

**Administration**  
**Advanced Higher**

**First edition— published August 2006**

## National Course Specification

### Administration (Advanced Higher)

**COURSE CODE C214 13**

#### COURSE STRUCTURE

This Course has three mandatory Units:

<i>DX2A 13</i>	<i>Administrative Management (Advanced Higher)</i>	<i>1 credit (40 hours)</i>
<i>DX2C 13</i>	<i>Administrative Management: Presentation and Communication (Advanced Higher)</i>	<i>1 credit (40 hours)</i>
<i>DX2D 13</i>	<i>Planning a Management Report (Advanced Higher)</i>	<i>1 credit (40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

- ◆ Higher Administration or its Units

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Higher National Programmes
- ◆ Higher Education
- ◆ Training or employment

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#### Administrative Information

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## **National Course Specification: (cont)**

### **COURSE Administration (Advanced Higher)**

#### **CREDIT VALUE**

The Advanced Higher Course in Administration is allocated 32 SCQF credit points at SCQF level 7\*.

*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

Achievement of this Course gives automatic certification of the following:

Complete Core Skills	Problem Solving at SCQF level 6 Information Technology at SCQF level 6
Core Skills Components	None

## National Course Specification: course details (cont)

### COURSE Administration (Advanced Higher)

#### RATIONALE

Business and enterprise are at the heart of national growth and development and this is reflected in the important place that Administration, within business education, assumes in the post-16 curriculum. The provision offers opportunities for candidates to develop the skills and knowledge which allow them to understand and contribute to the dynamic and complex business and information environment. Whatever the career pathway or progression route, Administration can provide a valuable context which enhances individual effectiveness.

At the centre of any organisation is the office which handles the information coming in, flowing through and going out of the organisation. The management of that information determines the success of the organisation. The role of administration is to manage that information in a cost-effective and efficient way, provide support or services to underpin operations and decision making as well as to design, operate and evaluate systems for administrative activities. In so doing, account must be taken of current practices and state-of-the-art equipment and procedures. In addition, the administrative manager has to evaluate current requirements for information, assess current practices, measure the costs and benefits involved in any possible changes and make decisions about the most suitable course of action to follow.

The focus of the Course is administrative management and theories which consider alternative courses of action to reach reasoned conclusions about consequences involved and not merely the processes and procedures. Any strategic decision taken within an organisation will affect the whole organisation, its structure, its employees, the working environment and the ethos of the organisation. The Course broadens and deepens the issues raised at Higher level and enables candidates to apply their knowledge and understanding of administration to more specific aspects of management.

The Course also builds on the knowledge, understanding and skills developed in Higher Administration in an integrative way, using information and communications technology (ICT) as a tool in the administrative process, which should further increase the candidate's technological confidence and transferable skills in using hardware and software applications.

The Course also includes the production of a management report on a topic selected by the candidate from a given list. This allows the candidate to use skills gained at Advanced Higher level and also at Higher level. They will use problem solving skills to present solutions and strategies for the management report. ICT skills will also be employed to produce the report and screen-based presentation summarising the key points. The candidate will be required to plan and evaluate their work – deciding what went well and how they could improve their work.

The Administration Course at Advanced Higher is designed to challenge candidates, particularly with respect to building on familiar concepts and relating them to a range of administrative contexts. It provides progression from Higher Administration in several ways:

- ◆ the Course Content develops and extends the concepts of Higher.
- ◆ the context of the Advanced Higher is more complex and demanding than at Higher.
- ◆ the Management Report requires a more sophisticated level of communication skills as candidates must make use of a formal report format to present logical, reasoned conclusions of a particular administrative issue.

## National Course Specification: course details (cont)

### COURSE Administration (Advanced Higher)

- ◆ the Management Report and the Unit, *Planning a Management Report (Advanced Higher)*, require candidates to develop information gathering skills which are not expected at Higher level.
- ◆ the Outcomes and Performance Criteria in the Units at Advanced Higher are more demanding than at Higher, for example with respect to the depth of understanding required.
- ◆ the Course allows a greater degree of integration than that at Higher level.

### AIMS

The aims of the Course are to build on the knowledge and understanding gained in Higher Administration and are to:

Develop and extend knowledge and understanding of the following in an administrative context:

- ◆ Leadership Skills for administrative managers
- ◆ Features of Effective Teams within the administration department
- ◆ Appraisal within the administration department
- ◆ Internal and External Training for administrative staff
- ◆ UK and EC legislation and how it affects the administration department
- ◆ Managing change in the administrative function
- ◆ Communications within the administration department

Develop:

- ◆ ICT skills through using business hardware and software to aid presentation and communication within the administration department
- ◆ high level skills in communication within an administrative context
- ◆ high level skills in problem solving and decision making within an administrative context
- ◆ an ability to use time and task management techniques effectively within the administration context
- ◆ an ability to assess requirements, analyse current practice and suggest alternative improvements which contribute to more effective ways of working in the administrative area
- ◆ an ability to produce strategies for managing the process of change in the administrative function
- ◆ an ability to evaluate the issues that impact on the information systems within an administrative context
- ◆ a knowledge of appropriate software, hardware and systems and an ability to use that knowledge to plan future needs of the organisation and the administration department

Provide a basis for further study particularly with respect to facilitating the transition to higher education.

## **National Course Specification: course details (cont)**

### **COURSE Administration (Advanced Higher)**

Satisfactory completion of the Course will provide candidates with:

- ◆ enhanced knowledge and understanding of Administration and the key significance of problem solving and decision making to all businesses
- ◆ the ability to apply concepts and ideas from their study to actual administrative situations and to draw reasoned conclusions from this application
- ◆ a level of understanding which will enable them to progress confidently into more advanced study in administration or in courses where administration is a crucial underpinning aspect
- ◆ the ability to communicate complex ideas in a coherent and logical manner
- ◆ other transferable skills such as the ability to gather and interpret business information

## National Course Specification: course details (cont)

**COURSE** Administration (Advanced Higher)

### COURSE CONTENT

The Course content is organised into three Units — *Administrative Management (Advanced Higher)*, *Administrative Management - Presentation and Communication (Advanced Higher)*, *Planning a Management Report (Advanced Higher)*.

