BUSINESS
Access 3

Second edition – published November 1999

NOTE OF CHANGES TO ACCESS 3 ARRANGEMENTS
SECOND EDITION TO BE PUBLISHED NOVEMBER 1999

CLUSTER TITLE: Business (Access 3)

CLUSTER NUMBER: C083 09

National Cluster Specification

Cluster Details   Special Needs and Core Skills statements added

National Unit Specification

D519 09   *Using a Keyboard (Access 3)*

Outcome 2   changes to Range statement and Evidence Requirements

Support Notes   some changes to Guidance on Content and Context and Guidance on Approaches to Assessment – Outcomes 1 and 2

D520 09   *Using a Computer in Business (Access 3)*

Support Notes   minor textual change to Guidance on Content and Context – Outcomes 1 and 2

D521 09   *Office Practice: An Activity Approach (Access 3)*

Outcome 4   changes to Range statement and Evidence Requirements

Support Notes   changes to Guidance on Approaches to Assessment – Outcomes 1 and 4

All Units   Special Needs and expanded Core Skills statements inserted

National Cluster

BUSINESS (ACCESS 3)

CLUSTER NUMBER   C083 09

STRUCTURE

This cluster has two mandatory units and two optional units, as follows:

Mandatory Units
D519 09	*Using a Keyboard (Acc 3)*	*1 credit (40 hours)*
D520 09	*Using a Computer in Business (Acc 3)*	*1 credit (40 hours)*

Optional Units
D521 09	*Office Practice: An Activity Approach (Acc 3)*	*1 credit (40 hours)*
D522 09	*Working in a Business Enterprise (Acc 3)*	*1 credit (40 hours)*

In common with all clusters, this programme of study includes 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 and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

National Cluster: general information (cont)

CLUSTER   Business (Access 3)

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster	Information Technology	Acc 3
Core skills components for the cluster	Critical Thinking	Acc 3
	Planning and Organising	Acc 3

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Cluster: details

CLUSTER   Business (Access 3)

RATIONALE

Business and enterprise are at the heart of national growth and development, and this is reflected in the important place that Business Education assumes in the post-16 curriculum. The provision offers opportunities for candidates 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 context which enhances individual effectiveness.

This study is designed to equip candidates with practical 'hands-on' experience of an office or business environment which incorporates a wide range of skills.

Study of this coherent group of units will provide a basic level of competence in keyboarding and the use of a computer, as well as giving candidates real and practical experience in an administrative or business environment. Candidates will not only learn the principles of keyboarding but will also become familiar with a variety of methods to input, edit and print out information. They will also learn how to deal with routine functions such as mail, reception, filing and photocopying. Candidates will also be involved in planning and self-assessment. They will learn how to work with others and develop the interpersonal skills that are required in a business environment.

The aims of this cluster of units are to build on candidates' knowledge, understanding and skills in an integrative way. Not only will this increase the candidates' technological confidence but it will also encourage the use of the technology at their disposal in a creative way. Throughout, it should be remembered that this is a course which aims to prepare candidates for a specific vocational area.

The aims of the cluster of units are to:

- develop elementary skills in information technology
- promote elementary skills in communication by learning to communicate with other candidates and their teacher/lecturer in an effective manner
- promote personal and interpersonal skills by working as a group and independently
- develop practical administrative skills or business enterprise skills
- develop elementary keyboarding skills
- provide a basis for further education and training

CONTENT

It is envisaged that throughout this cluster of units a thematic approach will be adopted. Candidates who are aiming to achieve success in the course, as distinct from the achievement of individual units, must appreciate the links and similarities between each unit. A 'hands-on' approach provides the common theme throughout these units.

Each of the units is designed to give candidates practical skills that would be suitable in an office or business environment. Throughout these units, candidates are encouraged to become familiar with, and develop a working knowledge of, a variety of business equipment and will be able to input, edit, save and print data to meet different demands.

National Cluster: details (cont)

CLUSTER   Business (Access 3)

Candidates are also encouraged to take responsibility for their work and to approach it with a positive attitude. Time constraints in a vocational context should be introduced to candidates at the beginning of the units. They should be encouraged to work to deadlines and develop interpersonal skills that enable them to work with others. Candidates should also be encouraged to become self-critical of their work and able to self-correct.

Undertaking the units as a cluster offers a number of benefits:

- together, the component units offer opportunities for delivery as a coherent, integrated programme in administration or business enterprise through an activity-based approach
- balance and breadth of candidates' experiences and learning will be developed
- skills will be developed in communication and working with others
- practical activity will be integrated throughout the units
- a candidate's abilities to sustain effort and concentration, complete a process and evaluate his or her work are developed through the activity-based approach

This cluster of units consists of two mandatory units and two optional units.

Using a Keyboard (Acc 3)

1	Good working practices	Identification of hazards; health and safety procedures; what to do with completed work; dealing with paper and disks; routine maintenance of printers.
2	Produce text using an alphanumeric keyboard	Using alphanumeric keyboard accurately, for example, position of fingers and correct use of keys. Production of text and numeric data; correction of errors; following instructions correctly; set margins; vary line spacing; save and print hard copy.

