

# Draft National Unit Specification



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**Unit title:** Administrative Theory and Practice (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in the workplace and of the tasks involved in managing the organisation of events. Learners will become familiar with the factors contributing to the effectiveness of administrative practices within organisations, with customer care in administration and with the administrative tasks involved in managing the organisation of events.

Learners who complete this Unit will be able to:

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

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

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

## Recommended entry

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

- ◆ Administration and IT (National 5) Course or relevant component Units
- ◆ Business Management (National 5) Course or relevant component Units

## **Equality and inclusion**

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

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Provide an account of the factors contributing to the effectiveness of the administrative function by:**
  - 1.1 Describing strategies for effective time and task management and their importance
  - 1.2 Describing the characteristics of effective teams
  - 1.3 Explaining strategies to ensure compliance with workplace legislation
  - 1.4 Explaining how modern IT has had an impact on the workplace

### Outcome 2

The learner will:

- 2 Provide an account of customer care in administration by:**
  - 2.1 Describing features of good customer care
  - 2.2 Explaining benefits of good, and consequences of poor, customer care
  - 2.3 Describing a mechanism for monitoring and evaluating the quality of customer care

## Evidence Requirements for the Unit

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

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

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

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

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

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

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

## **1 Literacy**

1.3 Listening and talking

## **4 Employability, enterprise and citizenship**

4.1 Employability

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

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## Administrative information



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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.