The content of the Administrative Management Unit and Administrative Management — Presentation and Communication Units will be subject to sampling in the Course Assessment.

**NB: The content of lower levels underpins this award.**

The requirement at Advanced Higher is that candidates should develop an awareness of what these topics are and how they may be important in the study of administration. Candidates will be required to study in more depth, one of the areas for the Management Report.

#### **Administrative Management (Advanced Higher)**

This Unit is designed to enable candidates to gain in-depth knowledge of factors which affect the Administrative Management of an organisation.

Leadership skills	Qualities and characteristics of leadership What makes a good leader Delegation and Motivation skills and theories (Maslow, Herzberg) Leadership styles: autocratic, democratic, participative, laissez-faire Leadership theories Factors affecting leaderships styles: group size, task, organisational culture, group dynamics
Features of effective teams	Role within the organisation Stages in effective team development — Forming, Storming, Norming, Performing and Adjourning Characteristics of effective teams Causes of conflict and ways of dealing with it
Cost and Benefits to individuals/organisations of working in teams	Roles and responsibilities of being in a team (Belbin) Personal skills necessary for effective team participation Skills necessary for collaborative working, problem solving, planning, facilitating and negotiation. Evaluation of performances Building special relationships Investment in education and development

## National Course Specification: course details (cont)

### COURSE Administration (Advanced Higher)

Costs and Benefits of internal and external training	Aims of training Analysing needs Internal training — types: buddy systems, coaching, mentoring, job rotation, in-house specialists External training — types: open university, colleges, training centres, consultants, online learning, distance learning Costs and Benefits of both types Evaluation of suitable staff development: education, training, personal development Evaluation of learning styles, visual, audio or kinesthetic
Understand the purpose, forms and process of Appraisal	Purposes of Appraisal: identify training needs, key skills, improving performance and effectiveness, improved communications, motivation, determining pay, setting targets and goals Different forms of appraisal — qualities or result approaches The process of appraisal — role of appraiser and appraisee, completing the forms and preparing for the interview and review sessions
Knowledge of relevant UK and EC Acts	Knowledge of the following Acts and how they relate to organisations, employer and employee responsibilities  <b>Information and Data</b> Data Protection Act 1998 Freedom of Information Act 2000 Computer Misuse Act 1990 Design, Copyright and Patents Act 1988 Regulatory Investigatory Powers Act 2000  <b>Health &amp; Safety</b> Health and Safety at Work Act 1974 Including all updates and regulations affecting work within an office environment Fire Precautions VDUs First Aid Own work area  <b>Equal Opportunities</b> Including all recent directives on sexual orientation, ageism, race, ethnicity, gender Equal Pay Act 1970 Sex Discrimination Act 1975 Disability Discrimination Act 1995 Race Relations Amendment Act 2000

\* plus any other current emerging and relevant legislation

Factors causing Change	Analysis of forces driving change and those restraining change (force field analysis) Management theorists eg Kurt Lewin, Shaw, Beer and their theories
Methods of Managing Change	Knowledge of a range of approaches to managing change, directive (top down), piecemeal initiative; participation; negotiation, productivity improvements; action-centres; use of experts, use of change agents  Effects of organisational culture on managing change Results of change and effects of change on the organisation  Causes of resistance to change and strategies to overcome it

### **Administrative Management — Presentation and Communication (Advanced Higher)**

This Unit is designed to enable candidates to use a number of advanced presentation functions to create and develop multi media presentations using appropriate software to communicate an administrative issue. In addition, candidates will also gain underpinning knowledge and skills in the types of communication used to present data and information.

Types of communication	Formal and informal, internal, external, horizontal and vertical (multi directional, top/down, bottom up) Qualitative and quantitative Oral (verbal), written and electronic, strengths and weaknesses of each Different types, eg face to face, telephone, video conferencing, letters, memos, notices, emails, fax, in-house publications, LCD screens Features: accurate, complete, relevant, timely, cost effective
Barriers to communication	Noise, distortion, lack of interest, jargon, perception, bias and selectivity, jumping to conclusions, information overload
Effects of ICT	Advantages and disadvantages of mobile phones, video phones, video conferencing, email, LCD screens, presentation software interactive white boards, web cams and their contribution to communication
Criteria for evaluation	Venue, seating, temperature, lighting, external noises visual impact, pace, tone

Methods to improve presentations	Slides in logical sequence, content appropriate to time and audience Use of colour, sound, drawing pen Interactive elements
Technical problems	Set up Hardware, pc, projector, screen, speakers, keyboard, remote mouse Identify problems: eg blank screen, remote mouse not working, projector not working, no sound. Set up effective file management system Software, file formats, packaged for CD—back ups, storage mediums (memory sticks, CDs, networks)
Create a presentation	Insert/delete/edit text, fonts, bold, italics, underscore, alignment, promote, demote text Insert, graphs, charts (eg organisation), diagrams (eg cycle, radial,) tables, graphics/pictures (including as watermarks) Add/delete/insert slides Create summary slide Use slide master to create and apply background, fill effects and apply styles Design colour scheme for background
Utilise a range of features	Use drawing tools, autoshapes, word art – layer objects, bring to front, or send to back Apply 3-D effects and shadow to objects Use and customise bullets — dim/change colour after use, space appropriately Insert footers and page numbers Insert appropriate action buttons Insert hyperlinks to other files, slides, internet
Customise shows	Set up slide transitions, modify speed, apply sounds and narration to slides Custom animation: effects on entrance, exit, for emphasis and motion paths Rehearse and apply timings View show as a kiosk Set up show to loop continuously
Utilise a selection of multi media	Pre set sounds, narration, music and video clips
Print and Email	Print in notes view, handout view, print selected slides as word documents in notes view, e-mail presentation

## National Course Specification: course details (cont)

### COURSE Administration (Advanced Higher)

#### Planning a Management Report (Advanced Higher)

This Unit is designed to provide candidates with the knowledge and skills to plan a management report which addresses the administrative issues faced by modern business organisations. It gives candidates the opportunity to research and justify information and develop strategies to address an administrative issue.

