



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

Group Award Code: G99P 45

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
09	<p>Revision of Unit: D36H 10 Work Experience <i>has been revised by HF88 44 Work Placement and will finish on 31/07/2017.</i></p> <p>Revision of Unit: D36H 11 Work Experience <i>has been revised by HF88 45 Work Placement and will finish on 31/07/2017.</i></p>	20/07/2016
08	<p>Units added to option group B: E-touch Typing (H8KD 44), E-touch Typing: Copy Speed Test (30 wpm) (H8KE 44), E-touch Typing: Copy Speed Test (40 wpm) (H8KF 45), E-touch Typing: Copy Speed Test (50 wpm) (H8KG 45), E-touch Typing: Copy Speed Test (60 wpm) (H8KH 45), E-touch Typing: Copy Speed Test (70 wpm) (H8KJ 45).</p> <p>Units added to option Group A: Administration and IT (X701 76) Administrative Theory and Practice (H4KB76) Communication in Administration (H1YY 76) IT Solutions for Administrators (H1YW 76)</p>	01/04/2016
07	<p>Revision of Unit: DM3R 11 Information Technology for Administrators <i>has been revised by H1YW 75 IT Solutions for Administrators and will finish on 31/07/2016</i></p> <p>H23W 75 <i>Literacy</i> added as an alternative to F3GB 11 <i>Communication</i>. H225 74 <i>Numeracy</i> added as an alternative to F3GF 10 Core Skill: Numeracy. H225 75 <i>Numeracy</i> added as an alternative to F3GF 11 Core Skill: Numeracy.</p>	01/05/2014
06	Desktop Publishing (D976 12) has been added as an optional Unit to this Framework.	02/10/2012
05	The Unit Contact Centre Skills: Call Handling (DN8E 10) has been added to Option C (Optional) section of the framework.	16 February 2012
04	Unit F3GF 12 Numeracy-added to Option C (optional section) under Numeracy.	24 November 2011
03	Units D0W1 11 — Recording Credit Data and D36H 10 — Work Experience to be added to option C.	20 July 2010
02	Unit codes updated	14 August 2009
01	Original document	25 February 2009

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1 Introduction

This is the Arrangements Document for the National Certificate (NC) 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 NC is designed 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 NC will have gained 12 credits; 9 mandatory and 3 optional. The mandatory credits are all at SCQF level 5, while the remaining 3 may be at levels 4, 5 or 6, depending on individual centres.

The mandatory Units ensure that candidates completing the NC will have all the necessary hard and soft skills required in a modern office. For example, not only will they have learn skills in word processing, handling business documents, etc they will also learn about good time management and be able to work independently and as part of a team.

2 Rationale for the development of the Group Award

The rationale for the NC in Administration was based gaps in SQA provision in this area at this level. There was an absence of a suitable, SQA award and a limited availability of relevant, up to date Units. This constrained the ability of colleges to provide programmes which adequately prepared candidates for employment or enabled successful progression to further study and qualifications.

Establishing the need for the qualification

A Qualifications Development Team (QDT) was established to consider provision in Administration at SCQF level 5, which had consisted of year-long programmes varying from centre to centre. This provided the starting point for the QDT whose work was influenced by a number of factors, including:

- ◆ the nature of existing provision at SCQF level 5 and related provision at SCQF levels 4 and 6
- ◆ the destination of candidates who completed Units in Administration and administration related areas
- ◆ the characteristics of candidates attracted to Administration and administration related areas
- ◆ the existence of a parallel development for an NC in Business.

Crucially, there was no recognised national award for candidates who successfully completed these programmes. Several centres had developed their own awards, which offered recognition of achievement but lacked the credibility of a national award.

A consultation exercise was undertaken among key stakeholders including employers, centres and former candidates, on a potential new award in Administration.

This established the need for an NC in Administration 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
- ◆ be 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.

Establishing the level of the award

The NC in Administration is at SCQF level 5, but provides opportunities for learners to undertake some Units at SCQF levels 4 and 6. A National Certificate at SCQF level 5 was developed because:

- ◆ experience in centres suggested that 12 credits at SCQF level 5 was an acceptable target which most learners could achieve.
- ◆ a focus on SCQF 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 SCQF level 6 to demonstrate their suitability for an HN programme.

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 the NC have specific links to the National Occupational Standards.

