



ARRANGEMENTS

**Higher National Certificate
Administration and Information Technology
(G7YV 15)**

**Higher National Diploma
Administration and Information Technology
(G7YW 16)**

June 2007

Version 05 (October 2007)

HNC ADMINISTRATION AND INFORMATION TECHNOLOGY
HND ADMINISTRATION AND INFORMATION TECHNOLOGY

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1 INTRODUCTION

The information contained in this document is intended for people who delivered the HNC/D in Administration and Information Management. This document outlines the changes to the previous qualifications and gives the frameworks of the new HNC/D in Administration and Information Technology (2005). It also gives guidance on the delivery and assessment of the new awards.

This Arrangements document replaces that for the HNC/D in Administration and Information Technology awards (G7CY 15 and G7D0 15) which were validated in October 2003.

Administration is fundamental to the effective and successful operation of all organisations, regardless of size, sector or industry. Recent market research conducted by the Council for Administration (CFA) states that “administration has never been so important to organisations and the productivity of the UK.”

The HNC/D Administration and Information Technology offer excellent opportunities for anyone seeking employment in organisations which require core skill competence and transferable IT skills. The Group Awards provide opportunities for vocational employment and articulate with many programmes available for further study.

2 RATIONALE

2.1 Rationale for Change

The rapid growth of information and communications technology and the increased emphasis given to information processing and management has led to the demand for new and greater flexibility with regard to workplace skills. There is also greater emphasis on continuing personal development, problem solving and ‘employability’ or ‘inter-personal’ skills.

The previous qualifications — HNC/D Administration and Information Management were extremely successful but consultation had shown that they had become outdated since their revision in 1995 and no longer reflected the emerging trends and technological advances in the business environment.

In addition the new National Qualifications Framework has resulted in the need for HN Awards to address the increase in knowledge and skills gained by candidates, particularly within the information and communications technology area. The qualifications will also meet the agenda for Lifelong Learning and ensure accessibility for all.

2.2 Management of the Review

Management of the Review and development of the awards was undertaken initially by members of a Steering Group. The Steering Group completed Phase 1 Review in March 2002.

Phase 2 of the Review was undertaken by the Qualification Design Team, who presented the award to the Validation Panel.

The HNC/D awards in Accounting, Business Administration and Financial Services were reviewed concurrently and the four consultants responsible met on a regular basis

with SQA Qualification Officers to co-operate wherever possible on common and shared interests.

2.3 Results of Consultation

Extensive consultation was carried out at all stages of the Review and involved the following stakeholders:

- ◆ FE Colleges
- ◆ Employers and industry bodies in the administrative field
- ◆ Students undertaking the current awards
- ◆ Higher Education institutions to which successful students could articulate

Consultation took the form of:

- ◆ Paper and on-line questionnaires
- ◆ National FE Seminars
- ◆ One-to-One interviews

In addition extensive use was made of the current research data compiled by the Council for Administration.

- ◆ Administration Skills Benchmarking in Scotland — Report examining administration skills levels in Scotland — March 2002
- ◆ Consultative Workforce Development Plan — report examining workforce development issues in administration — March 2002
- ◆ Administration Skills Survey: Meeting Employer and Employee Demands — final report outlining the findings of the UK Administrative Skills Survey 2003
- ◆ Administration Skills Foresight Report — Issue 1, June 2003

Initial feedback provided indications of how successful the current awards were in meeting the needs of users as well as providers. But the following points made by respondents had a particular bearing on the design of the new awards.

- ◆ A need to bring the award up-to-date to reflect the moves in ICT
- ◆ Inadequate preparation for progression to HE, particularly in exam experience
- ◆ Need for a clearer distinction between HNC and HND
- ◆ Clear identity distinct from Business Administration
- ◆ Review of statistical and financial provision
- ◆ Access to the award

Subsequent consultation on the proposed changes confirmed the considerable demand for the proposed awards, their relevance to the administrative role in industry, the importance of the core skills required and the levels. The consultation also confirmed the attractiveness of the awards to candidates and the support for the inclusion of an examination by both employers and Higher Education institutions.

Post implementation meetings identified a range of issues concerning the Unit Recording Financial Information (DE5D 34). After further consultation it was agreed that this Unit should be replaced with a level 6 Unit Recording Financial Transactions (DP9F 33).

3 AIMS OF THE QUALIFICATIONS

3.1 Rationale

The Qualifications have been designed in accordance with the New Design Principles as published in April 2003, and have achieved an appropriate balance between academic and vocational study. The awards are fully accessible through full-time, part-time, and flexible learning delivery and articulate well with other SQA provision and HE awards and also provide strong routes into employment.

3.2 Title

The Review undertaken identified that the title of the awards should be changed to identify with the advances in information and communications technology and the increase in the knowledge and/or skills required in IT by the awards.

3.3 The Scottish Credit and Qualifications Framework

Due cognisance has been taken of the requirements of the Scottish Credit and Qualifications Framework (SCQF) in the design of these awards. This means that the HNC award will be broadly equivalent to the first year of a Scottish degree, while the HND award will be broadly equivalent to the first and second years of a Scottish degree. Most HNC Units will be at level 7, HND at level 8.

3.4 Core Skills

The awards of HNC/D in Administration and Information Technology have been designed using the New Design Principles and therefore the importance of the core skills has been recognised and these are developed throughout the awards. It should be noted that although there is no Mandatory Entry and Exit levels the recommended core skill profiles would be:

Core Skill	Recommended Entry Level HNC/D	Recommended Exit Level HNC	Recommended Exit Level HND
Communication	Intermediate 2	Higher	Higher
IT	Intermediate 2	Higher	Higher
Problem Solving	Intermediate 2	Higher	Higher
Working with Others	Intermediate 1	Intermediate 2	Higher
Numeracy	Intermediate 1	Intermediate 2	Intermediate 2

It is recognised that many students, particularly adult returners may not have a specified Core Skills Profile on entry and hence the exit profile of proficiency is only recommended. Further information on Core Skills can be found in the Guidance Notes for Centres.

3.5 Links to S/NVQs

The HN Administration and Information Technology awards contain underpinning knowledge and understanding for some components of Scottish/National Vocational Qualifications (S/NVQs) in Administration at levels 3 and 4. A mapping for this exists in the Guidance Notes for Centres.

This information will be updated, in due course, to incorporate the SVQs in Business and Administration which were accredited in July 2005.

Current consultation and research indicates secretarial and support staff now have more general responsibility and managerial tasks than previously as a result of the changes in technology. The opportunity to credit transfer elements from HN to VQ awards will enable candidates moving from a more academic to vocational environment to meet these demands.

3.6 Links to industry standard qualifications

To ensure credibility within industry, the standards required for ECDL foundation and advanced levels and MOS qualifications have been incorporated within the technology Units contained in the awards.

3.7 Links to professional qualifications

Successful graduants may apply for membership to:

- ◆ Institute of Qualified Private Secretaries
- ◆ Institute of Administrative Management
- ◆ Association of Secretaries

3.8 Credit Transfer

Credit transfer opportunities are available under existing SQA credit transfer arrangements.

Candidates must still satisfy all other conditions of the awards using the new principles for HNC/D including the mandatory Units and the correct number of credits at the correct SCQF level.

Further information on credit transfer arrangements can be found in the Guidance Notes for Centres.

NB: There is full credit transfer for the Units within the HNC/D Administration and Information Technology (G7CY 15 and G7D0 16) awards and the new G7YV 15 and G7YW 16 awards.

3.9 Articulation to Higher Education

The HND Administration and Information Technology award enables progression to a range of degrees. In addition, a number of universities/Business Schools are setting up Affiliate Student Schemes with local colleges to offer guaranteed places on the condition of completed HNDs in related disciplines. Widespread support was received from HE for the new programme and this was evidenced by letters included in the Validation Document.

3.10 Progression to Employment

The awards provide the skills and knowledge demanded of a modern work environment and allow for progression into employment of a general administration nature within small to medium enterprises whilst providing opportunities for skills and knowledge required for more specialist posts demanded by larger organisations.

It is important to note that these awards consist of national frameworks but include a large variety of options to ensure that provision can be made to match local employer demands.

The Council for Administration Reports identify that skills needed in administrative roles are broken into three levels — Junior, Intermediate and Senior. At intermediate level employers required:

- ◆ Secretarial
- ◆ Numeracy/Finance
- ◆ Problem solving
- ◆ Organisation/Planning as the most important.

