



Administration
(Intermediate 2)

Second Edition — published December 2010



**NOTE OF CHANGES TO ARRANGEMENTS
SECOND EDITION PUBLISHED DECEMBER 2010**

COURSE TITLE Administration (Intermediate 2)

COURSE NUMBER: C214 11

National Course Specification: Clarification and amendments to align with work carried out as part of understanding standards.
No changes to content.

National Unit Specification:

DM3P 11 Administrative Services Clarification and amendments to align with work carried out as part of understanding standards.

DM3R 11 Information Technology for Administrators No changes to content.

DM3T 11 Administration: Presenting and Communicating Information

National Course Specification

Administration (Intermediate 2)

COURSE CODE C214 11

COURSE STRUCTURE

This Course has 3 mandatory Units:

<i>DM3P 11</i>	<i>Administrative Services (Intermediate 2)</i>	<i>1 credit (40 hours)</i>
<i>DM3R 11</i>	<i>Information Technology for Administrators (Intermediate 2)</i>	<i>1 credit (40 hours)</i>
<i>DM3T 11</i>	<i>Administration: Presenting and Communicating Information (Intermediate 2)</i>	<i>1 credit (40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the component 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 will normally be expected to have attained one of the following:

- ◆ Standard Grade Administration at General level
- ◆ Intermediate 1 Administration or its Units

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Administration at Higher
- ◆ training or employment

Administrative Information

Publication date: December 2010

Source: Scottish Qualifications Authority

Version: 02

© Scottish Qualifications Authority 2010

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Specification (including Unit Specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit Specifications can be purchased individually for £2.50 (minimum order £5).

National Course Specification: (cont)

COURSE Administration (Intermediate 2)

CORE SKILLS

This Course gives automatic certification of the following:

Complete Core Skills for the Course: Information Technology Intermediate 2

CREDIT VALUE

The Intermediate 2 Course in Administration is allocated 24 SCQF Credit points at SCQF level 5*.

**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.*

National Course Specification: Course details

COURSE Administration (Intermediate 2)

RATIONALE

Business and enterprise are at the heart of national growth and development and this is reflected in the important role that business education plays in the curriculum. The provision of business education offers opportunities for individuals to develop the crucial skills and knowledge which allow them to access, understand and contribute to the dynamic and complex business and information environment. Whatever the career pathway or progression route, business education can provide a valuable experience within which to enhance individual effectiveness.

Successful completion of Units and Administration Courses at all levels directly equips students with practical, vocational skills which provide opportunities for employment for those not wishing to progress immediately to further or higher education.

Administration is crucial to the effective and efficient delivery of business and organisational objectives. The primary purpose of the administrative function is to provide information, support and services to underpin operations and decision making within an organisation. Using information and communications technology has become part of the modern administrative environment to such an extent that it is now an essential tool for all who work in administration in any business environment. Study of this Course will not only equip candidates with the level of competence required for using a range of software packages in an office environment, but it will also enable them to apply their use to various administrative functions carried out within the organisation.

Skills required at a junior level include communication, team working, customer service and skills in the use of information and communications technology. In addition, at more senior levels, administrators require skills in numeracy, organisational and problem solving. Skills in the use of information and communications technology are necessary at all levels and will be the most vital skills needed by administrators in the future.

AIMS

The main aims of the Course are to:

- ◆ prepare candidates for work in the specific vocational area of Administration
- ◆ provide opportunities for progression for candidates wishing to pursue the academic study of Courses in Administration

This is achieved by building on the knowledge, understanding and skills developed in Standard Grade Administration (General level) and Administration (Intermediate 1) in an integrative way.

In delivering the Course, current business practice and industry standard hardware and software should be used. Teachers and lecturers should ensure that candidates' knowledge of emerging technologies and business practice is kept up-to-date.

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

Candidates wishing to succeed in the Course, as distinct from achievement of the individual Units, must be aware that the Course will impose additional demands over and above those of the Units.

These additional demands will require candidates to:

- ◆ apply knowledge and understanding across the scope and range of the Course
- ◆ integrate contents of the Units and Course
- ◆ problem solve and make decision in a variety of contexts
- ◆ problem solve and make decision in complex contexts
- ◆ integrate the theoretical and practical aspects of the Course
- ◆ demonstrate the retention of a larger body of knowledge from the whole Course content

Knowledge of the content covered at Intermediate 1 is assumed.

Throughout this Course a thematic approach should be taken within the learning, teaching and assessment strategies adopted by centres.

COURSE CONTENT

Knowledge of the content covered at Intermediate 1 is assumed.

The Course content is set out in the Course Specification and will be subject to sampling in both the Course and Unit assessment.

The Course content is set out in the three Units: *Administrative Services (Intermediate 2)*, *Information Technology for Administrators (Intermediate 2)* and *Administration: Presenting and Communicating Information (Intermediate 2)*.

The content of *Administrative Services (Intermediate 2)* covers the knowledge and understanding which underpins the administrative function carried out by an administrator, including knowledge of administrative tasks and uses of the internet and office technologies.

Information Technology for Administrators (Intermediate 2) concentrates on the use of information technology as instructed to carry out an administrative task. Candidates are required to edit and use spreadsheets; edit and use flat databases; create, edit and use word processing documents.

Administration: Presenting and Communicating Information (Intermediate 2) concentrates on the use of information and communications technology to present and communicate information. Candidates are required to use the internet to search for and extract information; use ICT (e-mail, e-diary, and word processing documents) to present and communicate information; and use presentation software to present and communicate information.

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

Administrative Services (Intermediate 2)

Content delivered at Intermediate 1 has been italicised in the content grid below. Knowledge of the content covered at Intermediate 1 is assumed.

<p>1 Describe factors which contribute to the effectiveness of an organisation</p>	<ul style="list-style-type: none">◆ duties and qualities required of an administrative assistant at a junior level<ul style="list-style-type: none">— job description— person specification◆ identification of current skills and gaps in skills<ul style="list-style-type: none">— skill scan◆ effective communication internally with colleagues and externally with customers:<ul style="list-style-type: none">— qualities of good communication— methods of communication (strengths and weaknesses)— effects of poor communication on the individual and the organisation◆ the importance to the organisation of good customer service:<ul style="list-style-type: none">— mission statement of an organisation— benefits of good customer service— impact of poor customer service
<p>2 Describe factors affecting the administrative assistant in the work environment</p>	<ul style="list-style-type: none">◆ flexible working practices:<ul style="list-style-type: none">— full-time— part-time— flexi-time— job-share— homeworking— teleworking— hot-desking◆ benefits of the above working practices to the employee and the organisation

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

<p>2 Describe factors affecting the administrative assistant in the work environment (cont)</p>	<ul style="list-style-type: none"> ◆ types of contracts of employment: <ul style="list-style-type: none"> — permanent — fixed term — temporary ◆ benefits of the above types of contract to the employee and the organisation ◆ common security measures employed by organisations to protect people, property and information ◆ health and safety issues: <ul style="list-style-type: none"> — use of induction training to cover health and safety issues — an awareness that the employer and employee must observe health and safety rules in accordance with current legislation — identification of hazards in the office and measures to ensure safe practice — completion of an accident report form ◆ current legislation — candidates should be able to outline the main purpose and features of legislation relating to the following categories: <ul style="list-style-type: none"> — fire — VDUs — first aid — own work area — health and safety ◆ candidates should be aware of the responsibilities of the employee and employer as stated in current legislation <p>(Candidates should be kept abreast of current developments in the above areas.)</p>
<p>3 Describe the roles of the functional departments within an organisation and the activities carried out within these departments</p>	<ul style="list-style-type: none"> ◆ definition of the roles of the following functional departments: Sales, Purchases, Finance and Human Resources ◆ activities carried out in each of the functional departments above

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

<p>3 Describe the roles of the functional departments within an organisation and the activities carried out within these departments (cont)</p>	<ul style="list-style-type: none"> ◆ the uses of the following business documents: <ul style="list-style-type: none"> — initial enquiry, quotation, order form, delivery note, invoice, credit note, statement, cheque, job description, person specification, application form, contract of employment, holiday rota, staff rota, training request form
<p>4 Describe the uses and features of the internet and office technologies</p>	<ul style="list-style-type: none"> ◆ use of the internet for electronic communication is described: <ul style="list-style-type: none"> — e-mail — discussion groups — instant messaging — mailing lists ◆ advantages and disadvantages of using the internet (over other electronic and paper-based sources) to source business information ◆ uses and features of other electronic methods of communication: <ul style="list-style-type: none"> — types of networks — advantages of a network — electronic diaries — e-mail — voicemail — fax — mobile technologies — video and audio conferencing — web cams, internet meetings — presentations (software and equipment) ◆ features of file management ◆ purpose and features of back-up procedures ◆ Current legislation — candidates should be able to outline the main purpose of legislation relating to the following categories: <ul style="list-style-type: none"> — data protection — copyright — computer misuse