Mandatory Units	SCQF level	Links to NOS
Word Processing (SCQF level 5)	5	213, 224
Front of Office Skills	5	203, 206, 219
Central Services	5	209
Managing Your Time and Resources	5	201
Handling Business Documents	5	207, 208
Researching and Preparing Presentations	5	210, 215, 217
Event Organisation	5	225
IT Solutions for Administrators	5	209, 214, 215, 216
Communication OR Literacy	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 aims of the candidate. Completing the Course will put candidates in a stronger position to move to the next stage of their career and 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
F59L 11	Word Processing (level 5)	3, 4, 5
F59P 11	Front of Office Skills	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
H1YW 75	IT Solutions for Administrators	1, 3, 4, 5
F3GB 11 OR H23W 75	Communication OR Literacy	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 this NC is to meet the needs of three main learner groups:

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

The award has been designed to provide the framework and flexibility to meet the needs of these different groups. Many recent school leavers have limited formal school attainment. Adult returners may also possess few formal qualifications and while they may have valuable experience, they may lack confidence in their ability to learn.

Candidates, whose first language is not English may need to first develop 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.

The Units take a practical approach to delivery and assessment which is reinforced in Assessment Support Packs. This should help learners develop and maintain an interest in the NC and 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.

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, Clerk, 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 possible.

4 Access to the Group Award

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

However, centres could ask that potential candidates have achieved relevant Standard Grades or National Qualifications at SCQF level 4.

All Unit specifications state that entry is at the discretion of the centre, but some recommend that candidates have some prior achievement.

As one of the target groups is those for whom English is not a first language, it may be appropriate for these candidates to undertake an ESOL Course at SCQF level 5.

5 Group Award structure

The National Certificate in Administration at SCQF level 5 is awarded to candidates who achieve 72 SCQF points, made up as follows:

- ◆ 9 credits (54 SCQF points) at level 5 from the mandatory Units
- ◆ 3 credits (18 SCQF points) at levels 4, 5 or 6 from the optional Units.

5.1 Framework

The mandatory Units are:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Word Processing	F59L 11	6	5	1
Front of Office Skills	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 and Preparing Presentations	F5A0 11	6	5	1
Event Organisation	F5A3 11	6	5	1
IT Solutions for Administrators*	H1YW 75	6	5	1
Communication OR Literacy	F3GB 11 H23W 75	6 6	5 5	1 1

*refer to history of change for details

The optional Units are divided into four groups. Candidates must complete 3 credits from the optional Units, according to the following criteria:

- Group A — minimum of zero credits and a maximum of 3 credits
- Group B — minimum of zero credits and a maximum of 3 credits
- Group C — minimum of zero credits and a maximum of 3 credits
- Group D — minimum of zero credits and a maximum of 1 credit

Group A (Minimum zero, Maximum three)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Spreadsheets for Administrators	F5A5 12	6	6	1
Computer Application Package (Database): Practitioners	D16D 11	6	5	1
Word Processing	F5A7 10	6	4	1
Word Processing	F5A9 12	6	6	1
Medical — Word Processing	F7KV 10	6	4	1
Medical — Word Processing	F7KV 11	6	5	1
Desktop Publishing	D976 12	6	6	1

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Word Processing — Legal	F7KT 10	6	4	1
Word Processing — Legal	F7KT 11	6	5	1
Skills Development for Administrators	F5AF 11	6	5	1
Administration and IT (Higher External Assessment)	X701 76	6	6	1
Administrative Theory and Practice Communication in Administration IT Solutions for Administrators	H4KB 76	6	6	1
	H1YY 76	6	6	1
	H1YW 76	6	6	1
OR				
Administrative Services Information Technology for Management	DM3P 12	6	6	1
	DM3V 12	12	6	2

Group B (Minimum zero, Maximum 3)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
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
Audio: Medical	F7KS 10	6	4	1
Audio: Medical	F7KS 11	6	5	1
Audio: Legal	F7KR 10	6	4	1
Audio: Legal	F7KR 11	6	5	1
E-touch Typing	H8KD 44	6	4	1
E-touch Typing: Copy Speed Test (30 wpm)	H8KE 44	6	4	1
E-touch Typing: Copy Speed Test (40 wpm)	H8KF 45	6	5	1
E-touch Typing: Copy Speed Test (50 wpm)	H8KG 45	6	5	1
E-touch Typing: Copy Speed Test (60 wpm)	H8KH 45	6	5	1
E-touch Typing: Copy Speed Test (70 wpm)	H8KJ 45	6	5	1