The evidence of support from employers indicates that the structure and content of the awards meet the needs identified in the research.

3.11 General Aims

The HNC and HND awards have a range of broad aims which are generally applicable to all equivalent Higher Education qualifications. These are:

- ◆ To develop transferable skills including core skills
- ◆ To develop study and research skills
- ◆ To develop knowledge and skills such as planning, analysing and synthesising
- ◆ To develop employment skills and enhance candidates employment prospects
- ◆ To enable progression within the Scottish Credit and Qualifications Framework
- ◆ To provide academic stimulus and challenge, and foster an enjoyment of the subject

3.12 Specific Aims

HNC

- 1 To develop technical and administrative knowledge relevant to current administrative practice
- 2 To develop the knowledge underpinning the technical expertise developed throughout the course
- 3 To develop interpersonal skills relevant to an administrative role
- 4 To develop personal effectiveness
- 5 To develop communication and presentation techniques
- 6 To prepare for appropriate employment, eg support administrator
- 7 To prepare for progression to HND in Administration and Information Technology
- 8 To articulate with degree courses, eg BA Business Information Management

HND

In addition to the aims of the HNC the specific aims of the HND are that diplomats would expect to enter employment in the administrative field at a more senior or professional level and to have more in-depth technical skills and knowledge.

- 1 To develop a range of specialist IT skills
- 2 To develop project management, research and planning skills
- 3 To develop an awareness of professional issues such as legal, data management and ethical considerations
- 4 To develop the ability to work flexibly and co-operatively with others
- 5 To develop critical and evaluative thinking
- 6 To prepare candidates for employment in an administrative role, eg Office Manager/Administrator
- 7 To prepare candidates for progression to degree courses, eg BA Business Information Management, BA E-Business, BA Business Management and Information Technology

3.13 Realisation of the Specific Aims by Unit

Unit Title	Credit Value	SCQF level	Aims	
			HNC	HND
IT in Business — Word Processing and Presentation Applications	2	7	1,2,5,6,7,8	1,6,7
IT in Business — Spreadsheets	1	7	1,2,6,7,8	1,6,7
IT in Business — Database	1	7	1,2,6,7,8	1,6,7
Office Administration	1	7	13,4,5,6,7,8	3,4,6,7
Office Technologies	1	7	1,2,6,7,8	1,6,7
Developing Personal Effectiveness	1	7	4	4
Communications — Complex Skills	1	7	3,5,6,7,8	6,7
Recording Financial Transactions	1	6	1,6,7,8	6,7
Graded Unit 1	1	7	ALL Aims	
IT in Business — Advanced Word Processing	1	8		1,2,3,5,6,7
IT in Business — Advanced Spreadsheets	1	8		1,5,6,7
IT in Business — Advanced Databases	1	8		1,5,6,7
Business Information Management	1	8		2,3,5,6,7
Office Management	1	8		2,3,4,5,6,7
Project Management	1	8		1,2,5,6,7
Developing the Individual within a Team	1	8		4,6,7
Graded Unit 2	1	8		ALL Aims
Graded Unit 3	1	8		ALL Aims

4 RECOMMENDED CONDITIONS FOR ENTRY TO THE QUALIFICATIONS (ACCESS)

- 4.1** As with all SQA qualifications, access will be at the discretion of the Centre and the following recommendations are for guidance only.
- 4.2** Some examples of appropriate formal entry qualifications are specified below. They are not exhaustive or mutually exclusive and may be offered in a variety of combinations.
- (i) Scottish Group Award in Business at Intermediate 2 or Higher
 - (ii) Any other relevant Scottish Group Award at Intermediate 2 or Higher
 - (iii) Any two relevant National Courses at Higher together with three Standard Grade Passes at level 3 or above

- (iv) An SVQ in Administration at level 2 or 3 or other relevant area
 - (v) One NQ Higher at HNC and two for HND
 - (vi) Relevant National Units at appropriate levels (eg Core Skills Units at Intermediate 1 or 2*) combined with any of the above.
- 4.3 Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may also be acceptable, as would suitable industry standard qualifications at an appropriate level.
- 4.4 Mature candidates with suitable work experience will be accepted for entry provided the enrolling centre believes that the candidate is likely to benefit from undertaking the award.

4.5 Entry to Year 2 HND

In order to achieve the HND Administration and Information Technology candidates must gain 30 credits. While ideally the full-time student should be encouraged to achieve 15 credits in each year, wider access should be provided to cater for the needs of those for example, who have achieved the HNC at day release or evening classes or in other colleges. Candidates would therefore be expected to have a minimum of 12 credits on entry to year 2 and these would include the HNC mandatory Units. Candidates with qualifications of an equivalent nature should be given opportunities in APL (Accreditation of Prior Learning) or Accelerated Assessment to enter year 2 of the HND award.

** In the short term it would be unrealistic to expect all candidates to have formal evidence of achievement in core skills at Intermediate 2 — particularly mature or 'returning' candidates. Centres will have discretion to admit candidates who do not have the recommended core skills entry profile (ie IT, Communications and Problem Solving at Intermediate 2 and Working with Others and Numeracy at Intermediate 1) but all candidates who achieve the HNC/D Administration and Information Technology award must show evidence of development of core skills to Higher Level.*

5 STRUCTURE OF THE QUALIFICATIONS

In phase 1 of the consultation process respondents had commented on the need to update and upgrade the level of IT in the awards. There was also a requirement to change the current statistical and accounting provision to a more vocational use of finance and figures. Most respondents also felt there was a need to build in study/assessment experience more relevant to that experienced in HE.

The mandatory core at HNC is seen as meeting these requirements and provides a firm foundation for the development of the knowledge and skills required at greater depth and balance in HND. The award now both provides a more coherent progression between HNC and HND and a greater distinction between the two levels. The wide choice of options within the frameworks gives candidates every opportunity to pursue particular interests in specialist areas for example languages, medical, business related subjects, human resource management, marketing or enterprise.

There is a flexibility within the programmes to allow candidates to customise the award to meet their particular requirements whether this is vocational, academic, or specialist in nature.

MANDATORY UNIT FRAMEWORKS

HNC				HND			
Unit Title	Unit Code	SCQF	Credit	Unit Title	Unit Code	SCQF	Credit
IT in Business — Word Processing and Presentation Applications	DE1L 34	7	2	IT in Business — Word Processing and Presentation Applications	DE1L 34	7	2
IT in Business — Spreadsheet	DE1M 34	7	1	IT in Business — Spreadsheets	DE1M 34	7	1
IT in Business — Database	DE1N 34	7	1	IT in Business — Databases	DE1N 34	7	1
Office Administration	DE1P 34	7	1	Office Administration	DE1P 34	7	1
Office Technologies	DE1R 34	7	1	Office Technologies	DE1R 34	7	1
Recording Financial Transactions	DP9F 33	6	1	Recording Financial Transactions	DP9F 33	6	1
Developing Skills for Personal Effectiveness or	DF4D 33	6	1 or	Developing Skills for Personal Effectiveness or	DF4D 33	6	1 or
Developing Skills for Personal Effectiveness or	DF4E 34	7	1 or	Developing Skills for Personal Effectiveness or	DF4E 34	7	1
Developing Skills for Personal Effectiveness	DF4F 35	8	1	Developing Skills for Personal Effectiveness	DF4F 35	8	1
Communication — Analysing and Presenting Complex Communication	DE3N 34	7	1	Communication — Analysing and Presenting Complex Communication	DE3N 34	7	1
Group Award Graded Unit 1	DE1T 34	7	1	IT in Business — Advanced Word Processing	DE2G 35	8	1
TOTAL			10	IT in Business — Advanced Spreadsheets	DE1V 35	8	1
				IT in Business — Advanced Databases	DE1W 35	8	1
				Office Management	DE1X 35	8	2
				Business Information Management	DE1Y 35	8	1
				Project Management	D76J 35	8	1
				Developing the Individual within a Team or	DF45 34	7	1
				Developing the Individual within a Team	DF46 35	8	1
				Presentation Skills	DE20 35	8	1
				Graded Unit 1	DE1T 34	7	1
				Graded Unit 2	DE22 35	8	1
				Graded Unit 3	DE23 35	8	1
				TOTAL			21

OPTIONAL STRUCTURE

As mentioned previously there is flexibility to allow candidates to customise the award to an academic, vocational or specialist qualification. The options are grouped for ease of use but there is no recommended route or grouping, Centres can offer what is best to suit their local market needs and resources.