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

4 Describe the uses of the internet and office technologies (cont)	◆ Benefits of e-commerce: <ul style="list-style-type: none">— to the customer— to the organisation
5 Explain the procedures for arranging and paying for business travel and accommodation.	◆ information required before arranging business travel and accommodation ◆ factors affecting choice of method of travel and accommodation ◆ documentation relating to travel and accommodation Candidates will be required to explain the use of the following: <ul style="list-style-type: none">— travel and accommodation request form— travel and accommodation booking form— itinerary— expenses claim form ◆ methods of payment: <ul style="list-style-type: none">— credit card— travellers' cheques— debit card— cheques— local currency

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

Information Technology for Administrators (Intermediate 2)

<p>1 Use spreadsheets to solve business problems</p>	<ul style="list-style-type: none">◆ use the following features of formatting:<ul style="list-style-type: none">— text alignment— wrap text— different fonts, styles, sizes— currency, date, number to specified decimal places, percentages— merge cells— text orientation— borders around cells— shading within cells ◆ carry out the following:<ul style="list-style-type: none">— input and edit data— insert and delete column/s— insert and delete row/s— hide and unhide columns and rows— adjust column width and row height— sort data on up to 2 criteria ◆ use the following formulae, functions and features:<ul style="list-style-type: none">— add— subtract— multiply— divide— sum— average— relative and absolute cell references— replication of formulae— maximum— minimum— count/counta/countif— if ◆ work with multiple worksheets ◆ link within worksheets ◆ use named cells
--	--

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

<p>1 Use spreadsheets to solve business problems (cont)</p>	<ul style="list-style-type: none">◆ create the following charts (from data in adjacent and non-adjacent columns):<ul style="list-style-type: none">— pie chart— bar or column chart (to include comparative charts)— line graphand— label the charts meaningfully including the use of data labels— format chart◆ print worksheets and extracts of worksheets:<ul style="list-style-type: none">— showing value view— showing formulae view— with and without gridlines— with and without row and column headings— in portrait and landscape orientation— with headers and footers to display name, date, time and filename— fit on one page◆ print charts:<ul style="list-style-type: none">— embedded in worksheet— separately◆ integrate data from a worksheet and/or a chart into a word processing document
<p>2 Use a flat database to solve business problems</p>	<ul style="list-style-type: none">◆ create a primary key◆ select field types as required: text, number, currency, date, yes/no, autonumber◆ alter field properties◆ input and edit data◆ sort ascending and descending on one or 2 fields

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

<p>2 Use a flat database to solve business problems (cont)</p>	<ul style="list-style-type: none">◆ search the database on one or 2 fields using the following operators<ul style="list-style-type: none">— equals— greater than— less than— greater than or equal to— less than or equal to— between— or— not◆ sort the search on up to 2 fields◆ produce a database form:<ul style="list-style-type: none">— enter, edit and delete data in a form— insert a footer/header
	<ul style="list-style-type: none">◆ produce a database report<ul style="list-style-type: none">— produce reports from selected fields from a table or search— insert a footer/header◆ hide and unhide columns◆ add and delete field/s and record/s◆ print with all fields visible:<ul style="list-style-type: none">— database— specified records (results of search)— specified fields— forms— reports— fit on one page◆ integrate data from the database(eg the database report) into a word processing document◆ integrate data into a word processing document to complete a mailmerge

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

<p>3 Use word processing documents to present solutions to business problems</p>	<ul style="list-style-type: none">◆ create and complete the following word processing documents:<ul style="list-style-type: none">— memo— letter— form— itinerary— business reports (showing: terms of reference, procedure, findings, conclusions and recommendations) ◆ use the following features within the word processing document:<ul style="list-style-type: none">— select and change font, font size— set and change margins— insert text, delete text, move text— carry out manuscript corrections— use bold, italics, underline— align text: left, right, centre, justify— set and change line spacing— use default tab— insert graphic— use spellcheck and error correction techniques— customise bullets and numbering— find and replace text— insert headers and footers with name, date, time and filename— shade text— border text— indent paragraphs— insert page breaks— customise automatic page numbering ◆ Candidates must be able to carry out the following when creating or completing tables:<ul style="list-style-type: none">— insert, delete or amend data— add or delete row/s— add or delete column/s— change column widths— include/remove borders— merge cells— rotate text within cells— insert shading within cells— use autosum feature, average and sum formulae— sort data on one criterion
--	---

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

3 Use word processing documents to present solutions to business problems (cont)	<ul style="list-style-type: none">◆ integrate:<ul style="list-style-type: none">— data and/or chart from a spreadsheet— data from a database— mailmerge from a spreadsheet or database ◆ print:<ul style="list-style-type: none">— completed document on one page— document showing merge fields— selected text— specific pages
--	---

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

Presenting and Communicating Information (Intermediate 2)

<p>1 Use the internet to search for and extract information for a given purpose</p>	<ul style="list-style-type: none"> ◆ open browser ◆ use search engines ◆ open website ◆ navigate hyperlinks ◆ copy information from web page to word processing document ◆ use history feature ◆ use favourites/bookmarks ◆ print information and/or an extract of information ◆ integrate information from the internet into a word processing document ◆ insert hyperlink to URL in a word processing document
<p>2 Use ICT to present and communicate information</p>	<ul style="list-style-type: none"> ◆ create and complete the following word processing documents: <ul style="list-style-type: none"> — memo — letter — form — itinerary — business reports (showing: terms of reference, procedure, findings, conclusions and recommendations) ◆ use the following features within the word processing document: <ul style="list-style-type: none"> — select and change font, font size — set and change margins — insert text, delete text, move text — carry out manuscript corrections — use bold, italics, underline — align text: left, right, centre, justify — set and change line spacing — use default tab — insert graphic — use spellcheck and error correction techniques — customise bullets and numbering — find and replace text — insert headers and footers with name, date, time and filename — shade text — border text — indent paragraphs — insert page breaks — customise automatic page numbering

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

<p>2 Use ICT to present and communicate information (cont)</p>	<ul style="list-style-type: none">◆ Candidates must be able to carry out the following when creating or completing tables:<ul style="list-style-type: none">— insert, delete or amend data— add or delete row/s— add or delete column/s— change column widths— include/remove borders— merge cells— rotate text within cells— insert shading within cells— use autosum feature, average and sum formulae— sort data on one criterion◆ integrate:<ul style="list-style-type: none">— information from the internet— data and/or chart from a spreadsheet— data from a database— mailmerge from a spreadsheet or database◆ print:<ul style="list-style-type: none">— completed document on one page— document showing merge fields— selected text— specific pages◆ use e-mail<ul style="list-style-type: none">— compose mail by entering text and send— read mail and use reply feature— use address book— print email— cc— mark urgent— create attachment/s— use bcc— create contact group— create signature◆ use an e-diary<ul style="list-style-type: none">— schedule appointment— set reminder— print calendar: daily, weekly, monthly view— schedule recurrent meetings
--	---

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

<p>3 Use presentation software to present and communicate information</p>	<ul style="list-style-type: none">◆ create presentations and amend existing presentations:<ul style="list-style-type: none">— insert text— change font, size and style— align text: left/right/centre— delete, edit text— insert and delete a graphic— use bullets— create chart/s and/or table/s— add and delete a slide— animate text/objects— import data from a word processing document— find and replace text— align, distribute and group objects— change slide content layout— apply slide transitions— import data or chart from spreadsheet— change slide order— apply and change background and colour scheme— apply and change design templates— insert footer objects— insert action buttons— customise bullets and numbers— view slides◆ use slide master◆ print presentation in slide and handout format
---	--

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

ASSESSMENT

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

The aims of the **Unit assessment** are to allow candidates to demonstrate clearly:

- ◆ knowledge and skills required to contribute to the effective running of an organisation
- ◆ knowledge and understanding of theory underpinning the use of ICT in business
- ◆ the practical application of skills in ICT to solve business problems and present and communicate information

Unit assessment component	Duration	Structure
Administrative Services (Intermediate 2)	1 hour	Series of restricted response questions covering all 5 outcomes and all PCs within Outcomes. Must be carried out under controlled, closed book conditions.
Information Technology for Administrators (Intermediate 2)	1.5 hours	A business problem to be solved using spreadsheet, database and word processing applications. Candidates are allowed to access paper-based manuals or electronic help menus within software applications.
Administration: Presenting and Communicating Information (Intermediate 2)	1.5 hours	An administrative task to be completed involving the use of the internet, e-mail, e-diary, word processing and presentation software. Candidates are allowed to access paper-based manuals or electronic help menus within software applications.

