those developments or revisions undertaken by a group of centres in partnership with SQA.

## 10 Appendices

Appendix 1: Statistics

Appendix 2: National Occupational Standards

Appendix 3: Core Skills Table

Appendix 4: Timetabling examples

## Appendix 1: Statistics

### Destination of NQ Administration & Business Candidates

#### NQ Administration

	Enrolled*	Passed	FT HE	Work	FE	Not known	Progression to HE**
2004/5005	7	5	4		1		80%
2003/4004	11	9	1	4		4	20%
2002/3003	22	6	4			2	100%
2001/2002	27	10	3	2		5	60%
2000/1001	12	1	1				100%

\*excludes those transferring between SGA Business Administration to NQ Admin..

\*\* % progressing to HE/those who passed and whose destinations are known.

#### FT HE

2004/2005 — HNC AIT (3), HNC Social Sciences

2003/2004 — BSc, Nursing

2002/2003 — HNC AIM (4)

2001/2002 — HNC AIM, HNC Computing, HNC Beauty Therapy

2000/2001 — HNC Computing

#### Work

2003/2004 — Admin Assistant (2), Receptionist, Shop Assistant

2001/2002 — Sales Assistant, RAF

#### FE

2004/2005 — Highers

#### SGA Business Administration

	Enrolled*	Passed	FT HE	Work	Not Known	Progression To HE**
2004/2005	19	8	4		4	100%
2003/2004	16	11	8	1	2	89%
2002/2003	18	11	8	3	2	73%
2001/2002	9	3	3			100%
2000/2001	31	14	11	3		79%

#### FT HE

2004/2005 — HNC Business (2), HNC Accounting, HNC Computing

2003/2004 — HNC Business (3), HNC Accounting (3), HNC AIM (2)

2002/2003 — HNC Business (5), HNC AIM (3)

2001/2002 — HNC Business, HNC Accounting, HNC AIM

2000/2001 — HNC Business (4), HNC AIM (6), HNC Tourism (1)

#### Work

2003/2004 — Office Assistant

2002/2003 — Admin Assistant (2), Eurocamp Rep

2001/2002 — Market Researcher, Sales Assistant, Nursing

No of  
College  
responding  
10 +  
unattributed

**Centre Staff Consultation**

No of responses: 22

**Q1 Will completion of the award provide appropriate skills for employment in an Admin?**

	Agree str	Agree	Neither	Disagree	Dis strgly
ctr	7	14	2	0	0

**Q2 Will successful candidate be well prepared for work in Admin role?**

ctr	6	15	2	0	0
-----	---	----	---	---	---

**Q3 Would proposed award help progression from other qualifications or experience?**

ctr	1	16	6	0	0
-----	---	----	---	---	---

**Q4 Does award meet the needs of candidates in progressing to HNC/HND?**

ctr	4	12	6	1	0
-----	---	----	---	---	---

**Q5 Does award meet the needs of candidates in progressing from NC at SCQF level 4&5?**

ctr	3	13	5	2	0
-----	---	----	---	---	---

**Q6 Will FE colleges and other centres be able to recruit candidates for this course?**

ctr	5	11	4	0	1
-----	---	----	---	---	---

**Q7 Is the Mandatory section sufficiently inclusive?**

ctr	2	11	5	4	0
-----	---	----	---	---	---

**Q8 Optional subjects - sufficient breadth and opportunity to specialise?**

ctr	8	11	1	3	0
-----	---	----	---	---	---

**Q9 Is qualification framework flexible enough to meet the diverse needs of candidate?**

ctr	8	12	1	2	0
-----	---	----	---	---	---

**Q10 Core Skills — scale of importance**

	Essential	Important	Desirable	Irrelevant
Reading	21	2	0	0
Writing	21	2	0	0
Oral Communication	17	5	1	0
Using Numbers	12	10	1	0
Using Graphical Info	4	15	4	0
Using IT	20	3	0	0
Critical Thinking	6	10	7	0
Planning/Organising	9	9	5	0
Reviewing/Evaluating	5	8	10	0
Working with Others	8	12	1	0

**Q11**

Certificated?

	9
	13
	9
	12
	7
	12
	2
	6
	3
	11

Dulcet

**Q12 How important that NQ Group Award provides underpinning knowledge of NOS?**

ctr	13	5	0	0	4
-----	----	---	---	---	---

**Past Candidate Consultation**

No of responses 34

**Q1 Does the Mandatory section cover all of the key areas needed?**

past 11 21 2 0 0

**Q2 Optional subjects — sufficient breadth and opportunity to specialise?**

past 10 21 3 0 0

**Q3 Would proposed award help progression from other qualifications or experience?**

past 13 20 0 0 0

**Q4 Does award meet the needs of candidates in progressing to HNC/HND courses?**

past 14 20 0 0 0

**Q5 Core Skills — scale of importance**

	Essential	Important	Desirable	Irrelevant
Reading	26	8	0	0
Writing	27	7	0	0
Oral Communication	21	12	1	0
Using Numbers	12	20	3	0
Using Graphical Info	4	16	12	2
Using IT	23	13	0	0
Critical Thinking	6	25	5	1
Planning/organising	11	17	5	0
Reviewing/Evaluating	5	26	2	0
Working with Others	17	14	3	0

**Q6.**

**Certificated?**

	20
	23
	12
	18
	12
	29
	12
	17
	11
	18

2 NO!

**Q7 How important is it that the qualification links with NOS and SVQ's**

Very	Quite	Not very	Not at all	Don't know
10	18	0	0	5

**Q8 After study did you:**

Take up paid employment?	2
Progress to HNC/HND AIT?	31
Progress to another HNC/HND?	1
none of these?	0

**Q9 What type of job did you get after studying Admin at NC level?**

**Q10 Will successful candidate have learned appropriate skills**

**for employment in a relevant industry?**

Agree str	Agree	Neither	Disagree	Dis Strongly
		1		

**Q11 Would proposed award develop sufficient understanding**

**to assist smooth progression to HNC/HND AIT?**

13	19	0	0	1
----	----	---	---	---

**Q12 What HNC/HND did you progress to after your qual in admin?**

HND Admin and IT (3 no.)  
University (unspecified)