##### Plan the Report and

Screen-based presentation

Identify topic, develop aims, research methods

##### Review and Justification

The planning stage

The conclusions, the effectiveness, the validity of the report

The plan should be developed by the candidate in conjunction with advice from the teacher/lecturer. The plan for the report can be modified in the light of advice and other developments and the candidate can comment on this and why it happened as part of the evaluation.

The review and evaluation should be produced by the candidate under the controlled conditions towards the end of the planning process. This will give candidates the opportunity to reflect on the entire planning process and draw conclusions.

The report and screen based presentation would be produced for the external course assessment as a natural Outcome of the process of planning.

#### ASSESSMENT

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

##### Assessment objectives

The key objective of assessment is to ensure that candidates have achieved the aims of the Course. In particular, assessment seeks to ensure that candidates have understood and can apply the Course content and that they can communicate their understanding.

Unit assessment aims to enable candidates to complete a range of restricted response and analytical questions in familiar situations. There is scope for integration of the three Units as issues covered in Administrative Management can be used as the underpinning theory on which to base both the Management Report and topic for use in Administrative Management: Presentation and Communication.

The Course assessment aims to add value and enable candidates to explain and analyse issues in Administration in unfamiliar and more complex contexts. This is done through a case study which tests candidates' ability to solve problems and make decisions and by extended response questions. Some questions are integrated and integration is across the two Units, *Administrative Management (Advanced Higher)* and *Administrative Management - Presentation and Communication (Advanced Higher)*.

## **National Course Specification: course details (cont)**

**COURSE** Administration (Advanced Higher)

### **Unit assessment**

Each Unit is assessed against the standards set out in the *National Unit Specification: statement of standards* for each Unit. Full details of the Outcomes, Performance Criteria and Evidence Requirements may be found in the Unit Specifications for *Administrative Management, (Advanced Higher)* *Administrative Management - Presentation and Communication, (Advanced Higher)* *Planning a Management Report, (Advanced Higher)*. The standard to be applied and the breadth of coverage is illustrated in the National Assessment Bank (NAB) items for each Unit.

## National Course Specification: course details (cont)

### COURSE

### ASSESSMENT

#### Course assessment

The Course assessment has two components, a Question Paper and a Management Report:

	Time allocation	Mark Allocation
Question Paper	2 hours	70
Management Report	Completed during course	30

#### Question Paper

- ◆ The paper examines knowledge and understanding, problem solving, critical thinking and decision making.
- ◆ The paper requires the candidate to apply their knowledge and understanding to an administrative case study.
- ◆ The paper will consist of two sections, A and B.
- ◆ Section A will consist of extended response questions based on a stimulus case study and Section B will consist of extended response questions.
- ◆ The paper will have a total of 70 marks.
- ◆ Questions in both sections may focus on particular areas of Course content but there will also be questions which provide an opportunity to integrate topics across all areas of the Course content. These integrative questions may cover topics from the Units Administrative Management, and Administrative Management: Presentation and Communication.

#### Section A — total marks available 30

This section of the paper will assess knowledge and understanding, problem solving and critical thinking by using a case study with extended response questions totalling 30 marks. Candidates will be expected to attempt all questions.

The case study provides a stimulus for questions and candidates may use examples from it in their responses

#### Section B — total marks available 40

This section of the paper will assess knowledge and understanding and critical thinking, questions will widen the coverage of the assessment to reflect more fully the Course content.

It will consist of five extended response questions. Candidates should attempt any two questions. Each question will be worth 20 marks.

## National Course Specification: course details (cont)

**COURSE** Administration (Advanced Higher)

### Management Report (with screen-based presentation)

This part of the course has 30 marks available. It will assess the ability of the candidate to:

- ◆ Apply their knowledge of administrative management in a critical way to an administrative issue
- ◆ Research and justify the information selected
- ◆ Present information
- ◆ Draw valid conclusions and make realistic predictions from the information

**Candidates will be required to produce a Management Report which is based on the Unit ‘Planning a Management Report’ between 2,500 and 3,000 words in length excluding any appendices and a screen-based presentation summarising the report. The report and presentation will be externally marked. Centres will be informed by the SQA of the date by which reports must be received.**

### Link between Unit and Course assessment

Unit assessments allow candidates to apply their knowledge and understanding but in contexts which are familiar to them. Each Unit assessment is self contained and covers only the content relevant to that Unit.

Unit assessment for *Planning a Management Report (Advanced Higher)* will require candidates to plan a management report based on addressing an administrative issue. This work will be written up as a formal Report and Presentation which is a component of the Course assessment.

The Course assessment is split into two parts. The Question Paper samples all aspects of the Course content. It tests knowledge and understanding but does so in a way that involves integration of topics from across the whole of the Course Content. In addition, it requires candidates to demonstrate an approach which involves critical thinking, problem solving and decision making. Unlike the Unit assessments, it requires them to apply their knowledge and understanding to an unfamiliar case study.

The Management Report builds on the Unit assessment in that candidates must take forward their initial assessment of the administrative issue. They will be required to gather information and present it in a logical sequence following standard formal report conventions. They will also need to produce a summary of the report as a screen-based presentation using standard business software. In this way this component of the Course assessment provides a more demanding challenge than that required by the Unit assessments.