Area of Study	Unit Code	SCQF Level	Credit Value
Administration and Technology			
IT in Business — Word Processing, Spreadsheets & Databases: An Introduction	DE24 33	6	1
Administrative Procedures	DE25 33	6	1
IT in Business — Desktop Publishing	DE26 34	7	1
Shorthand as a Skill (Introductory)	DE27 34	7	2
Shorthand as a Skill (Speed Development 1)	DE28 35	7	1
Shorthand as a Skill (Speed Development 2)	DE29 35	7	1
Shorthand as a Skill (Speed Development 3)	DE2A 35	8	1
Shorthand as a Skill (Speed Development 4)	DE2C 35	8	1
WWW Authoring 1**	D5AE 33	6	1
Publishing on the Internet or	D4FB 34	7	2
Internet: Web Development	DF60 35	8	2
Medical			
Medical Terminology in the Medical Environment or	A75W 35	8	2
Medical Terminology for Administration Staff	DM6C 34	7	2
Hospital Administration in Practice or	A75V 34	7	1
Hospital Patient Administration	DL51 34	7	1
GP Medical Administration in Practice or	A75T 34	7	1
GP Medical Administration	DJ4H 34	7	1
Legal Protection of NHSS Patient Data	DM6A 35	8	1
Finance			
Using Financial Accounting Software	DE59 34	7	1
Payroll	DE61 34	7	1
Business Accounting	DE39 34	7	2
Preparing Financial Forecasts	DE3J 35	8	1
Financial Services Market: The Personal Investor	DX2N 34	7	1
Financial Regulations and Market Trading Mechanisms	DX2P 34	7	1
Business and Management			
Managing People and Organisations	DE3D 34	7	2
Business Culture and Strategy	DE3X 35	8	2
Business Contractual Relationships	DN97 34	7	1
Behavioural Skills for Business	DE3L 35	8	1
Business Statistics 1	A5NV 35	8	1
Business Statistics 2	A5NW 35	8	1
Statistics for Business	DE3M 35	8	1
Economics 1: Micro and Macro Theory and Applications	DE3G 35	8	1
Economics 2: The World Economy	DE3H 35	8	1
Economic Issues: An Introduction	DE3A 34	7	1
Functional Areas of Business	DV6J 34	7	1
Management: Leadership at Work	DV88 34	7	1
Managing and Working with People	DV82 34	7	2

Area of Study	Unit Code	SCQF Level	Credit Value
Marketing			
Customer Care or	A619 34	7	1
Customer Care or	DJ43 33	6	1
Creating a Culture of Customer Care	DJ42 34	7	1
Principles and Practices of Selling	A6OW 35	8	1
International Marketing or	A613 34	7	1
International Marketing: An Introduction	DG6M 34	7	1
Principles and Practices of Selling	DG6W 34	7	1
Marketing Practice: An Introduction or	DG6V 34	7	1
Marketing: An Introduction or	DE3C 34	7	1
Marketing Skills for the Entrepreneur	DK2L 33	6	1
Human Resources			
Continuing Professional Development: Introduction	DN74 34	7	1
Recruitment, Selection and Induction	DN7A 34	7	1
Interviewing	DN77 34	7	1
Individual Employment Relations: Law	DN75 34	7	1
Introduction to Managing the Human Resource or	A6H9 34	7	1
Human Resource Management: Introduction	DN78 34	7	1
Human Resource Management Practice or	A6HA 35	8	2
Human Resource Management: Core Activities	DN72 34	7	2
Grievance and Discipline Handling or	D4XF 34	8	1
Individual Employment Relations: Practice	DN76 34	7	1
Training and Developing the Workforce or	A6HC 34	7	2
Learning and Development: An Introduction	DN3H 34	7	2
Law			
Business Law: An Introduction	DE3E 34	7	1
Legal Secretarial Practice	D5MG 34	7	1
Law for Business (Northern Ireland)	D5LP 35	8	2
Call Centre			
Call Centre Operations: Maintaining Service for Call Centre Customers**	DOFE 34	7	2
Call Centre Operations: Working with Call Centre Customers**	DOFD 33	6	2
Languages and Europe			
French for Vocational Purposes: Elementary	ASF8 33	6	3
German for Vocational Purposes: Elementary	A5F9 33	6	3
Italian for Vocational Purposes: Elementary	A5L0 33	6	3
Spanish for Vocational Purposes: Elementary	A5L6 33	6	3
French for Vocational Purposes: Intermediate	A5FA 34	7	3
German for Vocational Purposes: Intermediate	A5FB 34	7	3
Italian for Vocational Purposes: Intermediate	A5LD 34	7	3
Spanish for Vocational Purposes: Intermediate	A5LK 34	7	3
French for Vocational Purposes: Advanced	A5FC 34	7	3
German for Vocational Purposes: Advanced	A5LT 34	7	3
Italian for Vocational Purposes: Advanced	A5LV 34	7	3
Spanish for Vocational Purposes: Advanced	A5M2 34	7	3
European Union Institutions	A54T 34	7	1
Basic Communication in French 1	A5FW 33	6	1
Basic Communication in French 2	A5K2 33	6	1
Basic Communication in French 3	A5KH 33	6	1
Basic Communication in German 1	A5FK 33	6	1
Basic Communication in German 2	A5K4 33	6	1
Basic Communication in German 3	A5KK 33	6	1
Basic Communication in Italian 1	A5FL 33	6	1
Basic Communication in Italian 2	A5K5 33	6	1
Basic Communication in Italian 3	A5KL 33	6	1

Area of Study	Unit Code	SCQF Level	Credit Value
Languages and Europe (continued)			
Basic Communication in Spanish 1	A5FT 33	6	1
Basic Communication in Spanish 2	A5KB 33	6	1
Basic Communication in Spanish 3	A5KS 33	6	1
English as a Foreign Language for Vocational Purposes: Intermediate or	A5LA 34	7	3
ESOL for Work: Advanced Operational	F1HW 34	7	3
Workplace Communication in English	DE1K 33	6	1
French for Work: Basic Operational	F0HW 33	6	3
French for Work: Intermediate Operational	F0HX 33	6	3
French for Work: Advanced Operational	F0J3 34	7	3
German for Work: Basic Operational	F0HT 33	6	3
German for Work: Intermediate Operational	F0J0 33	6	3
German for Work: Advanced Operational	F0J5 34	7	3
Italian for Work: Basic Operational	F0HS 33	6	3
Italian for Work: Intermediate Operational	F0J1 33	6	3
Italian for Work: Advanced Operational	F0J8 34	7	3
Spanish for Work: Basic Operational	F0HR 33	6	3
Spanish for Work: Intermediate Operational	F0J2 33	6	3
Spanish for Work: Advanced Operational	F0J9 34	7	3
Enterprise and Employability			
Employment Experience 1	D7HJ 34	7	1
Developing Entrepreneurial Skills	A6Y7 34	7	1
Workplace Experience or	A6T1 34	7	2
Work Experience	DV0M 34	7	1
Personal Enterprise Skills	DK2M 34	7	1
Work Role Effectiveness or	DG6E 34	7	3
Work Role Effectiveness	DG6G 35	8	3
Personal Development Planning	DE3R 34	7	1
Record Keeping and Accounting for Small Business	DK2N 33	6	1
Preparing and Presenting a Business Plan	DE2E 34	7	2
Getting Started in Business	DK2K 34	7	1
Health and Safety in Industry	A5GT 34	7	1
Workplace Quality Systems	BA27 34	7	1

* The HND mandatory Units can be included within the HNC optional section.

** Please note that these Units are NOT centrally devised and you will need to contact the SQA directly for specifications.

*** Centres may wish to add further options to the framework at a later date and the above list is therefore, not exhaustive.

Any new developments must be validated by SQA before being added or used.

6 CONDITIONS OF THE AWARD

6.1 Design Principles

HNCs shall be designed to be at SCQF level 7 and shall comprise 96 SCQF credit points.

HNDs shall be designed to be at SCQF level 8 and shall comprise of 240 SCQF credit points.

HNCs should incorporate at least 48 SCQF credit points at SCQF level 7.

HNDs should incorporate at least 64 SCQF credit points at SCQF level 8.