Successful completion of Unit assessments will depend on the candidate achieving the agreed threshold score for each assessment.

The aim of the **Course assessment** is to allow candidates to demonstrate clearly:

- ◆ knowledge and understanding of the subject across all Units
- ◆ skills in the use of information technology to solve more complex business problems within unfamiliar contexts. (Candidates will *not* be required to use the internet, e-mail, e-diary or presentation software during the practical examination.)

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

- ◆ Course assessment will consist of 2 components which together will sample the content of the whole Course:

Course assessment component	Duration	Structure
Paper 1: Theory paper 40 marks	1 hour	<p>Section A is based on stimulus material. All questions are compulsory. There will be 5 questions, each will be structured with 2 or 3 parts. The emphasis in this section is on deleted text problem solving. The mark allocation is 20 marks.</p> <p>Section B requires candidates to choose 2 from 3 deleted text questions. Questions will be structured with 3 or 4 parts. Each question will cover at least 2 outcomes from the Administrative Services unit. The mark allocation is 20 marks.</p> <p>All outcomes of the Administrative Services unit will be assessed within Paper 1.</p>
Paper 2: Practical paper 60 marks	1 hour 20 minutes	<p>A business problem to be solved involving the use of spreadsheet, database and word processing applications with one task requiring integration.</p> <p>Tasks 1 and 2 comprise a spreadsheet and database task. Both will be recalled and amended by the candidate. These tasks will test integration of knowledge and skills across both IT units. The mark allocation is 45 marks.</p> <p>Task 3 is a word processing document. Candidates may be required to recall a template. Candidates will be required to integrate data from the spreadsheet and/or database. The mark allocation is 15 marks.</p>

Link between Unit and Course assessment

- ◆ Unit assessment will assess candidates' knowledge and understanding and the application of skills in ICT within discrete Units. These assessments will be integrative in nature and reflect the familiar contexts in which the Units are delivered.
- ◆ Course assessment will assess candidates' knowledge and understanding and the application of ICT contained in the Course Specification.
- ◆ Course assessment of knowledge and understanding in the *Administrative Services* Unit will cover all Outcomes and all Performance Criteria. The questions will be restricted response questions.

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

The design of the Unit and Course assessments for this Course ensures that there is no unnecessary duplication of assessment. Further details about assessment for this Course can be found in NAB materials, the Course Assessment Specification and the Specimen Question Paper.

- ◆ External assessment of knowledge and understanding will be based on stimulus material with both knowledge and understanding and problem solving questions. There are 2 sections in the external knowledge and understanding paper. In Section A, candidates will be required to read stimulus material and answer questions. Section B allows candidates to choose 2 from 3 structured questions. This will be based on the content of *Administrative Services* (Intermediate 2) in the Course Specification.
- ◆ Internal assessment of ICT skills in the Units *Information Technology for Administrators* (Intermediate 2) and *Administration: Presenting and Communicating Information* (Intermediate 2) will be integrative in nature within each Unit. All Outcomes and all Performance Criteria will be covered.
- ◆ External assessment of IT skills will be based on the content of *Information Technology for Administrators* (Intermediate 2) and the word processing content only of *Administration: Presenting and Communicating Information* (Intermediate 2) in the Course Specification. The use of communications technology, ie e-mail, e-diary and the internet will **not** be assessed externally
- ◆ Candidates will be required to achieve the agreed threshold score to achieve a pass in each Unit.
- ◆ Performance in the external assessment will be graded.

GRADE DESCRIPTIONS

The candidate's grade will be based on the total score obtained from the 2 components of Course assessment. The descriptions below indicate the nature of achievement required.

Grade C

For an award at grade C candidates should be able to demonstrate:

- ◆ knowledge and understanding of the theory (including the application of theoretical skills in a problem solving context) contained in the Course Specification
- ◆ ability to integrate material drawn from any part of the Course content
- ◆ ability to use a problem solving approach with ICT and present information in a format acceptable to business

Grade A

- ◆ For an award at grade A candidates should be able to demonstrate: consistent, detailed knowledge and understanding of the theory (including the application of theoretical skills in a problem solving context) contained in the Course Specification
- ◆ a high degree of ability to integrate material drawn from any part of the Course content
- ◆ an ability to solve business problems using ICT and present information in a format acceptable to business

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

ESTIMATES AND APPEALS

Estimates

The added value of the Course makes clear the additional requirements that candidates must satisfy to demonstrate satisfactory achievement in the external assessment. Unit assessments on their own do not provide suitable evidence for estimating candidates' performance in the external assessment, nor do they provide suitable evidence for appeals.

A valid prelim, designed to mirror the external assessment (see the Course Assessment Specification) and additional relevant material produced by the candidate under appropriate controlled conditions should be used for estimates and appeals.

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. Exemplification material is available on the SQA Understanding Standards website.

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 and a PA report is published for all subjects.

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

APPROACHES TO LEARNING AND TEACHING

It is envisaged that the Units will be taught in an integrative manner. The learning and teaching approach should emphasise the integrative nature of administrative work and the importance of using information and communications technology as a necessary tool in the modern administrative environment.

It would be possible to deliver all Units separately, but candidates would benefit from an integrative approach with Units being taught concurrently. There are opportunities for integration of knowledge and understanding and skills across all 3 Units in the Course. For example, delivery of the *Administrative Services* Unit could be enhanced by the appropriate use of ICT. Ways of using ICT in conjunction with the delivery of the *Administrative Services* Unit are exemplified in the support notes for this Unit.

Teachers and lecturers may wish to deliver the word processing content of both the *Information Technology for Administrators* and *Administration: Presenting and Communicating Information* Units consecutively.

The use of a simulated office would help candidates contextualise their learning and serve as the method of introducing candidates to the kind of procedures which would be used in business. To this end, teachers/lecturers may wish to develop a handbook with the kind of procedures which they would like followed in the simulated office, with candidates having access to handbooks and guides to help them when they are unsure. Procedures developed in a centre would obviously be able to take into account the equipment and facilities available in that centre. It is envisaged that the delivery of these Units will take place in an environment which reflects that found in business, with candidates having access to industry-standard hardware, software and resources.

SPECIAL NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

National Course Specification: Course details (cont)

COURSE Administration (Intermediate 2)

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.

CROSS CURRICULAR THEME	ISSUE(S)
Enterprise in Education	Develop effectiveness in the workplace, for example through: <ul style="list-style-type: none">◆ examining a range of working practices
Education for Citizenship	Develop citizenship skills by understanding the benefits of: <ul style="list-style-type: none">◆ good customer service;◆ effective communication with colleagues and customers. Understand the implications of legislation affecting security of people, property and information. Apply knowledge and skills in the use of ICT and presentation software and improve creative skills by presenting and communicating information.
Health Education	Understand the importance of a safe working environment through awareness of relevant Health and Safety legislation.

National Unit Specification: general information

UNIT Administrative Services (Intermediate 2)

CODE DM3P 11

COURSE Administration (Intermediate 2)

SUMMARY

This 40-hour Unit is designed to equip candidates with the necessary knowledge, understanding and skills to carry out the administrative function within an organisation and will prepare them for progression to the study of the *Administrative Services* Unit at Higher.

OUTCOMES

1. Describe factors which contribute to the effectiveness of an organisation.
2. Describe factors affecting the administrative assistant in the work environment.
3. Describe the roles of the functional department within an organisation and the activities carried out within these departments.
4. Describe the uses and features of the internet and office technologies.
5. Explain the procedures for arranging and paying for business travel and accommodation.