The different emphasis of the Unit and Course assessments will ensure that there is no unnecessary duplication of assessment. On occasions, it is possible that the same topic may feature in both assessments but candidates will be expected to carry forward the knowledge and understanding of a specific topic from the Unit assessment and apply it in unfamiliar contexts and/or in association with other topics in an integrative way.

## **National Course Specification: course details (cont)**

### **COURSE Administration (Advanced Higher)**

#### **The ‘added value’ of the Course**

The Unit and the Course assessments compliment each other. Candidates may undertake Units on a stand-alone basis. The holistic approach to Unit assessment means those who take this route will be able to demonstrate specific achievement in a particular aspect of Administration. The Units all build on work at Higher level and those who successfully complete them will be able to show that they have a comprehensive knowledge and understanding of contemporary issues in Administration.

Candidates who undertake the Course will have additional demands imposed upon them which will enable them to gain significant benefits over and above those gained by completing the Units.

The additional demands will require candidates to:

- ◆ demonstrate the retention of knowledge and skills across the Course content
- ◆ integrate knowledge and understanding across the Course content
- ◆ respond to questions relating to unfamiliar and more complex contexts
- ◆ produce a management report relating to an administrative issue and prepare a screen-based presentation summarising the key points

The additional 40 hours for the Course is to allow these additional demands to be met. It also gives those delivering the Course the opportunity to make use of a wide range of teaching and learning strategies to assist candidates in meeting those additional demands.

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate’s grade is based on the Course assessment.

## **National Course Specification: course details (cont)**

**COURSE** Administration (Advanced Higher)

### **GRADE DESCRIPTIONS AT A AND C**

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and A in the Course.

#### **GRADE DESCRIPTIONS**

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and A in the Course.

For an award at Grade C candidates should be able to:

- ◆ apply knowledge and understanding to a number of familiar and unfamiliar contexts
- ◆ demonstrate some ability to integrate material drawn from the whole of the course content
- ◆ show an understanding of the main elements of the problem-solving process and how it can be applied to administration and ICT
- ◆ demonstrate an ability to suggest alternative solutions to administrative management problems using the software and hardware available

For an award at Grade A candidates should be able to:

- ◆ consistently apply knowledge and understanding to a range of familiar and unfamiliar contexts, some of which may be complex
- ◆ demonstrate a high degree of ability to integrate material drawn from the whole of the course content
- ◆ demonstrate an understanding of the problem-solving process and illustrate, using examples and alternatives, how decisions can be reached with the aid of ICT
- ◆ demonstrate an ability to suggest alternative solutions to administrative problems involving a wide range of variables
- ◆ demonstrate clarity and logic and the ability to use presentation skills to a high standard

### **ESTIMATES AND APPEALS**

#### **Estimates**

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

## National Course Specification: course details (cont)

### COURSE Administration (Advanced Higher)

#### Appeals

Evidence assembled in support of an Assessment appeal should cover the content of the Course. Ideally, this will comprise evidence generated by a properly constructed, integrated prelim which reflects the Course assessment in range, balance and depth.

Although a prelim is not mandatory it is desirable. This is because it provides evidence of how well a candidate can perform in conditions which replicate the Course assessment. The prelim can test retention of knowledge and understanding across all areas of the Course content, can provide opportunities for integration, can allow candidates to demonstrate problem solving and decision making and allow them to show that they can apply their knowledge in unfamiliar and more complex contexts. It can also result in evidence which is produced within the same time constraint as that specified by the Course assessment. Instruments of assessment used in support of an appeal must conform to the guidelines given in the Course Assessment Specification and clearly show a level of attainment in line with the Grade Descriptions for the Course.

Evidence generated through Unit assessments which shows a level of attainment in line with elements of the Grade Descriptions of the Course may lend weight to an appeal. However, evidence from Unit assessment cannot, on its own, generate sufficient evidence because it does not fully replicate the Course Assessment with respect to integrated questions, coverage of the Course content and retention of topics from the whole of the Course content.

It is more difficult to assemble sound evidence for the Management Report component and in this case examiners would focus on reviewing the Management Report submitted. However, centres should provide any additional material which, in their view, is likely to strengthen the evidence already submitted. It is not mandatory to provide this.

Marking information should be submitted with any Appeals evidence.

#### QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

## National Course Specification: course details (cont)

**COURSE** Administration (Advanced Higher)

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

The Course presents opportunities for candidate-centred learning, with an emphasis on analysis, problem solving and decision making. It is designed to build on the knowledge, understanding and skills introduced at Higher level, and teaching and learning approaches should reflect this progression. Thus, while the acquisition of additional content is a significant feature of the Course, it is also concerned with the application to administrative situations of concepts with which candidates should already be familiar.

This Course provides opportunities for the use of imaginative learning and teaching approaches such as case studies, business games, group work, outside speakers and visits to firms (possibly via work experience). The use of such approaches helps to integrate the theoretical and practical aspects of the Course, and also emphasises the vocational nature and relevance of the subject. The *Planning a Management Report (Advanced Higher)* Unit and the report produced require an approach in which the candidates should be encouraged to take responsibility for their own information gathering and analysis but should be given help advice and support where appropriate.

Although the Units within the Course can be delivered independently, it is recommended, when they are offered as part of the Advanced Higher Course, that an integrative approach be adopted. This is probably best achieved by delivering the *Planning a Management Report (Advanced Higher)* Unit concurrently with material from the *Administrative Management (Advanced Higher)* Unit. If candidates are able to complete *Planning a Management Report (Advanced Higher)* relatively early in the delivery of the Course, they should be able to devote sufficient time to producing the report which gives them the opportunity to develop the work started in *Planning a Management Report (Advanced Higher)*.

The use of case study material in *Administrative Management (Advanced Higher)* should help candidates to integrate the theoretical and practical aspects of the Course as well as assist them to apply their knowledge and understanding to a practical administrative situation.