**Q13 Would proposed course help candidates develop sufficient knowledge  
to progress to HNC/HND named above?**

agree  
3

**Q14 What did you do when you finished your Admin qualification?**

Agency wk with Strathclyde Police (8 weeks)

**Industry/Employer Consultation**

No of responses 21

**Q1 Will a successful candidate for this course have learned appropriate skills for Admin role in your business?**

Agree str	Agree	Neither	Disagree	Dis Strongly
5	13	2	1	0

**Q2 Would successful candidate be well prepared for work in your business?**

1	13	4	2	0
---	----	---	---	---

**Q3 Do you think that there would be a demand for this qualification by employers in your business/industry?**

Lot	Some	Not much	No demand	Not sure
5	14	2	0	0

**Q4 Mandatory section****a. How relevant are subject areas to admin role/your industry**

very	quite	not much	not at all	don't know
16	5	0	0	0

**b. How appropriate that this section should be mandatory?**

16	5	0	0	0
----	---	---	---	---

**Q5 Optional Units****a. How relevant are these subject areas to your industry?**

10	9	0	0	2
----	---	---	---	---

**b. How appropriate for these subjects to be optional?**

4	10	0	1	5
---	----	---	---	---

**c. Any changes, or additions?****Q6 Does your organisation use SQA NQ's as standard for:**

	yes	No	Don't know
a. Recruitment of staff?	10	8	2
b. Development of staff?	9	8	4

**Q7 Does your organisation use SQA Qualifications in Administration as standard for:**

	yes	No	Don't know
a. Recruitment of staff?	10	8	2
b. Development of staff?	9	9	2

**Q8 Give examples of positions staff with this qual would hold in your organisation**

- Receptionists
- Secretaries
- Admin People
- Clerical Assistant
- Medical secretary
- Audio Typist

**Q9 Would having this qual help holders access range of employment in your business/industry?**

Yes,lot	Yes,little	No,not much	No, not at all	Don't know
14	6	1	0	0

**Q10 How important is it that this qualification links to National Occupational Standards?**

Very important	Quite important	Not very important	Not at all important	Don't know
10	6	0	0	5

**Q12 For an employee with an NQ Group Award in Admin, rate Core Skills**

	<b>in terms of importance?</b>			
	Essential	Important	Desirable	Irrelevant
Communication: Reading	20	0	0	0
Communication: Writing	19	1	0	0
Communication: Oral Communication	20	0	0	0
Numeracy: Using Numbers	8	8	5	0
Numeracy:Using Graphical Info	1	5	8	5
Information Technology: Using IT	16	4	0	0
Problem Solving: Critical Thinking	7	11	3	0
Problem Solving: Planning/Organising	4	15	1	0
Problem Solving: Reviewing/Evaluating	4	11	3	2
Working with Others	17	4	0	0

## **Feedback — Centres**

Ten colleges responded plus two unattributed responses

### **Question 1b... appropriate skills for Admin role?**

- ◆ Don't know what is contained in the Units so hard to agree strongly
- ◆ If it includes basic database and spreadsheets
- ◆ No mandatory Communications? Some have poor written skills
- ◆ Units cover key areas of work in a modern office
- ◆ Comm. skills are crucial.; WProcessing candidates need 50 wpm — need opp to develop in WP Units
- ◆ Only 1 Unit assigned to HR — Additional Units should be added. Further research reqd
- ◆ Good to see keyboarding; and for audio (employers need good audio and 50wpm typing)
- ◆ Good to see shorthand in options — skills shortage in this area

### **Question 2b... well prepared for work in Admin role?**

- ◆ Assuming that they have plenty of WP practice and select Comms as an option
- ◆ More info needed. Couldn't find Unit specs on the website
- ◆ Would not prepare Legal Admin candidates to progress to HN (require 6 legal Units)

### **Question 3b...will help progression from other qualifications etc?**

- ◆ Not sure how this would fit as progression from Int 1 Higher
- ◆ Getting a Group Award would be an incentive to progress
- ◆ Would enable candidates to build on achievements at school — gain more practical experience
- ◆ What if candidate is a beginner?
- ◆ Knowledge of routes is insufficient to comment

### **Question 4b... Progress to HNC/HND?**

- ◆ High level of Communications should be necessary to progress of HN, therefore, Comms. should be core
- ◆ Only if Comms and Accounts are selected, and probably also WP and spreadsheet
- ◆ Communications skills essential for HN. Comms should be core.
- ◆ Assume that "central office systems" includes basic procedures (mail; petty cash; filing;)
- ◆ This would really assist OA at HN
- ◆ Dependent on options taken
- ◆ Agree only if content of Units is not low in theory
- ◆ Essential to include extensive written skills (covered in options)
- ◆ Award is natural progression to HNC/HND AIT.... Could not progress to HNC/HND Legal Services

**Question 5 b...does qual meet needs to progress from NC courses in Admin at SCQF 4 and 5?**

- ◆ Depends on what Units candidates study at school. Could be new subjects, or could reinforce existing subjects
- ◆ Depends on how many NC courses they have already
- ◆ Need more info on Units. Insufficient knowledge of routes. Can't check Unit specs.... but potentially..
- ◆ Is it possible to have similar award at levels 4/5 to replace current Int. 1 Admin? This would allow Colleges to offer "different curriculum" to schools and help attract more candidates
- ◆ Encompasses key vocational areas.
- ◆ Assuming they have selected communication Unit!

**Question 6b... Will FE colleges and other centres be able to recruit for this course?**

- ◆ Hopefully. Good to see discrete Units for FE. Should offer an acceptable progression route from schools
- ◆ Difficult to predict recruitment figures.
- ◆ Will be able to recruit admin candidates but not legal administration course

**Question 7b...Mandatory area sufficiently inclusive?**

- ◆ Communications should be core. Numeracy should be optional
- ◆ Comms should be in there. Can't COS and FOS be amalgamated into one Unit?
- ◆ Assuming that Database and Spreadsheets are included. Would like an Introduction to Internet included.
- ◆ Perhaps Developing Personal Effectiveness could be mandatory (It is for the HNC AIT!)
- ◆ Lack of written work.