RECOMMENDED ENTRY

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

- ◆ Standard Grade Administration at General level
- ◆ The Unit *Administrative Services* at Intermediate 1

Administrative Information

Superclass: AY

Publication date: December 2010

Source: Scottish Qualifications Authority

Version: 02

© Scottish Qualifications Authority 2010

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit Specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: general information (cont)

UNIT Administrative Services (Intermediate 2)

CREDIT VALUE

1 Credit at Intermediate 2 (6 SCQF Credit points at SCQF level 5*).

**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

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Administrative Services (Intermediate 2)

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

Describe factors which contribute to the effectiveness of an organisation.

Performance Criteria

- a) The duties and qualities of an administrative assistant are described.
- b) The function of a skill scan is described.
- c) The importance of effective communication with colleagues and external customers is explained.
- d) The importance of customer service to the organisation is explained.

OUTCOME 2

Describe factors affecting the administrative assistant in the work environment.

Performance Criteria

- a) Working practices are described.
- b) Types of contracts of employment are described.
- c) Current legislation affecting health and safety is outlined.

OUTCOME 3

Describe the roles of the functional departments within an organisation and the activities carried out within these departments.

Performance Criteria

- a) The roles of the functional departments within an organisation are defined.
- b) Departmental activities in the functional departments are described.
- c) The uses of business documents in the functional departments are described.

OUTCOME 4

Describe the uses and features of the internet and office technologies.

Performance Criteria

- a) The use of the internet for electronic communication is explained.
- b) The advantages and disadvantages of using the internet to source business information are explained.
- c) Other electronic methods of communication are described.
- d) The purpose of current legislation relating to the use of information is outlined.
- e) The benefits of e-commerce to the customer and the organisation are described.

National Unit Specification: statement of standards (cont)

UNIT Administrative Services (Intermediate 2)

OUTCOME 5

Explain the procedures for arranging and paying for business travel and accommodation.

Performance Criteria

- a) Information required before arranging business travel and accommodation is identified.
- b) Factors affecting choice of method of travel and accommodation are identified.
- c) The uses of documentation relating to travel and accommodation arrangements are explained.
- d) Methods of payment are described.

EVIDENCE REQUIREMENTS FOR THE UNIT

Evidence for this Unit can be written, oral or diagrammatic. This evidence should be produced under supervised closed book conditions.

The maximum time allocation for this assessment is one hour. The assessment may be undertaken over 2 sessions. Where 2 sessions are required, the assessment must be delivered in 2 parts with the second part unseen.

The Evidence required will consist of responses to a series of restricted response questions.

Achievement can be decided by the use of a cut-off score.

Where candidates fail to reach the agreed threshold score re-assessment should follow using an alternative instrument of assessment.

The assessment instrument should sample the content and skills defined in Appendix 1. Each assessment instrument must cover all Outcomes and all Performance Criteria.

The standard to be applied is illustrated in National Assessment Bank items available for this Unit. 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 Administrative Services (Intermediate 2)

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 wishing to learn how the administrative function is carried out in a business environment.

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. Throughout the learning and teaching of the Units of the Course, the use of a simulated office will be more meaningful to most candidates.

Links with the business community would be particularly useful to candidates undertaking this Unit and centres should be encouraged to link the Units to any work experience or visits.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Where candidates are studying the Intermediate 2 Course in Administration, there are opportunities for integration of knowledge and understanding and skills across all 3 units. Where Units are being taught concurrently, Outcome 4 of this Unit — ‘Explain the uses of the internet and office technologies’ — could be taught at the same time as practical application of ICT skills within relevant Outcomes of the Units *Information Technology for Administrators* and *Administration: Presenting and Communicating Information*. A grid with some suggestions for the integration of ICT is provided on **page 29**.

Candidates should be encouraged to take a positive attitude towards the quality of their own work and an integrative approach should be adopted where possible.

Realistic materials and documentation should be used throughout and a thematic approach adopted where possible. Centres may find it helpful to develop their own simulated office. If there are already good links with local employers, it may be possible to base some of the documentation, procedures and scenarios on real situations.

Where a simulated activity is carried out, working conditions should try to reflect those found in the workplace and include the kind of facilities, equipment and materials used in the administration environment.

Outcome 1

Candidates should be introduced to job descriptions and person specifications of an administrative assistant to help them understand the duties of and the qualities and skills required for this position within an organisation. Candidates could use newspapers and access the internet to find job advertisements for an administrative assistant. Job descriptions and person specifications could be prepared by candidates as a word processing exercise. In addition to these documents, candidates could also *use* a skillscan to identify their current skills and gaps which exist in terms of skills required for the role of administrative assistant.

National Unit Specification: support notes (cont)

UNIT Administrative Services (Intermediate 2)

Customer service is an area which can be exemplified by the use of videos. The internet is a useful source of information on customer service.

Outcome 2

When considering issues relating to health and safety, it would be good practice to have a health and safety policy or statement relating to an actual or simulated office. The statement could be displayed along with the statutory Health and Safety Notice provided by the Health and Safety Executive and include emergency procedures relating to fire and evacuation and procedures for reporting accidents etc. Information is available on the HSE website.

Candidates should have access to up-to-date information on legislation relating to health and safety in the workplace. There is no requirement to be able to name the Acts for assessment purposes. As this is a constantly changing area, candidates should be encouraged to keep a file on new developments.

In addition to the use of a simulated office and links with other organisations (eg visits or visiting speakers), candidates could investigate the following within their own centre:

- ◆ working practices
- ◆ health and safety issues and policies
- ◆ security of information

Relevant employees could be invited to talk to candidates about these issues.

Outcome 3

The use of ICT where appropriate would enhance the delivery of this Outcome. Groupwork could be used to research a specific functional department, then share this information with others.

Candidates should be provided with active learning opportunities by working with business documents.

Outcome 4

It would be good practice to explain types of back-up procedures.

Candidates should have access to up-to-date information on legislation relating to:

- ◆ the security of information (including data protection and copyright)
- ◆ computer misuse

They should be able to outline the main purpose of legislation relating to above categories. There is no requirement to be able to name the Acts for assessment purposes. As this is a constantly changing area, candidates should be encouraged to keep a file on new developments. The internet is a useful source of information on e-commerce.

Outcome 5

When considering issues relating to travel it would be good practice to engage candidates in a practical task.

There are opportunities for integrating knowledge and understanding from this Outcome with the practical application of ICT skills in the Units *Information Technology for Administrators* outcome 3 and *Administration: Presenting and Communicating Information* outcome 2.

National Unit Specification: support notes (cont)

UNIT Administrative Services (Intermediate 2)

Some suggestions for the integrative use of ICT to enhance the delivery of this Unit and reinforce knowledge and understanding and skills are given in the grid which follows.

Administrative Services content	Examples of practical application of ICT
job descriptions person specifications skill scan	Use of word processing application to: <ul style="list-style-type: none"> — create, or complete job descriptions and person specifications from existing electronic files — complete a personal skill scan based on the above documents Use of the internet to: find job advertisements for administrative assistants and identify necessary qualities and qualifications and duties involved
mission statement	Use of the internet to: find examples of organisations' mission statements
departmental activities	Use of word processing application to create or complete: <ul style="list-style-type: none"> — a letter of enquiry — a quotation — an advertisement for the position of Administrative Assistant — holiday rotas, staff rotas (using tables) Use of e-mail (within simulated office) to: <ul style="list-style-type: none"> — enquire about products/services — issue and return training request forms Use of e-diary to: <ul style="list-style-type: none"> — enter dates of staff training events — enter dates of staff appraisal interviews Use of spreadsheet application to complete: <ul style="list-style-type: none"> — order forms, invoices, credit notes, statements Use of database application to: <ul style="list-style-type: none"> — create or complete customer and supplier details — create or complete staff records
uses and features of internet and office technologies	Reinforced by the use of the internet and office technologies in delivery of this Unit and the 2 practical Units

National Unit Specification: support notes (cont)

UNIT Administrative Services (Intermediate 2)

arranging business travel and accommodation	Use of word processing application to complete: <ul style="list-style-type: none">— travel and accommodation request form— travel and accommodation booking form— an itinerary— expenses claim forms Use of the internet to: <ul style="list-style-type: none">— obtain necessary information to complete an itinerary
---	---

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit will assess all Outcomes and all Performance Criteria within Outcomes. It must be undertaken after completion of the Unit under controlled, closed book conditions.

