

Draft National Unit Specification



Unit title: IT Solutions for Administrators (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' basic skills in IT and organising and processing simple information in administration-related contexts. Learners will use the basic functions of the following IT applications: word processing, spreadsheets and databases, or emerging equivalent technologies, to create, edit and update simple business documents.

Learners who complete this Unit will be able to:

- ◆ Use basic functions of spreadsheet applications, or equivalent emerging technologies, in line with a given brief
- ◆ Use basic functions of database applications, or equivalent emerging technologies, in line with a given brief
- ◆ Use basic functions of word processing applications, or equivalent emerging technologies, in line with a given brief

This Unit is a mandatory Unit of the Administration and IT (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides 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 Added Value Unit Specification for the Administration and IT (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Administration and IT (National 4) 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:

- ◆ Access 3 Administration and IT Course or relevant component Units
- ◆ Access 3 Business Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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 Use basic functions of spreadsheet applications, or emerging equivalent technologies, in line with a given brief by:**
 - 1.1 Populating a worksheet, applying simple formatting and relevant formulae and functions in line with a given brief
 - 1.2 Editing data in the worksheet in line with given updated information and sorting the data on one column to aid interpretation
 - 1.3 Making simple amendments to the layout of the worksheet to improve its presentation in line with a given brief
 - 1.4 Creating a simple chart from a limited range of charts to aid interpretation of simple numerical data and labelling it as directed

Outcome 2

The learner will:

- 2 Use basic functions of database applications, or emerging equivalent technologies, in line with a given brief by:**
 - 2.1 Populating, editing and amending a flat database, using appropriate tables and forms
 - 2.2 Manipulating information in a flat database. Learners will do this by simple searching using one criterion and by simple sorting on one field
 - 2.3 Presenting information from a flat database in a simple report format

Outcome 3

The learner will:

- 3 Use basic functions of word processing applications, or emerging equivalent technologies, in line with a given brief by:**
 - 3.1 Creating four simple business documents from a given range, complying with the prescribed house style
 - 3.2 Updating a given simple business document. Learners will do this by amending and manipulating its text to enhance its presentation as directed
 - 3.3 Creating a simple table and sorting the data on one column
 - 3.4 Inserting provided information into a given simple business template, such as a form
 - 3.5 Importing data from spreadsheet and/or database applications into a simple business document

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.

Evidence for this Unit will be practical and may be either presented for individual Outcomes or gathered for the Unit as a whole through a single activity assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome.

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*.

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

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

2 Numeracy

2.1 Number processes

4 Employability, enterprise and citizenship

4.1 Employability

4.2 Information and communication technology (ICT)

5 Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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