**Question 8..Optional areas.. sufficient breadth or opportunity to specialise?**

- ◆ Numeracy either embedded or to be included?
- ◆ More options for legal studies and human resource management

**Question 9.. flexible enough to meet diverse needs?**

- ◆ Wide range of options is not always possible
- ◆ Unlikely to have much choice of options unless course numbers are large

**Question 11b... supporting comments re. certification**

- ◆ Could Problem Solving Core Skills itemise Critical Thinking; Planning and Organising; Reviewing and Evaluating?

**Question 12..indicate appropriate NOS where there should be links.**

- ◆ Council for Administration SVQ level 2

**Question 13.. any other comments to help steer the development of this course?**

- ◆ Any move which more closely aligns the course with HN would be welcome
- ◆ Centres also require to be flexible, and this can be seen as potential problem area
- ◆ This award would be ideal for our January start programme which is based on a 12 Unit curriculum for those who possess correct entry level skills
- ◆ Award is comprehensive in terms of content. Good to see audio and shorthand included
- ◆ Breakdown of proposed Unit content would assist staff. Two of my team met with me to discuss the above and intimated that this would have been of use in commenting on above.

## **Feedback — Employers**

**Question 11 — examples of activities that your employees with NQ Group Award might be required to do using the following Core Skills:**

### **Communication: reading**

1.1a Read, understand and evaluate straightforward written communication

- ◆ Emails; messages; letters; reports;
- ◆ correspondence from clients; and from colleagues;
- ◆ hospital reports; prescription requests; tasks sent from doctors to Admin staff
- ◆ Follow instructions from senior staff, and from emails telephone, etc

1.1b Read and understand complex written communication

- ◆ as above
- ◆ not applicable
- ◆ data input re medical diagnosis from reports
- ◆ Admin work — following protocols

### **Communication: writing**

1.2a Produce simple but detailed written communication

- as above
- routine correspondence; written reports for colleagues
- message book, (used by all members of the Primary Care team)
- messages for members of the team

1.2b Produce well-structured written communication

- ◆ mostly as above
- ◆ need to be able to précis messages and structure good short messages
- ◆ messages from hospital solicitors which are to be passed to team members

1.2c. Produce well-structured written communication on complex topics

- ◆ unlikely at this level
- ◆ not applicable
- ◆ not required often
- ◆ audits

### **Communication: Oral**

1.3a. Produce and respond to straightforward oral communication

- ◆ reception work
- ◆ take and make phone calls; receive instructions
- ◆ liaison with clients and colleagues
- ◆ may need to interpret orders from GPs and patients
- ◆ communicating with the whole team

1.3b Produce and respond to oral communication on a complex topic

- ◆ audit reports
- ◆ powerpoint

### **Numeracy: using numbers**

2.1a Apply a range of straightforward numerical skills in everyday contexts

- ◆ audit reports;
- ◆ cash handling; accounts; invoices; posting account entries; basic financial statements
- ◆ simple numerical skill required for prescribing

2.1b..... all as above... Practice manager level

2.1c. Apply in combination, a wide range of numerical, statistical, mathematical skills etc

- ◆ probably not; not applicable
- ◆ not required for Admin. Practice manager level

### **Numeracy: Using Graphical Information**

2.2a Interpret and communicate straightforward graphical information in everyday contexts

- ◆ not applicable
- ◆ not required for Admin. Practice manager level
- ◆ only using spreadsheets

2.2b

2.2c.... not at this level. Admin Manager level only

### **Information Technology**

3.a Using an IT system effectively to perform a range of straightforward tasks

- ◆ appointment systems
- ◆ emails; word documents;
- ◆ w. processing; spreadsheets' internet research' diary management
- ◆ good skills required prescriptions and appointment systems
- ◆ IT is very important in General Practice

3b. As above

3c Using It system independently..... Required at Admin manager level only

### **Problem solving: Critical Thinking**

4.1a Analyse a straightforward situation or issue

- ◆ client inquiries
- ◆ dealing with patient requests;
- ◆ must be able to problem solve and act. Patients life may depend on this
- ◆ dealing with calls correctly and using initiative

4.1b Analyse a complex situation or issue

- ability reqd is to identify a complex situation and liaise with qualified colleague
- may need some insight
- in Reception with IT. General enquiries

### **Problem solving: Planning and Organising**

4.2a Plan, organise and complete a straightforward task

- ◆ Day to day work
- ◆ See 4.1a
- ◆ Should be able to plan organise and solve
- ◆ Required in all areas of the practice

4.2b (

4.3a (..... Managerial level only and then tasks devolved down (most responses)

4.3b (

### **Working with Others**

5a Work with others in a group to complete a straightforward activity

- ◆ Day to day work in a team of receptionists
- ◆ At all times work as a team

5b (

5c (....

- ◆ Tasks as 4.1a
- ◆ Must be able to be a team player
- ◆ Tasks organised as part of a team meeting.

## **Past candidate comments**

### **Question 1b... any new mandatory areas to be added?**

- ◆ English should be included in the mandatory section. Event Organisation is not part of the role of an Admin Assistant
- ◆ Subjects covered give candidates an insight into the daily life of an office worker
- ◆ Ask candidates to feedback through reviews and questionnaires
- ◆ Communication should be mandatory. It is needed at Int.2 to progress to HNC
- ◆ Would be better to get more usage of the computer programs

### **Question 2.. any new optional areas to be added?**

- ◆ Marketing/ Economics/ Statistics for Business
- ◆ Many options will not be done. It would be better to do them ALL!

### **Question 3b.. will proposal help candidates to progress from other qualifications?**

- ◆ This course offered a different kind of skill, which might help for a different qualification. Candidates can do HR because they have IT skill (??)
- ◆ Wider range should prepare Candidates well for future employment or further study

### **Question 4.. will proposal help candidates to progress to HNC/HND courses?**

- ◆ Need to obtain 50 wpm to progress to HNC
- ◆ Need Communication (has to be core)
- ◆ Proposed qualification will give insight into what is required for HNC, allowing candidate to decide of course is suitable
- ◆ Proposed qualification covers a wide subject range. Shorthand and audio should not make the HNC/HND that difficult for candidates to adjust to.
- ◆ Wider range of qualifications within Admin should assist progress to further study.