The Evidence required will consist of responses to a series of restricted response questions. The questions should cover knowledge and understanding and problem solving.

The maximum time allocation for this assessment is one hour. The assessment may be undertaken over 2 sessions. Where 2 sessions are required, the assessment must be delivered in 2 parts with the second part unseen.

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

APPENDIX 1

Administrative Services (Intermediate 2)

*Content delivered at Intermediate 1 has been italicised in the content grid below.
Knowledge of the content covered at Intermediate 1 is assumed.*

<p>1 Describe factors which contribute to the effectiveness of an organisation</p>	<ul style="list-style-type: none">◆ duties and qualities required of an administrative assistant at a junior level<ul style="list-style-type: none">— job description— person specification◆ identification of current skills and gaps in skills<ul style="list-style-type: none">— skill scan◆ effective communication internally with colleagues and externally with customers:<ul style="list-style-type: none">— qualities of good communication— methods of communication (strengths and weaknesses)— effects of poor communication on the individual and the organisation◆ the importance to the organisation of good customer service:<ul style="list-style-type: none">— mission statement of an organisation— benefits of good customer service— impact of poor customer service
<p>2 Describe factors affecting the administrative assistant in the work environment</p>	<ul style="list-style-type: none">◆ flexible working practices:<ul style="list-style-type: none">— full-time— part-time— flexi-time— job-share— homeworking— teleworking— hot-desking◆ benefits of the above working practices to the employee and the organisation

APPENDIX 1 (cont)

<p>2 Describe factors affecting the administrative assistant in the work environment (cont)</p>	<ul style="list-style-type: none"> ◆ types of contracts of employment: <ul style="list-style-type: none"> — permanent — fixed term — temporary ◆ benefits of the above types of contract to the employee and the organisation ◆ common security measures employed by organisations to protect people, property and information ◆ health and safety issues: <ul style="list-style-type: none"> — use of induction training to cover health and safety issues — an awareness that the employer and employee must observe health and safety rules in accordance with current legislation — identification of hazards in the office and measures to ensure safe practice — completion of an accident report form ◆ current legislation — candidates should be able to outline the main purpose and features of legislation relating to the following categories: <ul style="list-style-type: none"> — fire — VDUs — first aid — own work area — health and safety ◆ candidates should be aware of the responsibilities of the employee and employer as stated in current legislation <p>(Candidates should be kept abreast of current developments in the above areas.)</p>
<p>3 Describe the roles of the functional departments within an organisation and the activities carried out within these departments</p>	<ul style="list-style-type: none"> ◆ definition of the roles of the following functional departments: Sales, Purchases, Finance and Human Resources ◆ activities carried out in each of the functional departments above

APPENDIX 1 (cont)

<p>3 Describe the roles of the functional departments within an organisation and the activities carried out within these departments (cont)</p>	<ul style="list-style-type: none"> ◆ the uses of the following business documents: <ul style="list-style-type: none"> — initial enquiry, quotation, order form, delivery note, invoice, credit note, statement, cheque, job description, person specification, application form, contract of employment, holiday rota, staff rota, training request form
<p>4 Describe the uses and features of the internet and office technologies</p>	<ul style="list-style-type: none"> ◆ use of the internet for electronic communication is described: <ul style="list-style-type: none"> — e-mail — discussion groups — instant messaging — mailing lists ◆ advantages and disadvantages of using the internet (over other electronic and paper-based sources) to source business information ◆ uses and features of other electronic methods of communication: <ul style="list-style-type: none"> — types of networks — advantages of a network — electronic diaries — e-mail — voicemail — fax — mobile technologies — video and audio conferencing — web cams, internet meetings — presentations (software and equipment) ◆ features of file management ◆ purpose and features of back-up procedures ◆ Current legislation — candidates should be able to outline the main purpose of legislation relating to the following categories: <ul style="list-style-type: none"> — data protection — copyright — computer misuse

APPENDIX 1 (cont)

4 Describe the uses and features of the internet and office technologies (cont)	◆ Benefits of e-commerce: <ul style="list-style-type: none">— to the customer— to the organisation
5 Explain the procedures for arranging and paying for business travel and accommodation.	◆ information required before arranging business travel and accommodation ◆ factors affecting choice of method of travel and accommodation ◆ documentation relating to travel and accommodation Candidates will be required to explain the use of the following: <ul style="list-style-type: none">— travel and accommodation request form— travel and accommodation booking form— itinerary— expenses claim form ◆ methods of payment: <ul style="list-style-type: none">— credit card— travellers' cheques— debit card— cheques— local currency



National Unit Specification: general information

UNIT Information Technology for Administrators (Intermediate 2)

CODE DM3R 11

COURSE Administration (Intermediate 2)

SUMMARY

This 40-hour Unit is designed to develop skills in the use of spreadsheets, databases and word processing using a problem solving approach. It is suitable for candidates who wish to develop IT skills to pursue a career in business and will prepare them for progression to the study of *Information Technology for Management* Unit at Higher. This Unit is suitable for candidates who already possess basic skills in the use of information technology.

OUTCOMES

1. Use spreadsheets to solve a business problem.
2. Use a flat database to solve a business problem.
3. Use a word processing document to present a solution to a business problem.

RECOMMENDED ENTRY

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

- ◆ Standard Grade Administration at General level
- ◆ *Information Technology for Administrators* at Intermediate 1
- ◆ PC Passport — Beginner

Administrative Information

Superclass: AY

Publication date: December 2010

Source: Scottish Qualifications Authority

Version: 02

© Scottish Qualifications Authority 2010

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit Specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: general information (cont)

UNIT Information Technology for Administrators (Intermediate 2)

CREDIT VALUE

1 Credit at Intermediate 2 (6 SCQF Credit points at SCQF level 5*).

**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

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Information Technology for Administrators (Intermediate 2)

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

Use spreadsheets to solve a business problem.

Performance Criteria

- a) Formats are set up as required.
- b) Data is entered and amended as required.
- c) Data is extracted from worksheets as required and integrated into solution.

OUTCOME 2

Use a flat database to solve a business problem.

Performance Criteria

- a) Fields are created and modified as required.
- b) Records are created and amended as required.
- c) Information is extracted as required and integrated into solution.

OUTCOME 3

Use a word processing document to present a solution to a business problem.

Performance Criteria

- a) Page layout of a memo, letter, form, itinerary or business report is set as required.
- b) Data is entered and amended as required.
- c) Data within document is presented consistently and is fit for purpose.
- d) Data from spreadsheet and database applications is integrated as required.
- e) Mailmerge is carried out as required.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The assessment for this Unit will be holistic and integrative in nature, drawing on knowledge and skills across all Outcomes. It must be undertaken under controlled conditions with candidates having access to help menus within software applications and/or paper-based IT manuals.

Candidates will be required to carry out a process-based administrative task using IT in an integrative way to solve a business problem.

The maximum time allocation for this assessment is 1 hour 30 minutes taken over a maximum of 2 sessions.

National Unit Specification: statement of standards (cont)

UNIT Information Technology for Administrators (Intermediate 2)

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

The assessment instrument should sample the content and skills defined in Appendix 1. Each assessment instrument must cover all Outcomes and all Performance Criteria.

Outcomes will be assessed using a single instrument of assessment, which will tackle a business problem to be solved using the software applications from each of the Outcomes:

- ◆ spreadsheets
- ◆ databases
- ◆ word processing

Candidates will be expected to use the features and functions of spreadsheet and database software applications in conjunction with information from electronic and/or paper based files to solve the given problem. The candidate will present the solution in a word processed document.

Candidates will be given a **partially prepared**, electronic word processed document to complete from the following:

- ◆ memo
- ◆ letter
- ◆ form
- ◆ itinerary
- ◆ business report

The content in Appendix 1 will be sampled as follows:

Outcome 1

The Evidence required will be based on a spreadsheet with a minimum of 2 worksheets. The candidate will be required to create or complete a worksheet with a minimum of 6 columns and 6 rows.

Some of the information required to complete the spreadsheet will be contained in separate worksheets within the file.

Candidates will be required to:

- ◆ select, manipulate and link data within these worksheets
- and**
- ◆ integrate specified data and/or a chart from a worksheet into the word processing document which is to be produced in Outcome 3

National Unit Specification: statement of standards (cont)

UNIT Information Technology for Administrators (Intermediate 2)

At least 3 features of formatting from the list below will be sampled.