There are considerable resources available which can enhance teaching and learning. There are many teaching and learning resources available on the Internet. These include sites specifically devoted to the learning and teaching of administration and ICT, many of which include useful case studies and practical exercises which can help to provide variety in learning and teaching as well as being a source of examples and a way of illustrating key points.

### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **National Course Specification: course details (cont)**

**COURSE** Administration (Advanced Higher)

### **ADMINISTRATION IN A BROADER CONTEXT**

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

## National Unit Specification: general information

**UNIT** Administrative Management (Advanced Higher)

**CODE** DX2A 13

**COURSE** Administration (Advanced Higher)

### SUMMARY

This Unit is designed to enable candidates to gain in-depth knowledge of the factors which affect the Administrative Management function of an organisation. It builds on previous knowledge and understanding in the *Administrative Services (Higher)* Unit and concentrates on contemporary issues which are important in the administrative function of a business.

This Unit is a mandatory Unit of the *Administration (Advanced Higher)* Course and is also available as a freestanding Unit.

This Unit is suitable for candidates progressing from Higher Administration and provides a basis for further study.

### OUTCOMES

- 1 Explain the importance of team working in the administrative activities of an organisation.
- 2 Evaluate the effectiveness of staff development and appraisal for administration staff.
- 3 Explain the impact of legislation on the administrative function of an organisation.
- 4 Explain forces for change and explain methods of managing change in an administrative context.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

- ◆ Higher Administration or its Units

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**           Administrative Management (Advanced Higher)

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills	None
Core Skill Component	Critical Thinking at SCQF level 6

## **National Unit Specification: statement of standards**

### **UNIT Administrative Management (Advanced Higher)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain the importance of team working in the administrative activities of an organisation.

##### **Performance Criteria**

- (a) Describe the leadership skills necessary in an administrative function.
- (b) Describe the features of effective teams in an administrative function.
- (c) Explain the costs and benefits to individuals and organisations of teamworking.

#### **OUTCOME 2**

Evaluate the effectiveness of staff development and appraisal for administration staff.

##### **Performance Criteria**

- (a) Describe the cost and benefits of internal and external training.
- (b) Evaluate different types of staff development available to administration staff.
- (c) Describe different forms of staff appraisal.
- (d) Evaluate different types of staff appraisal available to administration staff.

#### **OUTCOME 3**

Explain the impact of legislation on the administrative function of an organisation.

##### **Performance Criteria**

- (a) Demonstrate knowledge of relevant UK and EC Acts.
- (b) Explain the impact of these Acts on the administrative function of an organisation.

#### **OUTCOME 4**

Explain forces for change and methods of managing change in an administrative context.

##### **Performance Criteria**

- (a) Explain driving and restraining forces for change in an administrative context.
- (b) Explain the advantages and disadvantages of different methods of managing change.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Administrative Management (Advanced Higher)

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The mandatory content for this Unit is outlined in the Appendix at the end of this Unit specification — Unit Content.

Written and/or oral recorded evidence is required to demonstrate that candidates have met the requirements of all Outcomes and Performance Criteria for this Unit.

The evidence will consist of answers to a series of restricted response questions drawn from all areas of the Unit content and covering all Outcomes and Performance Criteria. Candidates must attempt this assessment under controlled, closed-book conditions on a single occasion. The maximum time allowed is 60 minutes.

The use of a cut-off score is appropriate for this assessment. Where candidates fail to reach the cut-off score, re-assessment should follow using a different instrument of assessment.

The standard to be applied, appropriate cut-off scores and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT           Administrative Management (Advanced Higher)**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit is designed to enable candidates to gain in-depth knowledge of the Administrative Management function of an organisation. It builds on previous knowledge and understanding of Administrative Services from the Administration (Higher) course and concentrates on contemporary issues which are important in the administrative function of a business.

It would be suitable for candidates wishing to learn and develop skills and competencies required of an administrative supervisor who would be required to deal with procedures and systems in a period of change.

This Unit is set in the context of the modern business environment and candidates should be introduced to up-to-date administrative procedures and practices.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The candidates should be encouraged to take a positive attitude to the quality of their own work. Realistic materials and documentation should be used throughout and a thematic approach adopted where possible. At this stage, candidates should be encouraged to read extensively and include a bibliography of any research data with submitted work.

Throughout the teaching of this Unit, the use of a simulated organisation is to be encouraged. Learning within a particular context is more meaningful to most candidates. This approach should be supplemented by extensive use of materials in the form of case studies, videos and visits which should help candidates compare and contrast the work of the simulated organisation with that of others. Links with the business community would be particularly useful to candidates undertaking this Unit, and centres should be encouraged to develop links with local organisations to facilitate this.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The evidence required will consist of responses to a series of restricted response questions, under controlled, closed-book conditions with a maximum time allowance of 60 minutes.

Due to the holistic nature of the assessment it is suggested that the assessment takes place at the end of the Unit although it is up to the professional judgement of the teacher/lecturer when the assessment takes place.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: statement of standards (cont)

### UNIT Administrative Management

#### Appendix — Unit Content

**NB:** *This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

Leadership skills	Qualities and characteristics of leadership What makes a good leader Delegation and motivation skills and theories (Maslow, Herzberg) Leadership styles: autocratic, democratic, participative, laissez-faire Leadership theories Factors affecting leaderships styles: group size, task, organisational culture, group dynamics
Features of effective teams	Role within the organisation Stages in effective team development — Forming, Storming Norming, Performing and Adjourning Characteristics of effective teams Causes of conflict and ways of dealing with it
Cost and benefits to individuals/organisations of working in teams	Roles and responsibilities of being in a team (Belbin) Personal skills necessary for effective team participation Skills necessary for collaborative working, problem solving, planning, facilitating and negotiation. Evaluation of performances Building special relationships Investment in education and development