### **Question 6b... comments supporting certification**

- ◆ If you go looking for a job in a local shop you need to have good numerical skill and talking
- ◆ Certification useful as a record for employers and for further education

### **Question 10b... relevance of skills learned**

- ◆ Can't say. Need more info on Units

### **Question 11b..sufficient knowledge to progress to HNC/HND AIT?**

- ◆ Need more info on Units
- ◆ Should help candidates have better understanding of what will be required of them in doing the HNC
- ◆ Yes. Covers more of the Units also in the HNC/HND (eg HR; front office skills; central systems)

### **Question 15.. any other comments?**

- ◆ Why does NQ have to change? I am happy with the present curriculum as it prepared me for HN and work. I am now Admin Assistant
- ◆ Shorthand was the most difficult part. Not enough teaching was provided because of the time factor. More practice work should have been provided
- ◆ Good proposal being suggested. Should help progress to HNC/HND without the workloads and subjects being a shock.

## Appendix 2: National Occupational Standards

### 201 Carry out your responsibilities at work

#### Summary

Communicate effectively, accept responsibility for own work and its delivery, improve own performance and behave in a way that encourages effective working.

You will apply the following skills:

- ◆ Communicating
- ◆ Planning
- ◆ Managing time
- ◆ Solving problems
- ◆ Evaluating
- ◆ Team working

#### Performance Indicators

You will:

##### Communicate information

1. Actively focus on information that other people are communicating, questioning any points you are unsure about
2. Provide accurate, clear and structured information confidently to other people and in a way that meets their needs
3. Make useful contributions to discussions
4. Confirm and read written material that contains information that you need
5. Extract the main points you need from written material
6. Provide written information to other people accurately and clearly

##### Plan and be accountable for your work

7. Agree realistic targets and an achievable timescale for your work
8. Plan how you will make best use of your time and the other resources you need
9. Confirm effective working methods
10. Identify and report problems when they arise, using the support of other people when necessary
11. Keep other people informed of your progress
12. Meet your deadlines or renegotiate timescales and plans in good time
13. Take responsibility for your own work and accept responsibility for any mistakes you make
14. Follow agreed guidelines, procedures and, where appropriate, codes of practice

##### Improve your own performance

15. Encourage and accept feedback from other people
16. Use feedback to agree ways to improve your own work and put improvements into practice
17. Agree where further learning and development could improve your performance
18. Follow through a learning plan that meets your own needs
19. Review your progress and update your learning plan

##### Behave in a way that supports effective working

20. Set high standards for your work and show commitment in achieving these standards
21. Understand your own needs and rights
22. Show a willingness to take on new challenges
23. Adapt readily to change
24. Treat other people with honesty, respect and consideration
25. Help and support other people

## Knowledge

You will know:

1. Why effective communication is important
2. How to focus actively on what others are communicating
3. Why it is important to question things you are not sure about
4. How to structure and present information clearly and accurately
5. Why it is important to adapt the way you communicate to meet the needs of other people
6. Why it is important to seem confident when communicating with others
7. How non-verbal communication affects the impact you have on other people
8. How to contribute positively to discussions
9. Where to find written information that you need as for work
10. How to pick out the main points you need from written information
11. How to provide written information in a way that meets other people's needs
12. Why it is important to plan your work and be accountable to others
13. How to agree realistic targets for your work and why this is important
14. How to plan your work
15. The types of problems that may occur during your work and how to report them
16. Why it is important to keep other people informed about progress
17. Why you should give other people sufficient notice if you need to revise your plans
18. Why it is important to acknowledge and learn from your mistakes
19. Guidelines, procedures and codes of practice that are relevant to your work
20. Why it is important to try to continuously improve your work
21. Why it is important to encourage and accept feedback from others
22. How learning and development can help you to improve your work and further your career
23. The main career progression routes available to you
24. Learning and development opportunities that are available to you
25. Why the way you behave in the workplace is important
26. Why it is important to set high standards for your work and how to set these standards
27. Why it is important to be ready to take on new challenges and adapt to change
28. Why it is important to treat others with honesty, respect and consideration
29. The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not
30. How to help and support others and why this is important

## 203 Maintain customer relations

### Summary

Identify and deliver services to meet customer needs. Customers may be internal or external to the organisation.

You will apply the following skills:

- ◆ Interpersonal skills
- ◆ Questioning
- ◆ Listening
- ◆ Negotiating
- ◆ Managing time
- ◆

### Performance Indicators

You will:

#### Identify customer needs and expectations

- 31. Build positive working relationships with customers
- 32. Identify and confirm customer needs and expectations
- 33. Agree timescales, quality standards or procedures to follow

#### Deliver services

- 34. Provide services to agreed timescales and quality standards
- 35. Check customer needs and expectations are met
- 36. Resolve or refer customer complaints in a professional manner and to a given timescale

### Knowledge

You will know:

- 37. What is meant by 'customer' and who your customers are
- 38. Why effective and efficient customer service is important
- 39. Why it is important to build positive working relationships with customers and how to do so
- 40. How to identify and confirm customer needs
- 41. The types of quality standards that are appropriate to your responsibilities
- 42. How to agree timescales and quality standards with customers and to meet these
- 43. The problems that customers may experience and who to report them to
- 44. The procedures you should follow to deal with customers' complaints and when you should use them
- 45. The response times you should meet when dealing with customer complaints, problems and general enquiries

## 206 Deal with visitors

### Summary

Meet the needs of visitors at reception

You will apply the following skills:

- ◆ Interpersonal skills
- ◆ Presenting yourself
- ◆ Questioning
- ◆ Listening
- ◆ Negotiating
- ◆ Decision-making
- ◆ Communicating
- ◆ Problem solving

### Performance Indicators

You will:

- 46. Help visitors feel welcome
- 47. Present a positive image of yourself and your organisation
- 48. Identify visitors and the reason for their visit
- 49. Follow organisational and security procedures
- 50. If appropriate, inform colleagues of the visitors' arrival
- 51. Make sure visitors' needs are met

### Knowledge

You will know:

- 52. Why it is important for organisations to have a friendly and efficient reception service
- 53. The role of the receptionist
- 54. Why it is important to present a positive image of yourself and your organisation
- 55. The types of visitors you receive, the requirements that they have and how to meet their needs
- 56. Why security procedures are important and the receptionist's responsibilities for security
- 57. The types of problems that may occur with visitors — including conflict and aggression — and how to deal with these
- 58. Organisation structures and communication channels within your organisation

## 207 Process customer financial transactions

### Summary

Receive, make and monitor customer payments.