(Any feature or combination of features within each bulleted point to count as one feature from possible sample.)

- ◆ text alignment, text orientation
- ◆ wrap text, merge cells
- ◆ different fonts, styles, sizes
- ◆ borders around cells, shading within cells
- ◆ currency, date, percentage number of decimal places

The following will be sampled:

either

- ◆ a combined formula

or

- ◆ the IF function

and

- ◆ an absolute cell reference

and

- ◆ At least 2 from the following list of formulae and functions:

- add
- subtract
- multiply
- divide
- sum
- average

and

- ◆ one function from the following:

- maximum
- minimum
- count/counta/countif

National Unit Specification: statement of standards (cont)

UNIT Information Technology for Administrators (Intermediate 2)

Candidates will be required to carry out at least 2 amendments from the following list:
(Any amendment or combination of amendments within each bulleted point to count as one amendment from possible sample.)

- ◆ alter data
- ◆ insert column/s and/or delete column/s
- ◆ insert row/s and/or delete row/s

and

- ◆ sort data on one or 2 criteria

Candidates will be required to create one from the following (from data in non-adjacent columns):

- ◆ pie chart
- ◆ bar or column chart (to include comparative charts)
- ◆ line graph

and

- ◆ label the chart meaningfully

Up to 5 printouts will be required as follows:

(Candidates will be given instructions whether to use gridlines, and row and column headings.

Gridlines only for value view printouts and both gridlines and row and column headings for formulae printouts.)

- ◆ separate or embedded chart
- ◆ value view/s from sheet/s
- ◆ formula view/s from sheet/s

Candidates will be required to follow instructions given for:

- ◆ headers or/and footers
- ◆ page orientation
- ◆ fit to page

National Unit Specification: statement of standards (cont)

UNIT Information Technology for Administrators (Intermediate 2)

Outcome 2

This Evidence will be based on the use of a flat database with a minimum of 6 fields and 10 records.

Candidates will be required to:

- ◆ create a primary key
- ◆ select fields types as required: text, number, currency, date, autonumber, yes/no
- ◆ add and/or delete field/s and record/s

and

sample at least 2 from the following operators:

- ◆ equals
- ◆ greater than
- ◆ less than
- ◆ between
- ◆ greater than or equal to
- ◆ less than or equal to
- ◆ or
- ◆ not

Three printouts will be required as follows:

- ◆ amended database
- ◆ form or report as instructed with a minimum of 4 fields and a footer. The form or report will be generated from a search. The database will be searched and sorted on a maximum of 2 fields

Outcome 3

Candidates will be given a partially prepared, electronic word processed document to complete from the following:

- ◆ memo
- ◆ letter
- ◆ form
- ◆ itinerary
- ◆ business report

National Unit Specification: statement of standards (cont)

UNIT Information Technology for Administrators (Intermediate 2)

Two printouts will be required as follows:

- ◆ a printout of the completed word processed document which will include:
 - mailmerge
- and** the solution to the business problem through integration of:
 - data and/or chart from the spreadsheet produced in Outcome 1
 - data from the database produced in Outcome 2
- ◆ a printout of the word processed document showing merge fields

The documents required for Evidence will sample at least 4 from the following features:
(Any feature or combination of features within each bulleted point to count as one feature from possible sample.)

- ◆ change font, font size
- ◆ change margins
- ◆ insert text, delete text, move text
- ◆ bold, italics, underline
- ◆ shade text, border text
- ◆ text alignment: left, right, centre, justify
- ◆ change line spacing
- ◆ find and replace

and

at least 3 from the following:

- ◆ indent paragraphs
- ◆ bullets and numbering (customised)
- ◆ page breaks
- ◆ automatic page numbering (customised)
- ◆ insert header or footer
- ◆ insert graphic

The standard to be applied is illustrated in the National Assessment Bank items available for this Unit. 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 Information Technology for Administrators (Intermediate 2)

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 should be set in the context of the modern business environment and, as such, candidates should be introduced to industry standard software and hardware and modern administrative procedures and practices throughout.

Candidates should be encouraged to maximise the use of software. Teachers/lecturers should keep candidates informed of current developments in information and communications technology.

This unit concentrates on the functional and problem solving aspects of spreadsheets and databases and the production of word processed documents to integrate and present solutions to business problems.

Knowledge and understanding related to IT is part of the content of the *Administrative Services Unit* at Intermediate 2.

The importance of good file management should be stressed from the outset and should permeate the whole Unit.

Candidates should be able to:

- ◆ locate folders and files on hard drive and external drives
- ◆ open folders and files
- ◆ minimise, restore, maximise and close windows
- ◆ create folders and sub-folders
- ◆ rename folders and files
- ◆ move folders and files
- ◆ multiple copy and multiple delete
- ◆ navigate through drives, folders and sub-folders
- ◆ recognise different file extensions: word processing, spreadsheet, database, presentation software, web page, pdf files, rich text format and image files
- ◆ use backup procedures where appropriate or be aware of backup procedures

Spellcheck and error correction techniques should be used throughout.

Candidates should also be aware that all data presented should be visible. This applies to data across applications and may involve the adjustment of column width and row height in spreadsheets and databases to avoid truncation of data.

National Unit Specification: support notes (cont)

UNIT Information Technology for Administrators (Intermediate 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Throughout the learning and teaching of the Units of the Course, the use of a simulated office is to be encouraged. Learning within a particular context is more meaningful to most candidates.

A problem solving, integrative approach should be adopted when teaching this Unit and candidates should be encouraged to take a positive attitude to the quality of their own work.

The content of this Unit should be contextualised in tasks and activities which an administrator at an intermediate level would be expected to carry out. Where candidates are taking the Intermediate 2 Course in Administration it would be good practice to take into account the knowledge and understanding topics in the *Administrative Services* Unit when delivering this Unit (in particular Outcome 3 which deals with activities in different departments in a firm). For example, the candidate could be asked to use spreadsheets to complete business documents, run a related search on a customer or supplier database and present the extracted information in a letter or report.

The candidate should be able to:

- ◆ decide which software application is most appropriate for the given tasks and produce required output
- ◆ select and manipulate the information necessary for problem solving from existing electronic and paper-based files and include this information in the creation of a spreadsheet/worksheet, database file or word processed document as required
- ◆ integrate required information into a coherent word processed document from spreadsheet, database and word processing files as appropriate

Links with the business community would be particularly useful to candidates undertaking this Unit, and centres should be encouraged to link the Units to any work experience or visits.

It is not intended that any references in the Unit Specification are software specific. All such references should be treated as generic and use in specific software applications should be treated accordingly.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit will be holistic and integrative in nature, drawing on knowledge and skills across all Outcomes. It must be undertaken under controlled conditions with candidates having access to help menus within software applications and/or paper-based IT manuals.

Candidates will be required to carry out a process based task using IT in an integrative way to solve a business problem. At Intermediate 2 level candidates are expected to use the software 'as required' to solve the problem. Candidates must use the software 'as instructed' at Intermediate 1 to complete the given task. This is reflected in the wording of the Performance Criteria at each level.

The maximum time allocation for this assessment is 1 hour 30 minutes taken over a maximum of 2 sessions.