HNCs should include a mandatory section of at least 48 SCQF credit points including a Graded Unit at level 7.

HNDs should include mandatory section of at least 96 SCQF credit points, including Graded Units (ie one Graded Unit at level 7 and two Graded Units at level 8).

6.2 HNC in Administration and Information Technology

To gain the HNC in Administration and Information Technology a candidate must achieve 12 credits.

* Ten Mandatory core credits (including the Graded Unit 1 at SCQF level 7)

* Two optional Units[†]

Core Skills Exit Profile

The Core Skill of Communication at Higher can be gained by successful completion of the Unit Communication — Analysing and Presenting Complex Communication. Candidates successfully completing the Group Award will also gain the Core Skill of IT at Higher. The Core Skill of Problem Solving at Higher can be gained by successful completion of the Unit Developing Skills for Personal Effectiveness (at SCQF level 7 or 8). Numeracy and Working with Others will be developed throughout other Units. For further information regarding Core Skills please see the *Guidance Notes for Centres*.

6.3 HND in Administration and Information Technology

To gain the HND in Administration and Information Technology a candidate must achieve 30 credits.

* 21 Mandatory core credits (including Graded Units 1, 2, and 3)

* 9 optional Units[†]

As previously mentioned, there is no mandatory core skill exit profile but candidates achieving the HNC Units detailed in 6.2 above, plus the Graded Unit 3 (project) will exit with the following embedded core skills:

Communication	Higher Level
Information Technology	Higher Level
Problem Solving	Higher Level
Working with Others	Higher Level

[†] Centres should take cognisance of the number of SCQF level 6 Units included in the optional section of the Group Award framework as this may have an impact on articulation arrangements with universities. If appropriate, centres should ensure that HNC candidates gain sufficient credits to allow progression and/or any specific Units required for articulation.

6.4 Transitional Arrangements

In cases where candidates undertaking the current HNC/D in Administration and Information Management wish to transfer to the HNC/D Administration and Information Technology Centres would need to consider the SQA Credit Transfer Arrangements and the specific Unit guidance given in the Guidance Notes for Centres.

7 APPROACHES TO DELIVERY AND ASSESSMENT

All of the Units listed may be delivered as stand-alone qualifications. Alternatively, they may be included in a variety of Group Awards as mandatory or optional Units. Where they are delivered within the frameworks shown on the previous pages they constitute a coherent, attractive and very relevant programme which will equip candidates with the knowledge and/or skills needed for today's working environment. The range of options will allow for either a vocational, academic or specialist route for progression.

The awards can be delivered in many different modes of attendance including Open and On-line learning. Under all circumstances, delivering centres will be responsible for ensuring authenticity of candidate's work.

It is envisaged that where possible Centres will deliver these awards in an integrative manner and the Unit Specifications identify where this may be possible.

Delivery of the HNC allows for obvious partnership Units for timetabling purposes for example Office Administration and Office Technologies could be integrated and delivered together. There are opportunities for Word Processing and Presentation Applications to be integrated with Communication — Analysing and Presenting Complex Communication. There should also be some opportunities to 'speed build' within the new Word Processing and Presentation Applications Unit and centres would be advised to encourage candidates to gain acceptable work place speeds. If the Using Financial Accounting Software option is available it would complement the mandatory core Unit Recording Financial Transactions.

When delivering the HND it is recommended that the first year Units be taught first before progressing to the more advanced Units. Again there are opportunities for integration of Units for example Business Information Management and Project Management and Office Management and Advanced Word Processing. Options can be taken in subject grouping or can be selected according to local needs and resources available.

7.1 Assessment Strategy

The overall assessment strategy under the new design principles is to encourage a more holistic approach to assessment. The new HN Unit Specification places the emphasis on assessing the whole Outcome or a combination of Outcomes rather than on Performance Criteria. There is also the intention to reduce the assessment loading for both candidates and Centres and therefore 'sampling' of the knowledge and/or skills is encouraged in the new Unit Specifications.

**HNC ADMINISTRATION AND INFORMATION TECHNOLOGY
ASSESSMENT STRATEGY**

UNIT	ASSESSMENT			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
IT in Business — WP and Presentation Applications	Practical Open/C	Assessed by one instrument practical testing K/U Open/C		Restricted Responses Open/C
IT in Business — Spreadsheets	Practical Ex — Open/C		Case Study requiring practical solutions Open/C	– –
IT in Business — Databases	Case Study requiring practical solutions — Open-book		Practical Ex — Open/C	–
Office Administration	Case Study Open/C	Case Study Open-book	Restricted Responses Open/C	–
Office Technologies	Extended Response to Stimulus Material Open/C	Practical Assignment — Open/C		–
Developing Skills Personal Effectiveness	An Action Plan with supporting documentation of evidence to cover the knowledge and/or skills of each Outcome (Portfolio production)			–
Recording Financial Transactions	Practical Ex Closed-book Cut off scores	Practical Ex Closed-book Cut off scores	Practical Ex Closed-book Cut off scores	–
Communication — Analysing and Presenting Complex Communication	Practical Ex Open/C	Practical Ex Open There are opportunities to integrate the two Outcomes or they can be assessed separately		–
Graded Unit 1	Two Closed-book Exam Papers Paper 1 — Objective response question paper One Hour (30% of marks) Paper 2 — Extended Response from stimulus material Two Hours (70% of marks)			

Assessment Exemplars are available for all mandatory core Units including the Graded Unit.

**HND ADMINISTRATION AND INFORMATION TECHNOLOGY
ASSESSMENT STRATEGY**

*** Please consider the previous page for information regarding the 1st Year Units**

UNIT	ASSESSMENT			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
IT in Business — Advanced WP	Practical Exercise Open/C	Report and documentation from Stimulus material Open-book		
IT in Business — Advanced Spreadsheets	Portfolio of evidence supported by a Report based on a case study. Open-book			
IT in Business — Advanced Databases	Portfolio of evidence supported by written explanations based on files and existing database material. Open-book			
Business Information Management	Case Study Sampling Open/C	Case Study Sampling Open/C	Case Study Sampling Open/C	
Office Management	Extended Response Closed-book	Report from Case Study Open-book	Practical Exercises and Restricted Responses Closed-book	Case Study Open-book
Project Management	Extended Response Open-book	Extended Response Open-book	Practical Exercise for the development and planning of a project Open-book	
Developing the Individual within a Team	Written and Recorded performance Evidence Open-book	Written and Recorded performance Evidence Open-book		
Presentation Skills	Extended Response Open-book	Practical Exercise Open-book		
Graded Unit 2	Two papers — Closed-book Exam			
Graded Unit 3	Project — Open-book from a Case Study			

Assessment Exemplars are available for all mandatory core Units including the Graded Units.

As two of the Graded Units are closed-book exams — normal centre examination procedures should be followed.

Assessment exemplars have not been provided for any optional Units to the HNC/D Administration and Information Technology programmes but some options may be core to the HN Accounting, Business and Financial Services awards and therefore assessment exemplars will be available for those core Units.

7.2 The Graded Unit

The purpose of the Graded Unit is to assess the candidate's ability to integrate and apply the knowledge and/or skills gained in the individual Units to demonstrate that they have achieved the principal aims of the Group Award, and to grade candidate achievement.

Candidates will sit one Graded Unit at level 7 for an HNC and three Graded Units for an HND — one at level 7 and two at level 8.

7.3 Rationale for Graded Unit Assessment

Level 7 Graded Unit

Timed, Closed-book Assessment comprising of two Assessment Instruments:

Part one worth 30% of the available marks and conducted under timed (one hour) closed-book conditions. The paper will contain both multiple choice (66%) and multiple response questions (33%).

Part 2 worth 70% of the available marks will be conducted under timed (2 hours) closed-book conditions. This will be an extended response paper containing one compulsory question (with brief scenario) and a choice of two questions from three themed questions.

Level 8 Graded Unit

Unit 1 — Timed, Closed-book Assessment comprising of two Assessment Instruments which reflect the same format as the Graded Unit at level 7.