## National Unit Specification: statement of standards (cont)

### UNIT Administrative Management

Costs and Benefits of internal and external training

Aims of training  
Analysing needs  
Internal training — types: buddy systems, coaching, mentoring, job rotation, in-house specialists  
External training — types: open university, colleges, training centres, consultants, online learning, distance learning  
Costs and benefits of both types  
  
Evaluation of suitable staff development: education, training, personal development  
Evaluation of learning styles, visual, audio or kinesthetic

Understand the purpose, forms and process of Appraisal

Purposes of Appraisal: identify training needs, key skills, improving performance and effectiveness, improved communications, motivation, determining pay, setting targets and goals  
Different forms of appraisal — qualities or result approaches  
The process of appraisal — role of appraiser and appraisee, completing the forms and preparing for the interview and review sessions

Knowledge of relevant UK and EC Acts

Knowledge of the following Acts and how they relate to organisations, employer and employee responsibilities:

#### **Information and Data**

Data Protection Act 1998  
Freedom of Information Act 2000  
Computer Misuse Act 1990  
Design, Copyright and Patents Act 1988  
Regulatory Investigatory Powers Act 2000

## National Unit Specification: statement of standards (cont)

### UNIT Administrative Management

#### **Health & Safety**

Health and Safety at Work Act 1974

Including all updates and regulations affecting work within an office environment

Fire Precautions

VDUs

First Aid

Own work area

#### **Equal Opportunities**

Including all recent directives on sexual orientation, ageism, race, ethnicity, gender

Equal Pay Act 1970

Sex Discrimination Act 1975

Disability Discrimination Act 1995

Race Relations Amendment Act 2000

\* plus any other current emerging and relevant legislation

Factors causing Change

Analysis of forces driving change and those restraining change (force field analysis)

Management theorists eg Kurt Lewin, Shaw, Beer and their theories

Methods of Managing Change

Knowledge of a range of approaches to managing change, directive (top down), piecemeal initiative; participation; negotiation, productivity improvements; action-centres; use of experts, use of change agents

Effects of organisational culture on managing change

Results of change and effects of change on the organisation

Causes of resistance to change and strategies to overcome it

## National Unit Specification: general information

**UNIT** Administrative Management: Presentation and Communication (Advanced Higher)

**CODE** DX2C 13

**COURSE** Administration (Advanced Higher)

### SUMMARY

This Unit is designed to enable candidates to use a number of advanced presentation functions to create and develop multi media presentations which communicate administrative issues using appropriate software. It also gives candidates the underpinning knowledge and skills to understand the importance of communication and, in particular, screen-based communication within an administrative function.

This Unit is a mandatory Unit of the *Administration (Advanced Higher)* Course and is also available as a freestanding Unit. This Unit is suitable for candidates progressing from Higher Administration and provides a basis for further study.

### OUTCOMES

- 1 Explain the importance of communication with regards to its purpose and the target audience.
- 2 Plan a screen-based presentation to communicate an administrative issue.
- 3 Design and create a screen-based presentation to communicate an administrative issue.
- 4 Evaluate the success of using a screen-based presentation to communicate an administrative issue.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

- ◆ Higher Administration or its Units

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### Administrative Information

**Superclass:** AB

**Publication date:** May 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: general information (cont)**

**UNIT** Administrative Management: Presentation and Communication  
(Advanced Higher)

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Information Technology at SCQF level 6
Core Skill Components	None

## **National Unit Specification: statement of standards**

### **UNIT        Administrative Management: Presentation and Communication (Advanced Higher)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain the importance of communication with regards to its purpose and the target audience.

##### **Performance Criteria**

- (a) Explain the differences between formal and informal communication.
- (b) Describe the types of communication which are appropriate for different purposes and audiences.
- (c) Explain barriers to communication.
- (d) Explain the effects of ICT on communication.

#### **OUTCOME 2**

Plan a screen-based presentation to communicate an administrative issue.

##### **Performance Criteria**

- (a) Identify the key points of the issue which are relevant to a given purpose and audience.
- (b) Structure the key points in a logical manner.

#### **OUTCOME 3**

Design and create a screen-based presentation to communicate an administrative issue.

##### **Performance Criteria**

- (a) Create and save a new presentation to communicate the key points of an issue for a given purpose and audience.
- (b) Incorporate a range of advanced features to enhance the presentation.
- (c) Customise the slide show to enhance the presentation.
- (d) Incorporate multi media features to enhance the presentation.
- (e) Save the presentation in the required view.

## **National Unit Specification: statement of standards (cont)**

**UNIT**        Administrative Management: Presentation and Communication  
                  (Advanced Higher)

### **OUTCOME 4**

Evaluate the use of screen based presentations in administrative contexts.

#### **Performance Criteria**

- (a) Explain the criteria against which the delivery of a screen based presentation can be evaluated.
- (b) Explain aspects of design which can improve a screen based presentation.
- (c) Explain how to overcome technical problems which can occur when delivering a screen based presentation.
- (d) Evaluate the benefits and potential problems when using screen based presentations in administrative contexts.

## **National Unit Specification: support notes**

### **UNIT           Administrative Management: Presentation and Communication (Advanced Higher)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The mandatory content for this Unit is detailed in the Appendix at the end of this Unit specification — Unit Content.

Written and/or recorded oral evidence and product evidence is needed to demonstrate that candidates have met the requirements of all Outcomes and Performance Criteria for this Unit.

Evidence in relation to Outcome 1 will be produced in response to a series of restricted response questions. Candidates must attempt these questions under closed-book, supervised conditions. The maximum time allowed for this assessment is 30 minutes.

The use of a cut-off score is appropriate for this assessment. When a candidate fails to achieve the cut-off score, re-assessment should take place using a different instrument of assessment.

Evidence in relation to Outcomes 2, 3 and 4 will be produced by completing a practical assignment in which candidates are required to plan and produce a screen-based presentation which communicates an administrative issue and to evaluate the use of screen based presentations in administrative contexts.