National Unit Specification: support notes (cont)

UNIT Information Technology for Administrators (Intermediate 2)

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

APPENDIX 1

Information Technology for Administrators (Intermediate 2)

*Content delivered at Intermediate 1 has been italicised in the content grid below.
Knowledge of the content covered at Intermediate 1 is assumed.*

<p>1 Use spreadsheets to solve business problems</p>	<ul style="list-style-type: none">◆ use the following features of formatting:<ul style="list-style-type: none">— text alignment— wrap text— different fonts, styles, sizes— currency, date, number to specified decimal places, percentages— merge cells— text orientation— borders around cells— shading within cells ◆ carry out the following:<ul style="list-style-type: none">— input and edit data— insert and delete column/s— insert and delete row/s— hide and unhide columns and rows— adjust column width and row height— sort data on up to 2 criteria ◆ use the following formulae, functions and features:<ul style="list-style-type: none">— add— subtract— multiply— divide— sum— average— relative and absolute cell references— replication of formulae— maximum— minimum— count/counta/countif— if ◆ work with multiple worksheets ◆ link within worksheets ◆ use named cells
--	--

APPENDIX 1 (cont)

<p>1 Use spreadsheets to solve business problems (cont)</p>	<ul style="list-style-type: none"> ◆ create the following charts (from data in adjacent and non-adjacent columns): <ul style="list-style-type: none"> — pie chart — bar or column chart (to include comparative charts) — line graph and — label the charts meaningfully including the use of data labels — format chart ◆ print worksheets and extracts of worksheets: <ul style="list-style-type: none"> — showing value view — showing formulae view — with and without gridlines — with and without row and column headings — in portrait and landscape orientation — with headers and footers to display name, date, time and filename — fit on one page ◆ print charts: <ul style="list-style-type: none"> — embedded in worksheet — separately ◆ integrate data from a worksheet and/or a chart into a word processing document
<p>2 Use a flat database to solve business problems</p>	<ul style="list-style-type: none"> ◆ create a primary key ◆ select field types as required: text, number, currency, date, yes/no, autonumber ◆ alter field properties ◆ input and edit data ◆ sort ascending and descending on one or 2 fields

APPENDIX 1 (cont)

<p>2 Use a flat database to solve business problems (cont)</p>	<ul style="list-style-type: none">◆ search the database on one or 2 fields using the following operators<ul style="list-style-type: none">— equals— greater than— less than— greater than or equal to— less than or equal to— between— or— not◆ sort the search on up to 2 fields◆ produce a database form:<ul style="list-style-type: none">— enter, edit and delete data in a form— insert a footer/header◆ produce a database report<ul style="list-style-type: none">— produce reports from selected fields from a table or search— insert a footer/header◆ hide and unhide columns◆ add and delete field/s and record/s◆ print with all fields visible:<ul style="list-style-type: none">— database— specified records (results of search)— specified fields— forms— reports— fit on one page◆ integrate data from the database(eg the database report) into a word processing document◆ integrate data into a word processing document to complete a mailmerge
--	--

APPENDIX 1 (cont)

<p>3 Use word processing documents to present solutions to business problems</p>	<ul style="list-style-type: none">◆ create and complete the following word processing documents:<ul style="list-style-type: none">— memo— letter— form— itinerary— business reports (showing: terms of reference, procedure, findings, conclusions and recommendations) ◆ use the following features within the word processing document:<ul style="list-style-type: none">— select and change font, font size— set and change margins— insert text, delete text, move text— carry out manuscript corrections— use bold, italics, underline— align text: left, right, centre, justify— set and change line spacing— use default tab— insert graphic— use spellcheck and error correction techniques— customise bullets and numbering— find and replace text— insert headers and footers with name, date, time and filename— shade text— border text— indent paragraphs— insert page breaks— customise automatic page numbering ◆ Candidates must be able to carry out the following when creating or completing tables:<ul style="list-style-type: none">— insert, delete or amend data— add or delete row/s— add or delete column/s— change column widths— include/remove borders— merge cells— rotate text within cells— insert shading within cells— use autosum feature, average and sum formulae— sort data on one criterion
--	---

APPENDIX 1 (cont)

<p>3 Use word processing documents to present solutions to business problems (cont)</p>	<ul style="list-style-type: none">◆ integrate:<ul style="list-style-type: none">— data and/or chart from a spreadsheet— data from a database— mailmerge from a spreadsheet or database ◆ print:<ul style="list-style-type: none">— completed document on one page— document showing merge fields— selected text— specific pages
---	---



National Unit Specification: general information

UNIT Administration: Presenting and Communicating Information (Intermediate 2)

CODE DM3T 11

COURSE Administration (Intermediate 2)

SUMMARY

This 40 hour Unit is designed to develop skills in the use of information and communications technology and is suitable for candidates wishing to pursue a career in business. Candidates will use the Internet to search for information and will use a variety of business documents, electronic methods of communication and presentation software. The Unit is designed to allow candidates to see the holistic nature of the use of ICT in business. This Unit is suitable for candidates who already possess basic skills in the use of ICT.

Completion of this Unit will prepare candidates for progression to the study of *Information Technology for Management* Unit at Higher.

OUTCOMES

1. Use the internet to search for and extract information for a given purpose.
2. Use ICT to present and communicate information.
3. Use presentation software to present and communicate information.

RECOMMENDED ENTRY

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

- ◆ Standard Grade Administration at General level
- ◆ The Unit *Administration: Presenting and Communicating Information* at Intermediate 1
- ◆ PC Passport — Beginner

Administrative Information

Superclass: AY

Publication date: December 2010

Source: Scottish Qualifications Authority

Version: 02

© Scottish Qualifications Authority 2010

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit Specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: general information (cont)

UNIT Administration: Presenting and Communicating Information
(Intermediate 2)

CREDIT VALUE

1 Credit at Intermediate 2 (6 SCQF Credit points at SCQF level 5*).

**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

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Administration: Presenting and Communicating Information (Intermediate 2)

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

Use the internet to search for and extract information for a given purpose.

Performance Criteria

- a) A search engine is used to find websites.
- b) Appropriate websites are accessed to obtain required information.
- c) Required information is saved and printed.

OUTCOME 2

Use ICT to present and communicate information.

Performance Criteria

- a) A word processing document is completed as required.
- b) Information acquired from the internet is integrated into the document.
- c) Data within the document is presented consistently and is fit for purpose.
- d) E-mail and an e-diary are used to communicate information.

OUTCOME 3

Use presentation software to present and communicate information.

Performance Criteria

- a) The presentation is modified and enhanced as required.
- b) An additional slide is created from information provided.
- c) Presentation slides are printed in required view.
- d) The presentation software file is e-mailed to the teacher/lecturer.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The assessment for this Unit will be holistic and integrative in nature, drawing on knowledge and skills across all outcomes. It must be completed under controlled conditions with candidates having access to help menus within software applications and/or paper-based IT manuals.

Candidates will be required to carry out a process-based administrative task using ICT which draws on knowledge and skills across the Unit. This task will involve the use of the internet, e-mail, an e-diary and presentation software.

The maximum time allocation for this assessment is 1 hour 30 minutes taken over a maximum of 2 sessions.

National Unit Specification: statement of standards (cont)

UNIT Administration: Presenting and Communicating Information (Intermediate 2)

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

The assessment instrument should sample the content and skills defined in Appendix 1. Each assessment instrument must cover all Outcomes and all Performance Criteria.

Outcomes will be assessed using a single instrument of assessment, integrative in nature, which will require candidates to:

- ◆ search for and extract information from the internet for later inclusion in a word processing document — memo, letter, form, itinerary or business report
- ◆ use e-mail and an e-diary
- ◆ complete and amend a presentation using presentation software

Candidates will be given a partially prepared, electronic word processing document to complete. The document will take one of the following forms:

- ◆ memo
- ◆ letter
- ◆ form
- ◆ itinerary
- ◆ business report

The above documents will include the use of table/s.

The content in Appendix 1 will be sampled as follows:

Outcome 1

Candidates will be required to search for and extract information from the internet (for later integration into a business document in Outcome 2).

The Evidence required will consist of one printout of:

- ◆ information obtained from the internet

Outcome 2

Candidates will be required to produce one printout from each of the following applications:

- ◆ word processing
- ◆ e-mail
- ◆ e-diary

National Unit Specification: statement of standards (cont)

UNIT Administration: Presenting and Communicating Information (Intermediate 2)

Printout 1 — a word processed document

Candidates will be given a partially prepared, electronic word processing document (to include a table) to complete from the following:

- ◆ memo
- ◆ letter
- ◆ form
- ◆ itinerary
- ◆ business report

The document required for Evidence will sample at least 4 from the following features:

(Any feature or combination of features within each bulleted point to count as one feature from possible sample.)

- ◆ change font, font size
- ◆ change margins
- ◆ insert text, delete text, move text
- ◆ bold, italics, underline
- ◆ shade text, border text
- ◆ align text: left, right, centre, justify
- ◆ line spacing
- ◆ find and replace

and

at least 3 from the following:

- ◆ indent paragraphs
- ◆ bullets and numbering (customised)
- ◆ page breaks
- ◆ automatic page numbering (customised)
- ◆ insert graphic
- ◆ insert header/footer

The table for inclusion in the given document will have a minimum of 3 columns and 5 rows and will require to be created and/or completed by the candidate.

National Unit Specification: statement of standards (cont)

UNIT Administration: Presenting and Communicating Information (Intermediate 2)

The table will sample at least 4 from the following features:

(Any feature or combination of features within each bulleted point to count as one feature from possible sample.)