Unit 2 — Open-book Case Study

The design of the Graded Units closely reflect stakeholder feedback and were based on the following points:

- ◆ The Unit assessments are very practical and task orientated and the closed-book timed format will complement this.
- ◆ The format will answer HE criticism of candidates from FE having no exam experience
- ◆ The format reflects the current practice of Vendor qualifications, eg ECDL/MOS of closed-book timed assessment
- ◆ It will be easier to prepare marking schemes and mark — reducing burdens on lecturers
- ◆ It will be easier to grade the Unit as the extended response element will allow candidates to prove ability and will clearly establish headroom
- ◆ Resit/Reassessment would be easier to arrange
- ◆ At HND the Open-book Case Study approach will enhance skills learnt by the candidate over the award, eg research and presentation (Units — Project Management, Presentation Skills and Advanced IT Units)
- ◆ Candidates in work could be assessed by being set a project that was not part of their day to day work activities

7.4 Re-assessment

Process

The way that centres re-assess candidates is integral to the way that they manage assessment as a whole and as such, will be subject to internal moderation. In order to ensure that the assessment process is as holistic as possible and that assessors are able to effectively judge candidates' performance in the Outcome or Unit as a whole, it may not always be possible to re-assess only those parts of the performance in which candidates have not satisfactorily demonstrated competence. Scenarios where candidates may require to re-do the whole assessment include:

- ◆ assessments which test knowledge and other cognitive skills and where it may not be possible to extract some of the items for re-assessment
- ◆ where parts of several Outcomes are involved
- ◆ where a project has been designed as an integrated assessment and where there is a requirement to complete the project as a single complex task.

Candidates may require to do only part of an assessment, where their evidence has been generated over a period of time and/or a discrete part of the Unit, such as an Outcome, has been assessed originally.

Re-assessment opportunities

SQA advises that there should normally be one, or in exceptional circumstances two, re-assessment opportunities. (Please refer to *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education*, downloadable from SQA's website www.sqa.org.uk).

Eligibility

Candidates who have not satisfactorily demonstrated their attainment of knowledge and/or skills and/or competence in the whole or only part of an assessment may be considered for re-assessment.

Developing alternative assessments

The design of the original assessments inform the re-assessment process to a large extent, as these determine the type of assessment instruments used and the purpose of the assessment. Normally, centres build up banks of assessments which can be used in whole or part for re-assessment purposes.

Assessment writers should refer to the Unit specification when developing an alternative assessment and ensure that it is of equal demand to the original assessment and that it covers all necessary criteria — for example core skill achievement. Where candidates have not provided satisfactory evidence for knowledge and/or skill items which have been sampled, they would normally be re-assessed on a different sample.

HN Graded Units

Applying the above general policy to re-assessing HN Graded Units means that re-assessing an examination-based Group Award Graded Unit would normally be based on an alternative examination and re-assessment of a project-based Graded Unit would normally be based on an alternative assessment task. For the latter, centres would be encouraged to set the parameters at the start of the project class giving details of the draft (one only) submission date and final submission date. Candidates must pass each section of the project/investigation. The overall grade is derived from the total number of marks across all the sections. The Conditions of Assessment section on the Graded Unit specification gives additional guidance.

GUIDANCE NOTES FOR CENTRES

Context and Content

Centres can offer the Group Awards on a full time, day release, evening or flexible learning basis, though all Units within the frameworks are also deliverable on a standalone basis.

Delivery and Assessment

It would be advisable where the HNC and HND are combined, a common year 1 is followed which includes all Units which are mandatory to the HNC as this would effectively allow a candidate to exit at this point if necessary. The following is a sample timetabling proposal for information only, and is based on an HNC also being the first year of an HND. Centres operating over 3 semesters will obviously have different requirements.

SEMESTER 1 (2 X 18 WEEK SEMESTERS)

UNIT	HOURS PER WEEK
IT in Business — WP and Presentation Applications	4
Office Administration	2 (this Unit could be delivered along with Office Technologies and by the same lecturer)
Office Technologies	2
Developing Skills for Personal Effectiveness	1
Communication — Analysing and Presenting Complex Communication	2
Option	2
Option	2

SEMESTER 2

IT in Business — Spreadsheets	Delivered together by same lecturer — 4 hours per week — Units running on from each other
IT in Business — Database	
Developing Skills for Personal Effectiveness	1
Recording Financial Transactions	Delivered together by same lecturer — 4 hours per week — Units running on from each other
Using Financial Accounting Software (option)	
Employment Experience 1(option)	Delivered together by same lecturer — 4 hours per week — Units running on from each other
Graded Unit 1	
Option	2

It should be noted that all IT Units at level 7 should be attempted before progressing to the advanced Units at level 8.

QUALITY ASSURANCE AND MODERATION

In most Centres there are established quality assurance frameworks which must be followed by those responsible for the administration of courses. In addition all courses are subject to external moderation. The assessment exemplars provided with the new HNC/D in Administration and Information Technology have been vetted and approved by the Senior Moderator and therefore should be used to indicate a national standard. Should centres wish to use these exemplars in the first year of delivery, they should ensure that all Internal Moderation procedures are complied with to ensure the reliability, validity and security of the material. There are no longer any merit statements within the new specifications and candidates will either pass or fail the Unit.

Graded Units

Should centres wish to develop their own assessment materials they can do so, but are strongly advised to contact SQA and seek prior moderation before use of their own devised assessments. Further guidance is available on Prior Moderation for Group Award Graded Units from SQA.

Centre internal moderation processes should ensure that all candidates have been fairly treated, that the assessment has been valid and reliable, and that the assessment decisions, marks and grades allocated are fair and in accordance with national standards. A suggested method for the internal moderation of the marking process is for the internal moderator to:

- ◆ Select and check a sample of scripts marked by the assessor — the sample should include A, B and C grades and fails
- ◆ Decide whether the marking is:
 - at the appropriate standard
 - generally lenient, and by how much
 - generally severe, and by how much
 - lenient or severe at a particular point in the marks range, and by how much
 - inconsistent
- ◆ Discuss any problem cases with the assessor and agree on the appropriate adjustments to be made to the sampled scripts and, if necessary, to other scripts marked by the assessor.
- ◆ Complete the documentation which underpins any further action required
- ◆ Make a judgement on the type of training/guidance/support to offer the assessor

Further information on guidance in marking and making assessment decisions is available from SQA.

GUIDANCE ON OPEN LEARNING

Information regarding open/flexible learning delivery is contained within each Unit specification. The introduction of 'sampling' within the assessment strategy means that more assessment must now be carried out in 'controlled conditions'. Centres must have procedures in place to authenticate the work produced by candidates who do not undertake assessment within the Centre. For further information and advice please refer to Assessment and Quality Assurance of Open and Distance Learning (www.sqa.org.uk).

GUIDANCE ON SPECIAL NEEDS

There should be no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For example, some candidates may require a longer period for the single assessment or may require that it be split into more than one event.

For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or with Additional Support Needs*, which is available on the SQA website **www.sqa.org.uk**.

GUIDANCE ON CREDIT TRANSFER

In making a decision where credit transfer can be given between Units from the current-rules qualification and the Units from the new principles HNC/HND, the Qualification Design Team had to consider the following areas:

Subject Related Content

Credit Transfer can be given where there is broad equivalence between the subject-related content of the Units, ie the knowledge and/or skills have not changed significantly. For example the only change has been the re-writing of the Unit to the revised HN Unit Specification, without changing the content. There may have been slight amendments to update legislative references or to incorporate updated technology, but the knowledge and/or skills are still basically the same as those contained in the predecessor Unit.

Embedded Core Skills content

If a Unit has been validated under the new Design Principles as embedding a Core Skill or Core Skill component, this would constitute a significant change to the content. This would mean that credit transfer can only be given between the current-rules Unit and the new-rules Unit if the current-rules Unit has also been validated as embedding the Core Skill or Core Skill component. Where this is not the case, credit transfer between the predecessor Unit and the new-rules Unit could only be based on achievement of the predecessor Unit plus evidence of achievement of the Core Skill or Core Skill component.

This means that a candidate with the old HNC may gain access to the new HND (either by credit transfer or normal study) by achieving:

- ◆ The mandatory Units within the new HND framework
- ◆ A Graded Unit or Graded Units of 16 SCQF credit points at level 8
- ◆ The remaining SCQF credit points at the SCQF level required (either by credit transfer or normal study)
- ◆ Credit Transfer opportunities from old to new Units for optional Units may appear in the appropriate Arrangements Documents for other awards.

SCQF Level

Credit transfer can only be given between the current-rules Unit and the new principles Unit if the level of demand on the candidate is the same. This should be the case where there has been no significant change in the content of the Unit, either in terms of the number of credits or the amount of and levels of assessment required.