Candidates should be given a clear brief which explains:

- ◆ the administrative issue they are required to communicate
- ◆ the purpose of the presentation
- ◆ the target audience for the presentation
- ◆ the length of the presentation which should be between 8–12 slides
- ◆ that they will need to e-mail their final presentation to their teacher/lecturer and also submit a hard copy in order to complete the assignment

Candidates should also be given a suitable pro forma on which to record the planning of the presentation and the evaluation of the use of screen based presentations. This should be submitted with the hard copy of the screen based presentation.

Candidates should build their presentation on their own under supervision over a period of time to ensure that it is their own work. There is no requirement to deliver the presentation orally.

If reassessment is required, a different instrument of assessment containing a new brief should be attempted.

The standard to be applied, appropriate cut-off scores and the breadth of coverage are illustrated in the National Assessment Bank (NAB) items available for this Unit. The NAB includes a test and sample practical assignments which contain a candidate brief and appropriate pro forma. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

## **National Unit Specification: support notes (cont)**

### **UNIT           Administrative Management: Presentation and Communication (Advanced Higher)**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit would be suitable for anyone who wishes to gain advanced skills in using presentation software. Presentations are an important development tool as they can provide assistance in the most demanding of climates to facilitate understanding by the use of advanced formatting and layout techniques. In addition Outcome 1 covers the theoretical aspects of communication within the administrative function while Outcome 4 involves evaluating the use of screen based presentations in administrative contexts.

Candidates will be expected to plan, design and create a presentation within the time limit demonstrating competence in using the software with a level of skill well beyond that of the basic user. The presentation should be appropriate for the given purpose and target audience in terms of content and layout. It should be attractively presented incorporating the use of a variety of design options such as custom backgrounds, using the slide master, bullet points, animated charts and graphics. The slides should be in a logical order and include a summary slide. Music or sound should be added to enhance the overall effect. Candidates should then evaluate their presentation with regards t

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates should be able to gain advanced skills in the use of the presentation software by creating and editing a variety of different presentations. They should be familiar with editing, special tools, macros, management of presentations and the customising of presentations. They should be encouraged to undertake complex functions within the package to enhance their presentations. There should be discussion about types and sizes of audiences, demographics and knowledge base before a presentation is developed. The use of sound and colour to enhance presentations should be explored and the styles in which a presentation can be delivered ie body language.

Candidates should also be encouraged to think about the technical aspects of delivering screen-based presentations. They should be aware of the necessary hardware and software and be aware of the need to cope with unexpected complications and adapt the presentation accordingly depending on the situation.

## **National Unit Specification: support notes (cont)**

**UNIT**           Administrative Management: Presentation and Communication  
(Advanced Higher)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The assessment of Outcome 1 should be completed under closed-book, supervised conditions once candidates have acquired the necessary underpinning knowledge and skills to understand the importance of communication — including screen based communication - within an administrative function. The timing of assessment is at the discretion of the centre. It may be appropriate for candidates to attempt this assessment before beginning their practical assignment. However candidates may gain further understanding and skills during the process of completing the assignment and it would also therefore be appropriate to attempt this assessment towards the end of the Unit.

Candidates may complete the practical assignment on an ongoing basis during the delivery of the different practical aspects of the Unit. Candidates must complete the assignment on their own but the teacher or lecturer should supervise the work. Supervision may take the form of for example the discussion of drafts, problems encountered or progress made. Supervision should ensure that the teacher/lecturer is confident that the completed assignment is the candidate's own work.

It may be necessary for teachers/lecturers to make available appropriate logs, clip art, video or sound files for candidates to select and use in their screen based presentation.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: statement of standards (cont)

**UNIT** Administrative Management: Presentation and Communication  
(Advanced Higher)

### Appendix — Unit content

*NB: This Appendix is within the statement of standards, ie the mandatory elements of the Unit.*

Types of communication	Formal and informal, internal, external, horizontal and vertical (multi directional, top/down, bottom up) Qualitative and quantitative Oral (verbal), written and electronic, strengths and weaknesses of each Different types, eg face to face, telephone, video conferencing, letters, memos, notices, emails, fax, in-house publications, LCD screens Features: accurate, complete, relevant, timely, cost effective
Barriers to communication	Noise, distortion, lack of interest, jargon, perception, bias and selectivity, jumping to conclusions, information overload
Effects of ICT	Advantages and disadvantages of mobile phones, video phones, video conferencing, email, LCD Screens, Presentation Software interactive white boards, web cams and their contribution to communication
Criteria for evaluation	Venue, seating, temperature, lighting, external noises visual impact, pace, tone
Methods to improve presentations	Slides in logical sequence, content appropriate to time and audience Use of colour, sound, drawing pen Interactive elements
Technical problems	Set up, hardware, pc, projector, screen, speakers, keyboard, remote mouse Identify problems: eg blank screen, remote mouse not working, projector not working, no sound. Set up effective file management system Software, file formats, packaged for CD — back ups, storage mediums (memory sticks, CDs, networks)

## National Unit Specification: statement of standards (cont)

### UNIT Administrative Management: Presentation and Communication (Advanced Higher)

Create a presentation	Insert/delete/edit text, fonts, bold, italics, underline, alignment, promote, demote text Insert, graphs, charts (eg organisation), diagrams (eg cycle, radial) tables, graphics/pictures (including as watermarks) Add/delete/insert slides Create summary slide Use slide master to create and apply background, fill effects and apply styles Design colour scheme for background
Utilise a range of features	Use drawing tools, autoshapes, word art — layer objects, bring to front, or send to back Apply 3-D effects and shadow to objects Use and customise bullets — dim/change, colour after use, space appropriately Insert footers and page numbers Insert appropriate action buttons Insert hyperlinks to other files, slides, internet
Customise shows	Set up slide transitions, modify speed, apply sounds and narration to slides Custom animation: effects on entrance, exit, for emphasis and motion paths Rehearse and apply timings View show as a kiosk Set up show to loop continuously
Utilise a selection of multi media	Pre set sounds, narration, music and video clips
Print and Email	Print in notes view, handout view, print selected slides as word documents in notes view, Email presentation

## National Unit Specification: general information

**UNIT** Planning a Management Report (Advanced Higher)

**CODE** DX2D 13

**COURSE** Administration (Advanced Higher)

### SUMMARY

This Unit is designed to provide candidates with the knowledge and skills to plan a management report which addresses administrative problems faced by modern business organisations. Candidates will also learn how to plan a screen based presentation which accurately summarises the proposed content of the report.