- ◆ merge cells
- ◆ rotate text within cells
- ◆ borders around table and/or cells
- ◆ shading within cells
- ◆ use of autosum or sum or average formula
- ◆ sort lists on one criterion
- ◆ add and/or delete row/s
- ◆ add and/or delete column/s
- ◆ change column width

The document will include:

- ◆ integration (pasting) and/or incorporation (keying in) of information obtained from the internet in Outcome 1.

Printout 2 — an e-mail (composed by the candidate):

- ◆ to a contact group

with attached file/s from the following:

- information obtained from the internet in Outcome 1
- the memo, letter, form, itinerary or business report produced in Outcome 2

Printout 3 — an extract from an e-diary showing:

- ◆ three meetings scheduled in an e-diary based on given criteria
- ◆ in daily, weekly or monthly view as specified

National Unit Specification: statement of standards (cont)

UNIT Administration: Presenting and Communicating Information (Intermediate 2)

Outcome 3

Candidates will be required to amend and complete a partially prepared electronic presentation. Four slides will be provided electronically and candidates will be required to create one additional slide.

The amendment of the presentation will sample at least 4 of the following:

- apply background or colour scheme
- apply design templates
- change slide content/layout
- insert footer objects
- change slide order and/or delete existing slide
- insert action buttons hyperlinked to other slides within the presentation
- find and replace text
- align/distribute group/objects

and

- ◆ use the master slide to edit the presentation
- ◆ create a new slide to include at least 2 of the following:
 - insert text using 2 fonts
 - format text
 - align text
 - insert graphic
 - animate text and object
 - apply slide transitions

and

- ◆ import data or chart from spreadsheet or word processing document to either the existing slides or the new slide

Candidates will be required to produce one printout of the completed and amended electronic presentation — 5 slides on a maximum of 2 pages (eg handout format).

Candidates will also be required to e-mail this presentation file to the teacher/lecturer for assessment purposes. An appropriate *candidate checklist* reflecting the requirements of the assessment for Outcome 3 must be completed by the teacher/lecturer.

The standard to be applied is illustrated in the National Assessment Bank items available for this Unit. 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 Administration: Presenting and Communicating Information (Intermediate 2)

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 should be set in the context of the modern business environment and, as such, candidates should be introduced to industry standard software and hardware and modern administrative procedures and practices throughout.

Candidates should be encouraged to maximise the use of software and teachers/lecturers should keep candidates informed of current developments in information and communications technology.

This Unit concentrates on the use of ICT to present and communicate business information. This Unit requires the use of communications technology (e-mail, e-diary and internet), and presentation software whereas the Unit *Information Technology for Administrators* requires only the use of spreadsheet, database and word processing software applications.

Knowledge and understanding related to ICT is part of the content of the *Administrative Services* Unit at Intermediate 2.

The importance of good file management should be stressed from the outset and should permeate the whole Unit.

Candidates should be able to:

- ◆ locate folders and files on hard drive and external drives
- ◆ open folders and files
- ◆ minimise, restore, maximise and close windows
- ◆ create folders and sub-folders
- ◆ rename folders and files
- ◆ move folders and files
- ◆ multiple copy and multiple delete
- ◆ navigate through drives, folders and sub-folders
- ◆ recognise different file extensions: word processing, spreadsheet, database, presentation software, web page, pdf files, rich text format and image files
- ◆ use backup procedures where appropriate or be aware of backup procedures.

Spellcheck and error correction techniques should be used throughout.

National Unit Specification: support notes (cont)

UNIT Administration: Presenting and Communicating Information (Intermediate 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Throughout the learning and teaching of the Units of the Course, the use of a simulated office is to be encouraged. Learning within a particular context is more meaningful to most candidates.

Candidates should be encouraged to take a positive attitude towards the quality of their own work and approach it in an integrative fashion.

The content of this Unit should be contextualised in tasks and activities which an administrator at this level would be expected to carry out. Where candidates are studying the Intermediate 2 Course in Administration, it would be good practice to take into account the knowledge and understanding topics in the *Administrative Services* Unit at Intermediate 2 when delivering this Unit. For example, tasks related to:

- ◆ the Sales, Purchases, Finance and Human Resources departments
- ◆ procedures for making business travel and accommodation arrangements.

Candidates completing the Course should be aware of the links to the *Administrative Services* Unit at Intermediate 2.

It is not intended that any references in the Unit Specification are software specific. All such references should be treated as generic and use in specific software applications should be treated accordingly.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit will be holistic and integrative in nature, drawing on knowledge and skills across all Outcomes. It must be undertaken under controlled conditions with candidates having access to help menus within software applications and/or paper-based IT manuals.

Candidates will be required to use the internet to obtain information for inclusion in a word processing document, use e-mail, an e-diary and presentation software to present and communicate required information.

It would be advisable for candidates to carry out the required internet search in advance of taking the instrument of assessment. Teachers/lecturers should give candidates only the necessary information in advance to enable them to obtain the required information.

The maximum time allocation for this assessment is 1 hour 30 minutes taken over a maximum of 2 sessions.

Where candidates fail to reach the agreed threshold score, re-assessment should follow using an alternative instrument of assessment.

National Unit Specification: support notes (cont)

UNIT Administration: Presenting and Communicating Information
(Intermediate 2)

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

APPENDIX 1

Administration: Presenting and Communicating Information (Intermediate 2)

Content also delivered at Intermediate 1 has been italicised in the content grid below.

Knowledge of the content covered at Intermediate 1 is assumed.

1 Use the internet to search for and extract information for a given purpose	<ul style="list-style-type: none">◆ open browser◆ use search engines◆ open website◆ navigate hyperlinks◆ copy information from web page to word processing document◆ use history feature◆ use favourites/bookmarks◆ print information and/or an extract of information◆ integrate information from the internet into a word processing document◆ insert hyperlink to URL in a word processing document
2 Use ICT to present and communicate information	<ul style="list-style-type: none">◆ create and complete the following word processing documents:<ul style="list-style-type: none">— memo— letter— form— itinerary— business reports (showing: terms of reference, procedure, findings, conclusions and recommendations)◆ use the following features within the word processing document:<ul style="list-style-type: none">— select and change font, font size— set and change margins— insert text, delete text, move text— carry out manuscript corrections— use bold, italics, underline— align text: left, right, centre, justify— set and change line spacing— use default tab— insert graphic— use spellcheck and error correction techniques— customise bullets and numbering— find and replace text— insert headers and footers with name, date, time and filename— shade text— border text— indent paragraphs— insert page breaks— customise automatic page numbering

APPENDIX 1 (cont)

<p>2 Use ICT to present and communicate information (cont)</p>	<ul style="list-style-type: none">◆ Candidates must be able to carry out the following when creating or completing tables:<ul style="list-style-type: none">— insert, delete or amend data— add or delete row/s— add or delete column/s— change column widths— include/remove borders— merge cells— rotate text within cells— insert shading within cells— use autosum feature, average and sum formulae— sort data on one criterion◆ integrate:<ul style="list-style-type: none">— information from the internet— data and/or chart from a spreadsheet— data from a database— mailmerge from a spreadsheet or database◆ print:<ul style="list-style-type: none">— completed document on one page— document showing merge fields— selected text— specific pages◆ use e-mail<ul style="list-style-type: none">— compose mail by entering text and send— read mail and use reply feature— use address book— print email— cc— [deleted text]— mark urgent— create attachment/s— use bcc— create contact group— create signature◆ use an e-diary<ul style="list-style-type: none">— schedule appointment— set reminder— print calendar: daily, weekly, monthly view— schedule recurrent meetings
--	--

APPENDIX 1 (cont)

<p>3 Use presentation software to present and communicate information</p>	<ul style="list-style-type: none">◆ create presentations and amend existing presentations:<ul style="list-style-type: none">— insert text— change font, size and style— align text: left/right/centre— delete, edit text— insert and delete a graphic— use bullets— create chart/s and/or table/s— add and delete a slide— animate text/objects— import data from a word processing document— find and replace text— align, distribute and group objects— change slide content layout— apply slide transitions— import data or chart from spreadsheet— change slide order— apply and change background and colour scheme— apply and change design templates— insert footer objects— insert action buttons— customise bullets and numbers— view slides◆ use slide master◆ print presentation in slide and handout format
---	--