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**Unit title:** IT Solutions for Administrators (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop learners' skills in IT and organising and managing information in administration-related contexts. Having to interpret a given brief will also help learners to develop problem solving skills. Learners will select appropriate IT applications covering word processing, spreadsheets and databases, or emerging equivalent technologies, and will use them to create, edit and update business documents.

Learners who complete this Unit will be able to:

- 1 Use spreadsheet applications, or equivalent emerging technologies, to interpret a given brief
- 2 Use database applications, or equivalent emerging technologies, to interpret a given brief
- 3 Use word processing applications, or equivalent emerging technologies, to interpret a given brief

This Unit is a mandatory Unit of the Administration and IT (National 5) 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*.

## 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 4) Course or relevant component Units
- ◆ Business (National 4) 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 spreadsheet applications, or emerging equivalent technologies, to interpret a given brief by:**

- 1.1 Creating a workbook. This will involve selecting and applying appropriate formatting, formulae and functions by interpreting a given brief
- 1.2 Amending data in the workbook in line with given updated information and sorting the data on two columns to aid interpretation
- 1.3 Making amendments to the layout of the workbook to improve its presentation, using their own judgement
- 1.4 Creating a chart from a range of charts to aid interpretation of numerical data and labelling it independently

#### Outcome 2

The learner will:

**2 Use database applications, or emerging equivalent technologies, to interpret a given brief by:**

- 2.1 Creating and amending a simple relational database using appropriate tables and forms and importing data from spreadsheet applications into the database
- 2.2 Manipulating information in a simple relational database. This will involve searching using at least two criteria and sorting on two fields
- 2.3 Presenting information from a simple relational database in a report format

#### Outcome 3

The learner will:

**3 Use word processing applications, or emerging equivalent technologies, to interpret a given brief by:**

- 3.1 Creating five business documents from a given range, complying with the house style
- 3.2 Updating a given business document. This will involve amending and manipulating its text to enhance its presentation, with learners using their own judgement
- 3.3 Creating a table, sorting the data on two columns and making use of formulae to summarise the information where appropriate
- 3.4 Integrating data from other IT applications dynamically into a business document to enhance it, using their own judgement
- 3.5 Merging appropriate data from spreadsheet and/or database applications into a 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

5.4 Analysing and evaluating

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

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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.