Group C (Minimum zero, Maximum 3)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Numeracy (CfE Unit) OR	H225 74	6	4	1
Numeracy (Core Skills Unit) OR	F3GF 10	6	4	1
Numeracy (CfE Unit) OR	H225 75	6	5	1
Numeracy (Core Skills Unit) OR	F3GF 11	6	5	1
Numeracy (Core Skills Unit)	F3GF 12	6	6	1
Communication	F3GB 12	6	6	1
Recording Cash Transactions	FN14 11	6	5	1
Human Resources: Administration	F5AG 12	6	6	1
Work Placement	HF88 45*	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
Work Placement	HF88 44*	6	4	1
Recording of Credit Transactions	FN15 11	6	5	1
Contact Centre Skills: Call Handling	DN8E 10	6	4	1

Group D (Minimum zero, Maximum one)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
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	F3CD 11	6	6	1

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
purposes				
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

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

5.1.1 Higher Course in Administration and IT (C701 76)

The Higher Course in Administration and IT is nested within the framework of the National Certificate in Administration. It is not necessary to achieve the Higher Course in Administration and IT before achieving the NC, but it may be beneficial and provides a certificated Course for candidates who complete it; irrespective of whether they complete the full 12 credit NC.

The Higher Course consists of the Units *Administrative Theory and Practice* (H4KB 76), *IT Solutions for Administrators* (H1YW 76), *Communication in Administration* (H1YY 76), and *Administration and IT* (X701 76).

Administration and IT (X701 76) is a single credit Course Assessment which covers the added value of the Higher Course. It comprises two components:

- Component 1 — an assignment worth 70 marks
- Component 2 — a question paper worth 30 marks.

It is important to note that **both of these components must be successfully completed** for candidates to gain this credit and therefore achieve the Higher Course in Administration and IT.

The assignment gives learners an opportunity to demonstrate:

- ◆ use of complex IT functions
- ◆ skills in electronic research to source complex information
- ◆ skills in effective communication, taking account of context, purpose and audience
- ◆ a wide range of administrative skills related to planning and organising
- ◆ skills in problem solving.

Conducting the assignment

The assignment is provided by SQA on an annual basis.

It must be completed in a single two hour time period and must be conducted under a high degree of supervision and control throughout to ensure that the work submitted is the learner's own.

The assignment should be completed towards the end of the Course and submitted to SQA by the due date.

NOTE: Centres must enter candidates separately for the Group Award code (C701 76).

For more details please see the Course Assessment Specification on the Administration subject page of SQA's website at <http://www.sqa.org.uk/>.

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 previous provision at this level but provides the credibility of a national 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 structure is flexible for candidates who wish to progress horizontally and vertically. Those wishing to enter employment for example can move horizontally and take optional Units at SCQF level 5, such as *Medical Reception and Records*, *Medical Audio* at SCQF levels 4 or 5, or *Legal Audio* at SCQF 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*.

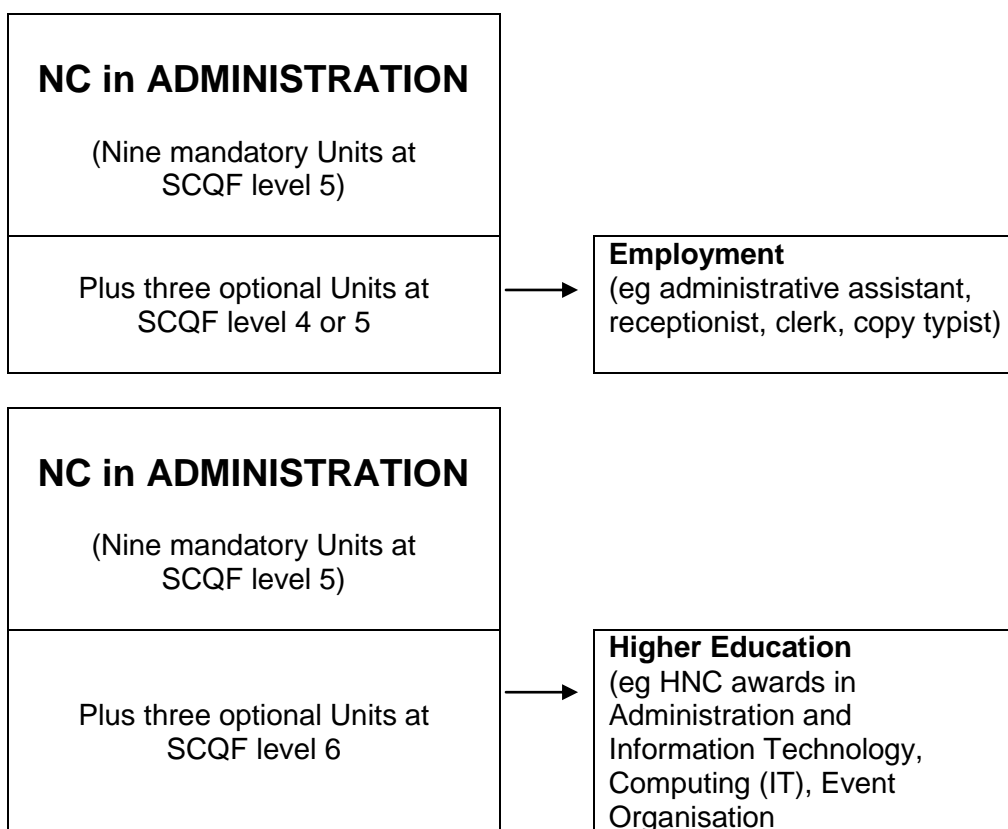
The flexibility is further enhanced as the structure takes into account that centres are likely to offer the NC as the central part of programmes of 17–20 modules. The award is, therefore, compatible with centre arrangements.