This has been taken from the FSSC suite of national occupational standards.

You will apply the following skills:

- ◆ Planning
- ◆ Organising
- ◆ Checking
- ◆ Communicating
- ◆ Using technology
- ◆ Managing time
- ◆ Using number
- ◆ Problem solving
- ◆ Recording
- ◆ Reading

### Performance Indicators

You will:

- 59. Make sure that all documents, entries and records are accurate and legible
- 60. Receive payments from and make payments to customers
- 61. Confirm that calculations and balances are accurate
- 62. Recognise discrepancies in documents and take appropriate action
- 63. Identify any balances outstanding over the time period stipulated with your employer and take appropriate action
- 64. Keep accurate records of transactions
- 65. Comply with legal requirements, industry regulations, organisational policies and professional codes

### Knowledge

You will know:

- 66. Sources of information and advice within your organisation
- 67. Your organisation's time-scale standards
- 68. Your organisation's computer systems
- 69. Your organisation's filing and information retrieval systems
- 70. Your organisation's customer service procedures (including dealing with complaints)
- 71. The limits of your own personal authority and the action required if a problem is beyond your authority
- 72. How to access existing business customer records
- 73. Your organisation's procedures and time limits for payment by customers
- 74. Your customers' payments procedures
- 75. Ledger systems
- 76. Your organisation's computerised account set up procedures, including amendment arrangements
- 77. The different methods of receiving financial information
- 78. Your organisation's requirements relating to the application of codes, laws and regulatory requirements, including health and safety, as they impact on your activities

## 208 Operate credit control procedures

### Summary

Assess non-payments and take action to recover monies due.

This has been taken from the FSSC suite of national occupational standards.

You will apply the following skills:

- ◆ Organising
- ◆ Checking
- ◆ Communicating
- ◆ Using technology
- ◆ Managing time
- ◆ Using number
- ◆ Recording
- ◆ Reading

### Performance Indicators

You will:

- 79.** Assess the nature of non-payment
- 80.** Identify bad and potentially bad debts accurately
- 81.** Take action to recover monies due
- 82.** Establish the reasons for non-payment
- 83.** Clarify discrepancies and request any outstanding amounts
- 84.** Obtain the customer's agreement to pay the amount owed
- 85.** Agree appropriate methods of payment with the customer and monitor compliance with these
- 86.** Identify continued non-payment and take appropriate action
- 87.** Take the nature and circumstances of the account holder into account when deciding what action to take
- 88.** Keep accurate and up to date records of all actions taken
- 89.** Comply with legal requirements, industry regulations, organisational policies and professional codes

### Knowledge

You will know:

- 90.** The sources of financial advice and information at work
- 91.** Your organisation's time-scale standards
- 92.** Your organisation's computer systems
- 93.** Your organisation's filing and information retrieval systems
- 94.** Your organisation's customer service procedures (including dealing with complaints)
- 95.** Your organisation's requirements relating to the application of codes, laws and regulatory requirements, including health and safety, as they impact on your activities
- 96.** The limits of your own personal authority and the action required if a problem is beyond your authority
- 97.** How to access existing business customer records
- 98.** Your organisation's policy and procedures for writing to customers
- 99.** Your customers' payment procedures
- 100.** Ledger systems
- 101.** Your organisation's computerised account set up procedures, including amendment arrangements
- 102.** Different methods of receiving financial information
- 103.** Escalation procedures when dealing with late payments
- 104.** Your organisation's procedures for identifying bad and potentially bad debts

## 209 Store, retrieve and archive information

### Summary

Use a manual or electronic information system to store, retrieve and archive information

You will apply the following skills:

- ◆ Planning
- ◆ Organising
- ◆ Reading
- ◆ Writing
- ◆ Using technology
- ◆ Communicating
- ◆ Problem solving
- ◆ Using number

### Performance Indicators

You will:

#### Process information

- 105. Identify and collect required information
- 106. Follow agreed procedures & legislation to maintain security & confidentiality
- 107. Store information accurately in approved locations
- 108. Update information as required

#### Retrieve information

- 109. Confirm information for retrieval
- 110. Comply with procedures and legislation for accessing an information system
- 111. Locate and retrieve the required information
- 112. Identify and report problems with information systems
- 113. Provide information in the agreed format and within agreed timescales

#### Archive information

- 114. Confirm information to be archived
- 115. Comply with procedures and legislation for archiving information
- 116. Archive information correctly and within agreed timescales
- 117. Maintain a record of archived information
- 118. Retrieve archived records on request

### Knowledge

You will know:

- 119. Why it is important to store, retrieve & archive effectively & efficiently
- 120. The different information systems and their main features
- 121. Legal and organisational requirements covering the security and confidentiality of information
- 122. Why it is important to confirm information to be collected, stored, retrieved and archived
- 123. The methods you can use to collect required information
- 124. The procedures you should follow to access information systems
- 125. How to make sure information is accurate
- 126. The problems that occur with information systems and who to report them to
- 127. Why it is important to provide information in the required format and within agreed timescales
- 128. When information should be archived and the procedures to follow

## 210 Research and report information

### Summary

Research and report information

You will apply the following skills:

- ◆ Planning
- ◆ Researching
- ◆ Organising
- ◆ Reading
- ◆ Writing
- ◆ Using number
- ◆ Communicating
- ◆ Using technology
- ◆ Presenting information
- ◆

### Performance Indicators

You will:

#### Research information

- 129.** Confirm aims and objectives and deadlines for the information search
- 130.** Confirm relevant sources of information
- 131.** Search for and obtain information to meet deadlines
- 132.** Record the information
- 133.** Maintain a record of sources used

#### Report information

- 134.** Organise the information in a way that will help analysis
- 135.** If necessary, get feedback on what you have found
- 136.** Present information in the most appropriate format, accurately and on time

### Knowledge

You will know:

- 137.** How to research information efficiently and accurately
- 138.** The types of information you are required to obtain
- 139.** Why it is important to agree aims, objectives and deadlines
- 140.** About relevant information sources and search methods
- 141.** Why you should maintain a record of sources you have used and how to do so
- 142.** How to organise information in a way that will help analysis
- 143.** The different formats that may be required when reporting information

## 213 Use IT to exchange information 2

### Summary

Use advanced email facilities such as setting up email groups, adding signatures, compressing file attachments and choosing search engines.