Credit Value

If a new Unit is assigned a different credit value from its predecessor, this is often the case where there has been a significant change to the content, and if so, specific credit transfer cannot be given.

Currency

It is recommended that Credit Transfer should only take place for a maximum of 4–5 years from the introduction of the new award.

It was recommended that the new Unit writers identify the credit transfer opportunities between the current-rules Unit and the new principles Unit and they are as follows:

Credit transfer from revised HNQs to those developed under 1988 design rules

This situation may arise if a candidate has most of the Units for a framework developed under the 1988 design rules and wishes to complete this award but is unable to take the Units developed as part of the 1988 frameworks because they are no longer delivered by the centre.*

In this case the follow course of action could be followed.

HNQs developed under 1988 design rules

Under the 1988 design rules, candidates must be offered the opportunity to achieve merit on all Units.

If there is a broad equivalence between the 2003 and 1988 Units (usually indicated on the arrangements document) then the merit statement for the 1988 Unit should be scrutinised to ascertain whether it could be applied to the *evidence* generated from the 2003 Unit.

If the merit statement can be applied, then centres could teach and assess the 2003 Unit but register candidates for the 1988 Unit (and Group Award) with the appropriate result.

- * Centres need to ensure that the framework and Units developed under the 1988 rules are still current and have not lapsed.

ALTERNATIVE ROUTE FOR CANDIDATES TRANSFERRING FROM PREDECESSOR HNC/first part HND to second part of revised HND

Higher National Certificate — HN Administration and Information Technology

Credit Transfer Arrangements

New Unit Title	New Unit Code	Old Unit Title	Old Unit Code	Credit Transfer Conditions
Office Administration	DE1P 34	Office Administration	A6G9 04	Full credit transfer
Office Technologies	DE1R 34			There is no credit transfer for this Unit. However, candidates may be able to do accelerated assessment.
Recording Financial Transactions	DP9F 33			There is no credit transfer for this Unit.
Communication: Analysing and Presenting Complex Communication	DE3N 34	Communication: Presenting Complex Communication for Vocational Purposes	D5P3 34	There are opportunities for credit transfer. The core skill of Oral Communication at Higher is embedded in both Units. Additional evidence in respect of the core skill of Written Communication will be required.
IT in Business — Word Processing and Presentation Applications	DE1L 34	Presenting Business Information and Presenting Complex Business Information	A6GB 04 A6GC 04	Candidates holding PBI and PCBI may be able to do accelerated assessment for this Unit. Outcome 2 of the HN Unit <i>Presentation Skills (DE20 35)</i> will overtake Outcome 3.
IT in Business — Spreadsheets	DE1M 34	Using Information Technology in Business: Spreadsheet and Word Processing Applications	A6GE 04	To gain credit transfer to the new Unit candidates will have to provide additional evidence as specified in the Unit's Evidence Requirements in respect of Outcome 3. However, evidence for this Outcome may be gained from the Unit Business Statistics 1.

New Unit Title	New Unit Code	Old Unit Title	Old Unit Code	Credit Transfer Conditions
IT in Business — Databases	DE1N 34	Using Information Technology in Business: Database and Word Processing Applications	A6GD 04	<p>To gain credit transfer to the new Unit candidates will have to provide additional evidence as specified in the Unit's Evidence Requirements in respect of Outcomes 2 and 3.</p> <p>Outcome 2:</p> <ul style="list-style-type: none"> • All core skill requirements • Creating forms/using forms <p>Outcome 3:</p> <ul style="list-style-type: none"> • All core skill requirements • Selection of appropriate data sources is effective • Apply an efficient and effective search strategy • Propose possible solutions to a business problem based on search results <p><i>This could be best evidenced if the candidate was to undertake an extra timed assessment covering all of Outcome 3 and the form element of Outcome 2 for the new Unit. During the assessment the tutor should observe the candidate using the observation form for Outcome 2.</i></p>

New Unit Title	New Unit Code	Old Unit Title	Old Unit Code	Credit Transfer Conditions
Developing Skills for Personal Effectiveness	DF4D 33 DF4E 34 DF4F 35	Developing Personal Effectiveness	A6G7 33	There are opportunities for credit transfer. The core skill of Problem Solving is embedded in the new units — at Int 2 in the level 6 unit and at Higher in the level 7 and 8 units. The core skill of Problem Solving at Int 2 is embedded in the old Unit.

HND Units

New Unit Title	New Unit Code	Old Unit Title	Old Unit Code	Credit Transfer Conditions
Office Management	DE1X 35	Office Management	A6GA 04	To gain credit transfer to the new Unit candidates will have to provide additional evidence as specified in the Unit's Evidence Requirements in respect of Outcomes 1 and 2. Candidates who have gained a pass in the HN Unit <i>Managing Change</i> may obtain credit transfer for Outcome 2.
Business Information Management	DE1Y 35	Business Information Management	A6GF 04	Full credit transfer

HND Units (continued)

New Unit Title	New Unit Code	Old Unit Title	Old Unit Code	Credit Transfer Conditions
Project Management	D76J 35			If Project Management software was used in the Unit Business Information Management (A6GF 04) there will be an opportunity to gain some credit transfer.
Presentation Skills	DE20 35			There is no credit transfer for this Unit.
IT in Business — Advanced Word Processing	DE2G 35			There is no credit transfer for this Unit.
IT in Business — Advanced Spreadsheets	DE1V 35			There is no credit transfer for this Unit.
IT in Business — Advanced Databases	DE1W 35			There is no credit transfer for this Unit.
Developing the Individual within a Team	DF45 34 or DF46 35	Developing the Individual within a Team	A6G8 04	There are opportunities for credit transfer. The Core Skill of Working with Others at Higher is embedded in the new Unit.

Credit transfer details for Units within the HN Business, Financial Services and Accounting frameworks can be found in the appropriate Arrangements Documents

GUIDANCE ON CORE SKILLS

The following information details the 'development' and attainment of Core Skills within the individual Units of the mandatory Units in the awards HNC/D Administration and Information Technology.

CORE SKILLS (within the Mandatory Units)

Communication (Higher)

Read and understand complex written communication (**Reading**)

Produce well structured written communication on complex topics (**Writing**)

Produce and respond to oral communication on a complex topic (**Oral**)

Problem Solving (Higher)

Analyse a complex situation or task

Plan, organise and carry out a complex task

Review and evaluate a complex problem solving activity

Information Technology (Higher)

Use an IT system effectively

Use software in an unfamiliar context to produce complex information

Carry out searches

Although the above wording may seem to relate well with the Units listed below — it is often the specific/extensive range in the Core Skills which limits embedding opportunities.

Embedded Core Skills

The **Core Skill of Communication (Higher)** is embedded in the Unit Communication — Analysing and Presenting Complex Communication

The **Core Skill of Information Technology (Higher)** is embedded in the HNC/HND Group Awards.

The **Core Skill of Problem Solving (Higher)** is embedded in the Units Developing Skills for Personal Effectiveness (DF4E 34 and DF4F 35) and Administration and Information Technology: Graded Unit 3 (DE23 35).

The **Core Skill of Working with Others (Higher)** is embedded in the Unit Developing the Individual within a Team (DF45 34 or DF46 35).

Opportunities for Core Skill Development

There are many opportunities for candidates to develop core skills throughout the mandatory units.

If candidates wish to make use of these opportunities it is recommended that the assessment instruments detailed in the Units are followed.

This section will look at each of the Mandatory Units in turn — Outcome by Outcome.

For each Outcome — a brief description of what the candidate has to do will be given, followed by a list of the opportunities to develop areas of Core Skills.

OFFICE ADMINISTRATION

Outcome 1

Candidate has to prepare a response of 500 words identifying and evaluating problem areas from a given Case Study

Outcome 2

Candidate has to prepare a response of 500 words to a Case Study detailing a scenario which will allow the evaluation of an existing procedure, the design of a new procedure and the implementation of the new system.

Outcome 3

Candidate has to prepare short responses to three scenarios.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software (Only if Report is Word Processed)

OFFICE MANAGEMENT

Outcome 1

The candidate has to prepare a report that analyses the role of the Office Manager with and administrative environment. The candidate has to undertake critical analysis of the implications of the management function in influencing the core activity.

Outcome 2

The candidate has to prepare a Report from a Case Study which will outline the current services and systems of the organisation and the reasons why change is required. The candidate has to undertake critical analysis and give clear recommendations on the communication and management of the implementation of change.