This Unit is a mandatory Unit of the *Administration (Advanced Higher)* Course and is also available as a free-standing Unit. It is suitable for candidates progressing from Higher Administration and provides a basis for further study.

### OUTCOMES

- 1 Prepare a plan to produce a management report and an outline of a screen-based presentation which summarises the proposed content of the report.
- 2 Review and evaluate the process of producing a management report and screen-based presentation.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following:

- ◆ Higher Administration or its Units

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### Administrative Information

**Superclass:** AG

**Publication date:** May 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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## National Unit Specification: General Information (cont)

**UNIT** Planning a Management Report (Advanced Higher)

### CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

### CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF level 6

Core Skill Components                  None

## **National Unit Specification: Statement of Standards (cont)**

### **UNIT**                      **Planning a Management Report (Advanced Higher)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Prepare a plan to produce a management report and an outline of a screen-based presentation which summarises the proposed content of the report.

#### **Performance Criteria**

- (a) Select a problem on which to base the management report.
- (b) Clearly identify the aims, methods of investigation and structure of the report.
- (c) Identify suitable administrative theories which are relevant to the report.
- (d) Identify information which, in terms of range and relevance, will be suitable for the report.
- (e) Produce an outline of a screen based presentation which summarises the proposed content of the report.

#### **OUTCOME 2**

Review and evaluate the process of producing a management report and screen-based presentation.

#### **Performance Criteria**

- (a) Review the planning of the report and screen based presentation and reach reasoned conclusions about its effectiveness.
- (b) Review the advice given during the planning of the report and presentation and draw reasoned conclusions on how it influenced the planning.
- (c) Review the sources of information identified for the report and reach reasoned conclusions about their usefulness and validity.
- (d) Draw and justify conclusions to improve the planning of future administrative reports.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Written and/or recorded oral evidence is required to demonstrate that candidates have met the requirements of all Outcomes and Performance Criteria.

Candidates should be given a clear brief which details what should be included in the report plan and the summary presentation of this plan. Teachers/lecturers should give feedback which candidates must take account of as part of their review and evaluation for Outcome 2.

The brief should explain that candidates must produce:

- ◆ a plan for the management report which includes: the title; proposed aims of the report; methods of investigation; relevant administrative theories which will be used in the report; information which will be suitable for the report.

## **National Unit Specification: Statement of Standards (cont)**

### **UNIT**                      **Planning a Management Report (Advanced Higher)**

- ◆ an outline of a screen-based presentation which summarises their plans for the proposed content of the management report

Candidates should complete the plan and the outline of the screen based presentation on their own, under supervised conditions.

The standard to be applied and breadth of coverage are illustrated in the National Assessment Bank (NAB) items for this Unit. The NAB items include: a candidate brief for the report and summary presentation; a report planning checklist and a record sheet for teacher/lecturer comments and recommendations on the planning process. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT      Planning a Management Report (Advanced Higher)**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit is designed to enable candidates to apply their administrative knowledge and understanding to plan a report to solve and communicate an administrative management problem.

This Unit concentrates on the process of planning a management report and screen based presentation summarising the proposed content of the report. Candidates must select a problem for their report, identify their aims in tackling the problem and provide strategies and solutions to the problem. They should produce an outline of a screen-based presentation which will summarise their findings. Candidates will also evaluate the process to draw lessons for the future and show how comments they have been given by teachers or lecturers have been incorporated into their work.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Learning and teaching approaches should give candidates the opportunity to take as much responsibility as possible for their own learning during the preparation of the report. For example they should be encouraged to select the topic for their report from the suggested list. They should also identify for themselves appropriate information, including suitable sources, and appropriate methods of investigation. Teachers and lecturers do, however, have a key role in guiding candidates through all aspects as well as being a source of knowledge and expertise on which candidates can draw. Candidates should reflect on this advice and are required to demonstrate how they have made use of it. Learning and teaching approaches of this type would help to prepare candidates for higher education.

The Unit focuses on planning a management report and screen based presentation. It includes ensuring that candidates are able to present the information in a coherent and recognised report format. The Unit also requires that candidates evaluate the learning they have gained during the process of preparing the report.

Candidates may find it helpful to maintain a file of relevant information for example newspaper articles on new initiatives in working practices or effects of technology on the workforce. It is important that candidates are given firm deadlines for the various stages of planning the Management Report.

Candidates can be encouraged to evaluate their progress by, for example, keeping a diary or a record of particular events that worked well or did not work out as planned. This on-going record will help them to provide a considered and reflective evaluation as required for evidence.

## **National Unit Specification: support notes (cont)**

### **UNIT          Planning a Management Report (Advanced Higher)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Assessment focuses on the process of planning and preparing a management report and screen-based presentation which focuses on solutions to the identified problem. Overall evaluation of the learning from the process is an equally important aspect of assessment.

The plan should be developed by the candidate in conjunction with advice from the teacher/lecturer. The plan for the report can be modified in the light of advice and other developments and the candidate can comment on this and why it happened as part of the evaluation.

The review and evaluation should be produced by the candidate under controlled conditions towards the end of the planning process. This will give candidates the opportunity to reflect on the entire planning process and draw conclusions for future planning.

The report and screen based presentation would be produced for the external course assessment as a natural Outcome of the process of planning.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).