This is taken from the e-skills Area of Competence: Use IT to Exchange Information, level 2 Unit

You will apply the following skills:

- |                    |                   |
|--------------------|-------------------|
| ◆ Planning         | ◆ Communicating   |
| ◆ Recording        | ◆ Problem solving |
| ◆ Reading          | ◆ Researching     |
| ◆ Using technology | ◆ Organising      |
| ◆ Writing          | ◆                 |

### Performance Indicators

You will:

#### **Sending and receiving e-mails using the facilities provided by software**

- 144.** Use more advanced facilities, eg add signature or set priority of messages
- 145.** Send messages to groups of people using groups set up in an address book
- 146.** Send and receive instant messages with and without attachments
- 147.** Compress messages on sending and un-compress messages received
- 148.** Archive e-mails where necessary, such as by using folders and subfolders

#### **Search for information on the Internet or an intranet**

- 149.** Choose a search engine that is appropriate for the information that is needed
- 150.** Carry out searches efficiently, such as by using meta search engines, wild cards, AND or NOT (Boolean notation)

### Knowledge

You will know:

- 151.** How to send emails to groups using a group list within an address book
- 152.** How to archive and compress emails & how to avoid viruses
- 153.** What resources may be provided by email software and how to use them
- 154.** What to do about emails intended to cause problems, such as SPAM or chain mails
- 155.** How to keep the difficulties of sending & receiving large emails to a minimum
- 156.** What limits there are to the number or size of emails received and stored
- 157.** What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate emails

## 214 Word processing software 2

### Summary

Use word processing software to produce professional looking documents, for example, mail merged documents, reports and content for web pages.

This is taken from the e-skills Area of Competence: Word Processing Software, level 2 Unit

You will apply the following skills:

- |                 |                    |
|-----------------|--------------------|
| ◆ Presentation  | ◆ Reading          |
| ◆ Checking      | ◆ Organising       |
| ◆ Communicating | ◆ Using technology |
| ◆ Planning      | ◆                  |

### Performance Indicators

You will:

- 158.** Use appropriate techniques to handle, organise and save files
- 159.** Link information within the same type of software
- 160.** Add information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website
- 161.** Use a wide range of editing techniques appropriately, such as size and sort; inserting special characters and symbols and mail merge
- 162.** Format information in line with an organisational house style
- 163.** Format word processing documents to make them look professional, using a wide range of tools and techniques for tabs; columns (such as adding columns to whole document and part of a page); styles (such as apply an existing style to a word, line or paragraph); pages (such as headers and footers or inserting page breaks); and files (such as change format of word processing documents to RTF or HTML)
- 164.** Use appropriate tools and techniques for creating, editing and formatting professional looking tables, such as insert tables; create, add and delete columns; modify column width and row height and add borders and shading
- 165.** Select, change and use appropriate templates
- 166.** Use proof reading techniques to check that text looks professional
- 167.** Checking line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately
- 168.** Set up short cuts

### Knowledge

You will know:

- 169.** How to produce information that communicates clearly and accurately with the audience, where and when it is needed
- 170.** How to produce professional looking word processing documents for a wide variety of uses. Professional looking documents are well structured and appropriately styled so that they communicate effectively

## 215 Spreadsheet software 2

### Summary

Use spreadsheet software to produce spreadsheets that use more complex formulae and functions.

This is taken from the e-skills Area of Competence: Spreadsheet Software, level 2 Unit.

You will apply the following skills:

- ◆ Planning
- ◆ Communicating
- ◆ Using number
- ◆ Organising
- ◆ Using technology
- ◆ Checking

### Performance Indicators

You will:

171. Use appropriate techniques to handle, organise and save files
172. Link information within the same type of software
173. Add information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website
174. Insert data into multiple cells at once
175. Use a wide range of editing techniques appropriately in more complex spreadsheets such as use absolute and relative cell references and add data and text to a chart or change the type of chart
176. Format more complex spreadsheets using a range of appropriate tools and techniques for cells (such as colour, shading and borders); charts (such as change chart type, move and resize chart) and pages (such as headers and footers and adjust page set up for printing)
177. Check that page breaks fall in appropriate places and formatting is appropriate
178. Check the accuracy of results and sort out errors in formulas
179. Use appropriate functions and formulas in more complex spreadsheets, such as mathematical, statistical, financial and relational
180. Use appropriate tools and techniques for analysing more complex data such as filters
181. Use appropriate methods to present more complex data, such as the range of graphs and charts provided by the software
182. Set up short cuts

### Knowledge

You will know:

183. How to produce information that communicates clearly and accurately with the audience, where and when it is needed
184. How to produce more complex spreadsheets for a wide variety of uses. More complex spreadsheets will have structure that is familiar or often used
185. What methods are suitable for more complex data

## 216 Database software 2

### Summary

Use software applications to modify simple databases and create queries using multiple selection criteria and reports.

This is taken from the e-skills Area of Competence Database Software, level 2 Unit

You will apply the following skills:

- ◆ Planning
- ◆ Organising
- ◆ Communicating
- ◆ Using technology
- ◆ Checking
- ◆ Problem solving

### Performance Indicators

You will:

- 186.** Create fields for entering data with the required field characteristics, such as name, type, size and format
- 187.** Modify field characteristics within a simple (eg single table, non relational) database while maintaining the integrity of existing data, such as name, type and size
- 188.** Use appropriate tools and techniques to format data that is text and numbers
- 189.** Format reports from simple (eg single table, non relational) databases using appropriate tools and techniques for page layout, such as page size, page orientation, page numbering, headers and footers and margins
- 190.** Use automated facilities for checking data and reports, such as spell checking and sorting data
- 191.** Check reports are formatted and laid out appropriately
- 192.** Create and use multiple criteria queries to extract data
- 193.** Plan and produce reports from single (eg single table, non relational) databases
- 194.** Set up short cuts

### Knowledge

You will know:

- 195.** What types of design content are stored within the database, such as field types, field names and table names
- 196.** How data is structured in a simple (eg single table, non relational) database
- 197.** What characteristics in a database fields may have, such as data type, field name, field size and field format
- 198.** How field characteristics can contribute to data validation
- 199.** Why it is important to maintain data integrity
- 200.** What methods should be used to maintain data integrity in a simple (eg single table, non relational) database

## 217 Presentation software 2

### Summary

Use software applications to produce complex presentations.