Outcome 3

Candidate has to design a job description and person specification and respond to five restricted response questions.

Outcome 4

The candidate has to prepare a Report which will evaluate three methods of training needs analysis with recommendation of the most appropriate use of each one. The candidate should also demonstrate they have identified the advantages and disadvantages of each method.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software (Only if Report is Word Processed)

OFFICE TECHNOLOGIES

Outcome 1

The candidate has to provide a 500 word response relating to a Case Study. The response should be presented in a word processed format.

Outcome 2 and 3

The candidate has to undertake a contextualised “in tray” assessment. The candidate must provide hard copy solutions to the tasks presented and where necessary brief written explanations of how tasks were undertaken.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software Search for information from unseen source

BUSINESS INFORMATION MANAGEMENT

Outcome 1

The candidate has to produce a section of a Report derived from a case study or actual workplace situation. In this section of the Report the candidate has to evaluate the role of information in business.

Outcome 2

Candidate has to produce a further section of the Report assessing the importance of effective storage and organisation of data for use in information systems.

Candidate has also to evaluate the benefits derived for an organisation from different types of information systems and analyse the internal and external factors that influence the development of information systems.

Outcome 3

Candidate has to produce a final section of the Report evaluating the impact of emerging information and communication technologies on competitive advantage.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software (Only if Report is Word Processed)

PRESENTATION SKILLS

Outcome 1

Candidate has to produce a Report from a Case Study, where they must identify, describe and evaluate a variety of business presentation methods appropriate to different scenarios.

Outcome 2

Candidate has to select and prepare a screen based presentation on an agreed topic.

Candidate will be expected to establish objectives for the presentation and will be required to provide evidence of how successfully he/she has achieved these, as well as coping with unexpected events.

Outcome 3

The candidate has to deliver a presentation to a group. Presentation has to last at least 10 minutes. Apart from exposition, candidate must also demonstrate audience participation at the end of the presentation by means of a question and answer session.

CORE SKILLS

Communication	Reading Writing Oral (Outcome 3 only)
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software

IT IN BUSINESS — DATABASES

Outcome 1

Candidate has to design a database structure to aid decision making and problem solving.

Outcome 2

Candidate has to create, input and store data using a relational database.

Outcome 3

Candidate has to use the database to manipulate and present information to aid decision-making.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software Carry out searches

IT IN BUSINESS — WORD PROCESSING AND PRESENTATIONS/ APPLICATIONS

Outcome 1

Candidate has to create a range of complex WP business documents.

Outcome 2

Candidate has to create material which will form the basis of the presentation required in Outcome 3. This material will cover the advantages of using specific word processing techniques to enhance working practices.

Outcome 3

Candidate has to present a range of information using presentation software

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software

IT IN BUSINESS — SPREADSHEETS

Outcome 1

The candidate has to design, create and use spreadsheets to provide solutions to business problems.

Outcome 2

Candidate has to present and use the results of the spreadsheets in graphical form.

Outcome 3

Candidate has to use statistical functions to provide solutions to business problems.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software

The Core Skill components of:

Using Graphical Information (Intermediate 1)

Using Number (Intermediate 2)

Critical Thinking (Intermediate 2)

are embedded in this Unit.

USING IT IN BUSINESS — ADVANCED SPREADSHEETS

Outcome 1, 2 and 3

Candidate has to produce a Report analysing the use of a wide range of data management features and the use of spreadsheet analysis tools.

Candidates are required to make recommendations for improved use of a spreadsheet package. Enhanced presentation features should be used to highlight or select particular elements on which further analysis is undertaken. Candidates should also demonstrate planning for further evaluation.

Candidates are required to undertake critical analysis of information and be able to formulate solutions.

Candidates are required to propose feasible forecasts/trends using numerical and graphical data to support these findings.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software

IT IN BUSINESS — ADVANCED WORD PROCESSING

Outcome 1

Candidate has to prepare a report for management which outlines the advantages of effective document management. The report should be based on the evaluation and reasoning for change to an exemplar document and the candidate must justify how the exemplar document added value to document management.

Outcome 2

Candidate has to produce complex business documents using advanced features of a Word Processing application to provide qualitative management information.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software

IT IN BUSINESS — ADVANCED DATABASES

Outcome 1

Candidate has to analyse and evaluate errors in an existing database and apply advanced design principles to improve performance of the database.

Outcome 2

Candidate has to show that he/she can import data from an external source, and design and use complex forms to aid the inputting of new data.

Outcome 3

Candidate has to create and use complex query facilities and export to appropriate spreadsheet software for further manipulation of data.

CORE SKILLS

Communication	Reading Writing
Problem Solving	Analyse Plan and Organise Review and Evaluate
Information Technology	Use an IT System Use Software Carry out Searches

GENERAL INFORMATION FOR CANDIDATES

The new awards of HNC/D in Administration and Information Technology have been designed to meet the demands and requirements of today's modern working environment. They also allow for progression into employment of a general administration nature within small to medium enterprises whilst providing for opportunities for skills and knowledge required for more specialist posts demanded by larger organisations.

Extensive consultation and research undertaken with employers and industry bodies in the administrative field, current students, Higher Education and Further Education establishments was used to build the framework of the awards. The inclusion of a wide variety of options is to ensure that provision can be made to match local employer demands.

There is a strong coherent progression between the HNC and HND awards. The HNC allows the development of the knowledge and skills whereas the HND requires a greater depth of study and the opportunity to customise the award in a vocational, academic or specialist nature.

Candidates intending to progress to Higher Education should consult with their chosen university in order to ascertain the preferred options for entry and therefore make the most appropriate choice for their studies.

HISTORY OF CHANGES

It is anticipated that changes will take place during the life of the qualifications, eg additional options/updated specifications, and this section will record these changes.

The updated Arrangements Document will be published on the SQA website and course leaders should ensure they check the Arrangements Document on a six-monthly basis.

Date	Version Number	Author	Description of Change
December 2005	2	L Meikle	Addition of Optional Units and Appendices 2 and 3.
June 2006	3	L Meikle	Addition of Optional Units. Updated Guidance on Credit Transfer. Updated information on Core Skills.
June 2007	4	SQA	Additions to Optional frameworks (HNC and HND). Amendments to Pages 14 and 16 (7.3).
October 2007	5	SQA	Amendment to optional framework (pages 10 and 11)

Appendix 1

SVQ Mapping

Links to S/NVQ Administration level 3

The HNC/D Administration and Information Technology also contains Knowledge and Understanding for some components of S/NVQ in Administration level 3.

This means that if candidates gaining the HN Award wish to undertake S/NVQs in the workplace, then some of the Knowledge and Understanding for some elements of the S/NVQ will have been covered in the HN Awards.

For the core units and some of the popular optional units of the S/NVQ in Administration level 3 — a general overview of the Unit and some of the required knowledge is given — if any of the HNC/D Mandatory Units provide background to support the Knowledge and Understanding of that S/NVQ Units they are listed below each description.

NB: This information will be updated in due course, to incorporate the SVQs in Business and Administration which were accredited in July 2005.

Unit 301 Maintain effective working relationships

Candidate must be able to:

- ◆ Work effectively with other people
- ◆ Contribute to improving the work of your team
- ◆ Jointly plan and carry out work for other people

The knowledge relating to this unit relates to:

- ◆ The importance of effective working relationships
- ◆ The people who make up your team/responsibilities of your team
- ◆ Mission statements and objectives of your organisation
- ◆ Why it is important to communicate and integrate your work with other people
- ◆ Why it is important for teams and organizations to continue to improve

Knowledge relating to the above is covered by the following Units:

No obvious coverage with the mandatory units — some of the optional units will provide background knowledge.