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 and Administration and the SVQ level 2 standards are shown in Appendix 2. The table below shows where the Units of this NC are aligned to the National Occupational Standards:

Mandatory Units	SCQF level	Links to NOS
Word Processing (SCQF level 5)	level 5	213, 224
Front of Office Skills	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
IT Solutions for Administrators	level 5	209, 214, 215, 216
Communication OR Literacy	level 5	201, 225

5.3 Articulation

The National Certificate in Administration at SCQF level 5 enables progression into employment or further study depending on candidate's aims, as illustrated below.



Although there is no direct articulation from the NC in Administration to HN in 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.

Candidates aiming to progress to HN are recommended to undertake optional Units at SCQF level 6 in order to help bridge the gap between SCQF level 5 and SCQF level 7.

Candidates aiming to enter employment may find it beneficial to complete their National Certificate in Administration at SCQF level 5 with optional Units which are at SCQF 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.

6 Approaches to delivery and assessment

Delivery is at the discretion of individual centres. Many centres offer a full-time programme of 17–20 Units to learners at NC level over an academic session and the NC in Administration is designed to be compatible with these arrangements. For example, centres may continue to offer a programme of Units, to include the **nine** mandatory Units and at least **three** optional Units from the framework.

The flexibility of the NC 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, eg in qualifications at Higher level.

Timetabling of the Units is at the discretion of individual centres. However, two examples given in Appendix 4 show possible timetabling over two semesters. One is for candidates wishing to pursue a career within the medical services and the other for those progressing to an HNC in Administration and Information Technology. From these examples, centres can see that the suggestion is to deliver mandatory Units in the first semester as far as possible, thus providing underpinning knowledge required to undertake SCQF level 6 Units.

The Units in the NC lend themselves to practical methods of delivery and 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 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' course commencing in January, and only covering the required 12 credits. Alternatively, some centres may decide to offer the 12 credit Course on a part-time or distance learning basis, or as a mixture of both.

Assessment Support Packs are available which reinforce the practical aspects of the Unit specification, as well as reinforcing a common standard across centres. Assessment Support Packs also have a critical role in ensuring that delivery of Units is linked to administration and admin-related situations.

There are also possibilities for integration on the delivery of the Units. For example, the WP/IT Units — *Word Processing* (SCQF level 5) could be integrated 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 consider also integrating the assessment of Units.

Core Skills

Core Skills development is likely to be enhanced and provide more benefit to employers if it is undertaken in the context of Administration. The NC develops Core Skills in several ways.

Communication at SCQF level 5 is achieved through the inclusion of the discrete Unit in the mandatory section of the award.

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

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

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

The Core Skill of *Problem Solving* is embedded at SCQF level 5 in the optional Unit *Work Experience*, but aspects of this Core Skill at SCQF level 4 are 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.

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).

8 General information for candidates

The NC in Administration at SCQF 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 that you will be at a stage where you are making choices about your future and is designed to offer different exit routes. Depending on the Units that you study, you may decide to progress to employment or to further study at Higher National level.

There are **nine** mandatory Units that must be completed with a minimum of **three** additional Units, which may vary depending on your centre.

The mandatory Units are designed to

- ◆ Give you a background in administration which will enable you to reflect on your present situation within an administrative context
- ◆ Give you 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 with Units such as *Communication* having a contextualised assessment. Re-assessment will be offered if required.