This is taken from the e-skills Area of Competence: Presentation Software, level 2 Unit

You will apply the following skills:

- |               |                    |
|---------------|--------------------|
| ◆ Planning    | ◆ Communicating    |
| ◆ Organising  | ◆ Using technology |
| ◆ Summarising | ◆ Checking         |
| ◆ Writing     | ◆                  |

### Performance Indicators

You will:

201. Use appropriate techniques to handle, organise and save files
202. Link information within the same type of software
203. Add information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website
204. Use a wide range of editing techniques appropriately for more complex presentations such as inserting objects and other resources, resizing images and changing the position or orientation of other objects
205. Use proof reading techniques to check that text and images look professional
206. Check text formatting techniques are used appropriately
207. Check images and other objects are positioned and edited appropriately
208. Format complex presentations using appropriate tools and techniques, such as changing colour schemes for slides or using an organisational house style
209. Choose an appropriate method and presentation style to suit audience needs
210. Choose, use and adjust templates for presentations
211. Save a presentation as a slide show
212. Print speaker notes

### Knowledge

You will know:

213. How to produce information that communicates clearly and accurately with the audience, where and when it is needed
214. How to produce more complex presentations for a wide variety of uses. More complex presentations consist of electronic slides that include animation. They are well structured and appropriately styled so that they communicate effectively
215. How to include still images (eg downloading photos from a digital camera) and other objects produced using different software

## 219 Use a telephone system

### Summary

Use a telephone system to make, receive and transfer internal and external calls; and to check and deal with recorded messages.

You will apply the following skills:

- ◆ Questioning
- ◆ Listening
- ◆ Researching
- ◆ Communicating
- ◆ Presenting yourself
- ◆ Summarising
- ◆ Using technology
- ◆ Problem solving

### Performance Indicators

You will:

#### Making calls

- 216. Identify the purpose of the call
- 217. Obtain the name and numbers of the person to be contacted
- 218. Make contact with the person
- 219. Communicate information to achieve the purpose of the call
- 220. Project a positive image of yourself and your organisation
- 221. Summarise the Outcomes of the conversation before ending the call

#### Receiving calls

- 222. Answer the phone according to your organisation's procedures
- 223. Project a positive image of yourself and your organisation
- 224. Identify the caller, where they are calling from and what they need
- 225. Provide accurate and up-to-date information whilst protecting confidentiality and security
- 226. Transfer calls where requested
- 227. Take and relay messages according to the caller's needs
- 228. Summarise the Outcomes of the conversation before ending the call

#### Dealing with message systems

- 229. Keep your message system up-to-date
- 230. Check the system for callers' messages
- 231. Respond to callers' messages within agreed timescales
- 232. Delete messages when you have dealt with them
- 233. Leave recorded messages on other people's systems that achieve their purpose

## Knowledge

You will know:

- 234.** The different features of telephone systems and how to use them
- 235.** Why it is important to identify the purpose of a call before you make it
- 236.** The different methods you can use to obtain the names and numbers of people that you have to make contact with
- 237.** How to use telephone systems to make contact with people inside and outside your organisation
- 238.** Why it is important to project a positive image of yourself and your organisation
- 239.** Why it is important to summarise the Outcomes of a telephone conversation before ending the call
- 240.** How to follow your organisation's procedures when making and receiving calls
- 241.** How to identify the caller and their needs
- 242.** Why it is important to give accurate and up-to-date information to callers
- 243.** Why confidentiality and security are important when dealing with callers
- 244.** The types of information that could affect confidentiality and security and how to handle these
- 245.** How to identify the appropriate person to whom you should transfer a call
- 246.** The information you should give when transferring calls, taking or leaving messages
- 247.** The different types of message systems and their main features
- 248.** Why it is important to keep your message system up-to-date

## 224 Produce documents

### Summary

Produce high quality, attractive documents to agreed specifications.

You will apply the following skills:

- ◆ Listening
- ◆ Managing time
- ◆ Questioning
- ◆ Checking
- ◆ Reading
- ◆ Using technology
- ◆ Organising
- ◆ Writing

### Performance Indicators

You will:

- 249.** Confirm the purpose, content, style, quality standards and deadlines for the document
- 250.** Prepare the resources you need
- 251.** Organise the content you need
- 252.** Make efficient use of the technology available
- 253.** Produce the document in the agreed style
- 254.** Integrate non-text objects in the agreed lay-out
- 255.** Check for accuracy, editing and correcting as necessary
- 256.** Seek clarification when necessary
- 257.** Store the document safely and securely in an approved location
- 258.** Present the document in the required format within agreed deadlines and quality standards

### Knowledge

You will know:

- 259.** Why it is important to produce high quality and attractive documents
- 260.** The different types of documents that you may be asked to produce and the document styles you should use
- 261.** The different formats in which the text may be presented
- 262.** Why it is important to confirm the purpose, content, style, quality standards and deadlines for the document
- 263.** The different types of technology available for inputting, formatting and editing text and their main features
- 264.** The types of resources you need to produce high quality and attractive documents
- 265.** How to organise the content you need for the document
- 266.** How to integrate and lay out text and non-text
- 267.** How to check for accuracy and correctness – including spelling and grammar – and why this is important
- 268.** Why it is important to store the document safely and securely and how to do so
- 269.** The importance of confidentiality and data protection
- 270.** Why it is important to meet quality standards and deadlines

## 225 Work effectively with other people

### Summary

Work with other people in a way that achieves agreed goals and objectives.