Unit 302 Contribute to the maintenance of a healthy, safe and productive working environment

Candidate must be able to:

- ◆ Monitor and maintain a safe, healthy and secure working environment
- ◆ Monitor and maintain an effective and efficient working environment

The knowledge relating to this unit relates to:

- ◆ The importance of health, safety and security in the workplace
- ◆ The basic requirements of the health and safety and other legislation and regulations that apply to the workplace
- ◆ The person(s) responsible for health, safety and security in the workplace
- ◆ The relevant up-to-date information on health, safety and security that applies to the workplace
- ◆ The importance of being alert to health, safety and security hazards
- ◆ Hazards you can put right yourself and hazards you must report
- ◆ Your organisation's emergency procedures
- ◆ How the conditions under which you work can effect your effectiveness and efficiency and those around you
- ◆ The organisation of your working area

Knowledge relating to the above is covered by the following Units:

- ◆ Office Administration
- ◆ Business Information Management

Unit 303 Manage your work and development

Candidate must be able to:

- ◆ Plan your work to meet requirements
- ◆ Carry out your work to meet requirements
- ◆ Develop your own work

The knowledge relating to this unit relates to:

- ◆ Why it is important to be able to plan, prioritise, organize and develop your own work
- ◆ How to prioritise pieces of work according to their urgency and importance
- ◆ Why it is important to be flexible in changing your priorities when the importance and urgency of pieces of work change
- ◆ How to make the most efficient use of your time, and things that may prevent that
- ◆ Why it is important to ask for help when you need it
- ◆ The importance of confidentiality
- ◆ The types of information in your organization that need to be treated confidentially, and how to do so
- ◆ The importance of thinking about your own work and identifying strengths and weaknesses
- ◆ The importance of gaining feedback from other people
- ◆ Why it is important to deal with this feedback constructively
- ◆ The importance of a learning plan and how to develop specific, measurable and achievable objectives for your learning

Knowledge relating to the above is covered by the following Units:

- ◆ Office Administration
- ◆ IT in Business — Word Processing and Presentations

Unit 304 Contribute to co-ordinating administrative services

Candidate must be able to:

- ◆ Help to develop administrative services
- ◆ Implement and maintain administrative services

The knowledge relating to this unit relates to:

- ◆ The importance of continuously reviewing administrative services and making appropriate improvements
- ◆ Your organisation's policies, procedures and constraints that affect administrative services
- ◆ How to develop systems and procedures that ensure administrative services are effective and efficient
- ◆ How to encourage users to comment on the effectiveness of administrative services
- ◆ How to identify possible improvements in administrative services and the benefits that could arise
- ◆ How to communicate your plans effectively
- ◆ The information, training and support users require, and how to ensure they receive it
- ◆ The problems that may occur when you are implementing administrative services
- ◆ What types of action you can take if administrative services are not being used correctly

Knowledge relating to the above is covered by the following Units:

- ◆ Office Administration
- ◆ Office Management

Unit 305 Research, prepare and present information from a variety of sources

Candidate must be able to:

- ◆ Research, locate and select information from a variety of sources
- ◆ Integrate. Prepare and supply information from a variety of sources

The knowledge relating to this unit relates to:

- ◆ Why it is important to agree and record requirements to make sure they have been met
- ◆ The basic requirements of relevant legislation covering information searches and the use of information
- ◆ Other conditions and legal requirements that may apply, in particular confidentiality, data protection and copyright
- ◆ The range of information sources commonly used by your team to locate information and how to use these
- ◆ Any sources of specialist information support that you could draw on and how to access these
- ◆ How to carry out effective and efficient information searches
- ◆ The standard document styles used in your team and how to select a style appropriate to the purpose of the document
- ◆ How to present documents using these styles

Knowledge relating to the above is covered by the following Units:

- ◆ Communication
- ◆ Desk Top Publishing
- ◆ IT in Business — Word Processing and Presentations

Unit 306 Maintain and develop a paper based information system

Candidate must be able to:

- ◆ Maintain an information system
- ◆ Continuously improve an information system

The knowledge relating to this unit relates to:

- ◆ Why it is important that information is stored safely and securely in a way that allows users to locate it quickly and efficiently
- ◆ All the relevant procedures for using and maintaining your information system
- ◆ The basic requirements of legislation covering the collection and storage of information
- ◆ The main health and safety issues relevant to maintaining and developing information systems
- ◆ Why it is important to follow agreed procedures for the storage of materials
- ◆ The importance of confidentiality and security and how to maintain these
- ◆ Why it is important to review the requirements of the system
- ◆ How to compare user requirements with the existing system and find ways of improving it
- ◆ The importance of consulting with users on proposed changes
- ◆ The importance of evaluation

Knowledge relating to the above is covered by the following Units:

- ◆ Business Information Management
- ◆ Administrative Procedures

Unit 307 Maintaining and using databases

Candidate must be able to:

- ◆ Maintain and use databases
- ◆ Input data
- ◆ Extract and output information

The knowledge relating to this unit relates to:

No need to be specific here — the knowledge requirements for this unit are very well covered in the units listed below.

Knowledge relating to the above is covered by the following Units:

- ◆ IT in Business — Database
- ◆ IT in Business — Advanced Database

Unit 319 Producing Spreadsheet documents

Candidate must be able to:

- ◆ Create and update spreadsheets
- ◆ Enter formula/format cells/format page layout requirements

The knowledge relating to this unit relates to:

No need to be specific here — the knowledge requirements for this unit are very well covered in the units listed below.

Knowledge relating to the above is covered by the following Units:

- ◆ IT in Business — Spreadsheets
- ◆ IT in Business — Advanced Spreadsheets

In the S/NVQ the knowledge is extensive. Although achieving these HN Units will help with the knowledge coverage, centres are advised to look closely at the knowledge statements in the S/NVQ to ensure overall coverage.

Unit 302 Designing and creating complex documents using a computer

Candidate must be able to:

- ◆ Design and create complex documents

The knowledge relating to this unit relates to:

No need to be specific here — the knowledge requirements for this unit are very well covered in the units listed below.

Knowledge relating to the above is covered by the following Units:

- ◆ IT in Business — Word Processing and Presentations
- ◆ IT in Business — Advanced Word Processing

Unit 321 Designing and creating complex presentations using a computer

Candidate must be able to:

- ◆ Design and create complex presentations

The knowledge relating to this unit relates to:

No need to be specific here — the knowledge requirements for this unit are very well covered in the units listed below.

Knowledge relating to the above is covered by the following Units:

IT in Business — Word Processing and Presentations
Presentation Skills

Appendix 2

Guidance Note on Workplace Communication in English (DE1K 33)

- ◆ A request to include the Unit *Workplace Communication in English (DE1K 33)* in the HN Administration and Information Technology frameworks was received. However, after requesting feedback from the Qualifications Support Team (QST) it was agreed not to include this Unit in the frameworks. The rationale for this decision was based on the following:
- ◆ The Unit *Communication: Analysing and Presenting Complex Communication (DE3N 34)* is included in the mandatory section of the awards.
- ◆ The validation process for the awards confirmed that the SCQF level 7 Unit is the appropriate standard for the awards.
- ◆ The embedded Core Skill at Higher is included in the Core Skills profile so it would not be possible to substitute the SCQF level 6 Unit without going through some sort of revalidation process.
- ◆ Candidates with the SCQF level 7 Unit would be working at a level which would ensure a smoother transition through the award and on to further study/employment.

Appendix 3

Guidance Note on the Professional Development Award (PDA) in Enterprise and Employability (G7P0 15)

Guidance note on the Professional Development Award (PDA) in Enterprise and Employability (G7P0 15)

This new Group Award has recently been developed by SQA. Further details and the full arrangements for the award can be accessed from the subject drop-down menu at www.sqa.org.uk/spa

The structure of the award is given in the following table:

Unit title	Code	Credit value	SCQF level
Health and Safety in Industry	A5GT 34	1	7
Workplace Quality Systems	BA27 34	1	7
Marketing Skills for the Entrepreneur	DK2L 33	1	6
Getting Started in Business	DK2K 34	1	7
Record Keeping for the Small Business	DK2N 33	1	6
Personal Enterprise Skills	DK2M 34	1	7
TOTAL		6	

All the above Units must be achieved to attain the PDA Enterprise and Employability. Careers Scotland's Get into BUSINESS materials can be used to support the accreditation of the Unit *Getting Started in Business*.

Candidates wishing to undertake the above PDA in addition to the HNC/HND Administration and Information Technology must be registered separately for the PDA Group Award (G7P0 15) by delivering centres.

All of the above Units are included in the optional section of the HNC and HND in Administration and Information Technology. However, if candidates have passed the SCQF level 7 Unit *Marketing: An Introduction (DE3C 34)* they will have overtaken the knowledge and skills required for the SCQF level 6 Unit *Marketing Skills for the Entrepreneur (DK21 33)* and may gain this Unit by credit transfer. Centres should register candidates separately for this Unit and record the result as appropriate.