Entry to the NC is 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

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: National Occupational Standards

Appendix 2: Core Skills Table

Appendix 3: Timetabling examples

Appendix 4: Replaced Units

Appendix 1: 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
- ◆ Checking
- ◆ Communicating
- ◆ Planning
- ◆ Reading
- ◆ Organising
- ◆ Using technology
- ◆

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

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 2: Core Skills table

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

Core Skill	Achieved through
Communication	Communication (SCQF level 5) Literacy (SCQF level 5)

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

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

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

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

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

Core Skill	Achieved through
Information and Communication Technology	Shorthand: Speed Development 50 WPM (SCQF level 5) Shorthand: Speed Development 60 WPM (SCQF level 5) Audio: Intermediate (SCQF level 5)
Communication	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 SCQF level 3:

Core Skill	Achieved through
Information and Communication Technology	Word Processing (SCQF level 4) Audio: An Introduction (SCQF level 4)
Communication	Audio: An Introduction (SCQF level 4)

Appendix 3: Timetabling examples

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

Semester 1 (September to mid-January)

F5A7 10	Word Processing	Level 4
F59L 11	Word Processing	Level 5
F59P 11	Front of Office Skills	Level 5
F59S 11	Central Services	Level 5
F59T 11	Managing Your Time and Resources	Level 5
F3GB 11	Communication	Level 5
F5A0 11	Researching and Preparing Presentations	Level 5
F5AK 11	Medical Terminology: An Introduction	Level 5
F3GF 11	Numeracy	Level 5

Semester 2 (mid-January to June)

H1YW 75	IT Solutions for Administrators	Level 5
F59W 11	Handling Business Documents	Level 5
F7KS 10	Medical Audio	Level 4
F5A3 11	Event Organisation	Level 5
F5AJ 11	Medical Reception and Records	Level 5
F7KS 11	Medical Audio	Level 5
F5A9 12	Word Processing	Level 6
D36H 11	Work Experience	Level 5
FN1411	Recording Cash Transactions	Level 5

The example covers 18 Units. 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 — to count towards the NC's 12 credits — it is envisaged that centres may incorporate more into their timetables.

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

Semester 1 (September to mid-January)

H1YW 75	IT Solutions for Administrators	Level 5
F59L 11	Word Processing	Level 5
F59P 11	Front of Office Skills	Level 5
F59S 11	Central Services	Level 5
F59T 11	Managing your Time and Resources	Level 5
F3GB 11	Communication	Level 5
F59W 11	Handling Business Documents	Level 5
F5A3 11	Event Organisation	Level 5
F5A0 11	Researching and Preparing Presentations	Level 5

Semester 2 (mid-January to June)

F5A9 12	Word Processing	Level 6
F5A5 12	Spreadsheets for Administrators	Level 6
F5AF 11	Skills Development for Administrators	Level 5
C701 76	Higher Administration and IT	Level 6
F3GB 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 SCQF level 5, then introducing SCQF level 6 subjects in the second half, candidates are better prepared for entry into an HNC in Administration and Information Technology.

Appendix 4: Replaced Units

Title (Replacement Unit)	Code	Title (Finished Unit)	Code
Administration and IT	X701 76	Administration	X214 12
Administrative Theory and Practice (1 credit)	H4KB 76	Administrative Services* (1 credit)	DM3P 12
IT Solutions for Administrators (1 credit)	H1YW 76	Information Technology for Management*	DM3V 12
Communication in Administration (1 credit)	H1YY 76	(2 credits)	
Administrative Practices	H1YV 74	Administrative Services	DM3P 10
Communication	F3GB 11	Communication	D01B 11
IT Solutions for Administrators	H1YW 75	Information Technology for Administrators	DM3R 11
Recording Cash Transactions	FN14 11	Recording of Cash Data	D0W0 11
Recording Credit Transactions	FN15 11	Recording of Credit Data	D0W1 11
Recording of Data in the Ledger	FN16 11	Recording of Data in Ledger	D0W2 11

The table above illustrates where Units on the framework have lapsed/finished and been replaced by newer Units. Candidates who have achieved the finished Unit can be credit transferred to the replacement Unit; with the exception of *Administration* (X214 12). The replacement Unit (X701 76) is a Course assessment for the Higher Administration and IT Course and is externally marked annually by SQA.

*The Units *Administrative Services* (DM3P 12) and *Information Technology for Management* (DM3V 12) have not been withdrawn and are technically still valid. However, they were devised as part of the withdrawn Higher Administration Course (C214 12) which is no longer valid and is replaced by Higher Administration and IT (C701 76). If the intention for candidates to gain the Higher AIT Course then the replacement Units noted must be delivered. The Higher AIT Course consists of the Units *Administrative Theory and Practice* (H4KB 76), *IT Solutions for Administrators* (H1YW 76), *Communication in Administration* (H1YY 76), and *Administration and IT* (X701 76).