You will apply the following skills:

- ◆ Communicating
- ◆ Team working
- ◆ Planning
- ◆ Negotiating
- ◆ Managing time
- ◆ Problem solving
- ◆ Resolving disagreement
- ◆

### Performance Indicators

You will:

- 271.** Communicate effectively with other people
- 272.** Welcome opportunities to work with other people when this will achieve a positive Outcome
- 273.** Share work goals and plan work objectives, priorities and responsibilities together
- 274.** Work in a way that makes best use of your abilities and the abilities of others
- 275.** Show respect for individuals
- 276.** Produce quality work on time
- 277.** Identify and solve problems
- 278.** Share feedback with others on the achievement of objectives

### Knowledge

You will know:

- 279.** Why it is important to work effectively with other people
- 280.** The situations in which working with others can achieve positive Outcomes
- 281.** Why effective communication is important
- 282.** When it is essential to communicate with the people you work with
- 283.** Why it is important to share work goals and plans when working with others
- 284.** Why it is important to acknowledge the strengths of others and to balance your abilities with theirs
- 285.** The value of diversity in teams
- 286.** Why it is important to respect the individuals you work with
- 287.** Why it is important to agree quality measures with the people you work with
- 288.** The types of problems and disagreements that occur when working with others and how to resolve them
- 289.** Why it is important to give and receive constructive feedback
- 290.** How to make use of feedback to improve your own work, the work of others and the team as a whole

## Appendix 3: Core Skills table

The mandatory Units achieve the following Core Skills at level 5:

Core Skill	Achieved through
Communications	Communication (SCQF level 5)

The mandatory Units achieve the following Core Skills at level 4:

Core Skill	Achieved through
Working with Others	Event Organisation (SCQF level 5)

The mandatory Units provide opportunities for candidates to develop aspects of the following Core Skills at level 4:

Core Skill	Achieved through
Numeracy	Handling Business Documents (SCQF level 5)
Communications	Event Organisation (SCQF level 5) Front of Office Skills (SCQF level 5)
Problem Solving	Event Organisation (SCQF level 5) Researching & Preparing Presentations (SCQF level 5)
Working with Others	Front of Office Skills (SCQF level 5)
Information Technology	Word Processing (SCQF level 5) Researching & Preparing Presentations (SCQF level 5) Front of Office Skills (SCQF level 5)

The optional Units achieve the following Core Skills at level 5:

Core Skill	Achieved through
Problem Solving	Work Experience (SCQF level 5)
Working with Others	Work Experience (SCQF level 5)
Numeracy	Numeracy (SCQF level 5)
Skills Development	Information Technology (SCQF level 5)

The optional Units provide opportunities for candidates to develop aspects of the following Core Skills at level 5:

Core Skill	Achieved through
Numeracy	Spreadsheets for Administrators (SCQF level 5)
Communications	Word Processing (SCQF level 6) Developing Skills for Employment (SCQF level 5) Human Resources: Administration (SCQF level 6)
Information Technology	Word Processing (SCQF level 6) Spreadsheets for Administrators (SCQF level 6)
Problem Solving	Developing Skills for Employment (SCQF 5) Spreadsheets for Administrators (SCQF 5)

The optional Units provide opportunities for candidates to develop aspects of the following Core Skills at level 4:

<b>Core Skill</b>	<b>Achieved through</b>
Information Technology	Shorthand: Speed Development 50 & 60 wpm (SCQF level 5) Audio: Intermediate (SCQF level 5)
Communications	Audio: Intermediate (SCQF level 5) Medical Reception and Records (SCQF level 5)
Problem Solving	Medical Reception and Records (SCQF level 5)

The optional Units provide opportunities for candidates to develop aspects of the following Core Skills at level 3:

<b>Core Skill</b>	<b>Achieved through</b>
Information Technology	Word Processing (SCQF level 4) Audio: An Introduction (SCQF level 4)
Communications	Audio: An Introduction (SCQF level 4)

## Appendix 4: Timetabling examples

**Suggested course structure for candidates wishing to pursue a career within medical services, covering 2 semesters:**

### **Semester 1 (September – mid January)**

D009 10	Word Processing (SCQF level 4)	Level 4
D010 11	Word Processing (SCQF level 5)	Level 5
D0WG 11	Front of Office	Level 5
F59S 11	Central Services	Level 5
F59T 11	Managing your Time and Resources	Level 5
D01B 11	Communication	Level 5
F5A0 11	Researching & Preparing Presentations	Level 5
F5AK 11	Medical Terminology: An Introduction	Level 5
F3GF 11	Numeracy	Level 5

### **Semester 2 (mid January to June)**

DM3R 11	Information Technology for Administrators Int 2	Level 5
F59W 11	Handling Business Documents	Level 5
F7KR 10	Medical Audio	Level 4
F5A3 11	Event Organisation	Level 5
F5AJ 11	Medical Reception and Records	Level 5
F7KR 11	Medical Audio	Level 5
F5A9 12	Word Processing (SCQF level 6)	Level 6
D36H 11	Work Experience	Level 5
D0W0 11	Recording Cash Data	Level 5

As can be seen the above covers 18 Units. Again, this would be at the discretion of each individual Centre. The nine mandatory Units are spread between the two semesters, and options are taken from the two groups Option A and Option C. Although it states that a maximum of three can be taken in Option C, it is envisaged that centres will incorporate more into their timetables.

For candidates wishing to progress to an HNC in Administration and Information Technology, a possible framework could include:

### **Semester 1 (September – mid January)**

DM3R 11	Information Technology for Administrators Int 2	Level 5
D010 11	Word Processing (SCQF level 5)	Level 5
D0WG 11	Front of Office	Level 5
F59S 11	Central Services	Level 5
F59T 11	Managing your Time and Resources	Level 5
D01B 11	Communication	Level 5
F59W 11	Handling Business Documents	Level 5
F5A3 11	Event Organisation	Level 5
F5A0 11	Researching & Preparing Presentations	Level 5

## **Semester 2 (mid January to June)**

F5A9 12	Word Processing (SCQF level 6)	Level 6
F5A5 12	Spreadsheets for Administrators	Level 6
F5AF 11	Skills Development for Administrators	Level 5
C214 12	Higher Administration	Level 6
D01B 12	Communication	Level 6
F5AG 12	Human Resources: Administration	Level 6
F392 11	Contract Law: An Introduction	Level 5
D16D 11	Computer Application Package (Database): Practitioners	Level 5
D36H 11	Work Experience	Level 5

By giving the underpinning knowledge in the first half of the academic year at level 5, then introducing level 6 subjects in the second half, the candidates are better prepared for entry into an HNC in Administration and Information Technology.