Using a Computer in Business (Acc 3)

1	Identify and describe the uses of common business programs	Have a working knowledge of a variety of business programs, for example, spreadsheets, databases, diaries, word processing application packages; these programs should illustrate the vocational uses of computers in business.
2	Input, edit, save and print from existing computer files	Know how to use a standard keyboard and alternative methods of how to input information; input, edit, delete, save and print from word processing, spreadsheet and database applications; use of a mouse.
3	Identify equipment used in a computer system and demonstrate good working practices	Knowledge of different types of hardware in a computer system; knowledge of how to deal with routine maintenance, for example, replenishing paper in a printer; awareness of potential hazards when dealing with computing equipment, what precautions are required and what to do about any hazards identified.

National Cluster: details (cont)

CLUSTER   Business (Access 3)

Office Practice: An Activity Approach (Acc 3)

1	Self-assessment regarding personal suitability for an occupation	Identification of essential requirements for an employee; identification of candidate's personal skills, attributes and interests; matching exercise to assess personal suitability for an occupation.
2	Health and safety regulations and safe working practices	General health and safety regulations; health and safety regulations specific to work environment; safe working practices that relate to occupation, in particular use of VDUs and any electrical appliances which may be used.
3	Main features of work station	Reception, filing, mail, reprographics, use of telephone, production of text; candidates should be aware of the equipment and layout required to perform tasks efficiently. Particular attention should be paid to the equipment which will be in use in Outcome 4.
4	Carry out a series of tasks	Candidates should be able to carry out elementary tasks involving the following:

- telephones – keeping a log of incoming and outgoing calls and messages
- reception area – dealing with callers and keeping a visitors' book and the reception area tidy
- filing – using two different types of filing, for example, alphabetical and numerical, and a variety of different types of equipment, for example, suspension files in a cabinet and card indexes
- photocopying – using features of the machine to enlarge, reduce and produce good quality multi-page documents
- incoming and outgoing mail – dealing with different types of mail, for example, first or second class, recorded and registered post

National Cluster: details (cont)

CLUSTER   Business (Access 3)

Working in a Business Enterprise (Acc 3)

1	Self-assessment	Identification of personal skills, attributes and interests.
2	Types of business enterprise	Self-employed, privately owned companies, charities, voluntary organisations.
3	Stages of the planning process	Identification of product or service, materials and equipment required, including premises, identification of potential customers, identification of sources of financial assistance, anticipated costs and revenue, location.
4	Customers	Characteristics of different customers (eg, gender, age), needs of customers.
5	Market research	Questionnaires, surveys, telephone contact, face-to-face interviews.
6	Promotion	Advertising (press, TV, radio), posters, notices, leaflets, word of mouth.
7	Sources of advice and assistance	Banks, local enterprise councils, family and friends, business counsellor, local authorities, professional sources (eg, accountant).
8	Health and safety	Specific health and safety regulations. Safe working practices relating to specific situations.
9	Tasks involved in successful operation of business enterprise	Obtaining materials and equipment, getting premises, securing orders, arranging for sales outlets, deciding on target output, identifying cash flow, human resource requirements, quality control.
10	People involved in the operation of business enterprise	Suppliers, customers, employees, managers, owners, inspectors (eg, trading standards officers, environmental health).
11	Rules and procedures	Dress code, hours of work, break times, payment systems, grievance procedures, customer service.

ASSESSMENT

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted where appropriate.

National Cluster: details (cont)

CLUSTER   Business (Access 3)

A variety of approaches to assessment may be appropriate. These will include such instruments as:

- observation of candidates
- candidate self-evaluation
- short structured assessments, for example, in using a keyboard
- structured tasks relating to the office or business environment
- candidate interviews

Details of the internal assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

APPROACHES TO LEARNING AND TEACHING

It is envisaged that the units will be taught in an integrative manner. Throughout, the learning and teaching approaches should emphasise the integrated nature of administrative or business work and the importance of using information technology.

Learning within a particular context is more meaningful to most candidates, and therefore staff may like to think in terms of using one imaginary organisation to help candidates contextualise their learning, and to use this one organisation as the method of introducing candidates to the kinds of processes and procedures which would be used. Teachers/lecturers may wish to develop a handbook with the kind of processes and procedures which they would like followed in the simulated firm.

Experience with commerce and industry would be particularly useful to candidates undertaking this cluster of units and centres should be encouraged to link the units to any work experience or visits.

These units should be taught in an environment which mirrors that found in business, with candidates having access to computers and resources usually found within an office, for example, filing cabinets, reference sources, in-trays, small items of business equipment.

It is also important that candidates develop a good keyboard familiarity, which can be achieved by encouraging them to use appropriate fingering at all times. The basic skill of touch typing should be taught (subject to individual candidates' physical capabilities) and candidates should also be motivated to accept responsibility for their work and to become positive about their work. This can be encouraged by placing greater emphasis on the proof-reading and self-correction of their own work. Where appropriate, candidates could be encouraged to extend their knowledge and abilities by undertaking Word Processing (Int 1) when they show evidence of good keyboarding skills.

Throughout, the promotion of self-awareness and self-assessment in candidates should occur, which should be related to the quality and success of their work. In addition, candidates will have to look closely at the way they work and ensure that they are using their time effectively. Candidates should be encouraged to produce work within deadlines and be held responsible for the quality of the work they produce. They will learn how to co-ordinate their work with the work of others, and will also learn how to identify their own strengths and weaknesses, and suitability at certain jobs. They will be required to work with other people as well as on their own, thus developing the interpersonal skills required when working in a business environment.

National Cluster: details (cont)

CLUSTER   Business (Access 3)

SPECIAL NEEDS

This 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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT   Using a Keyboard (Access 3)

NUMBER   D519 09

CLUSTER   Business (Access 3)

SUMMARY

The aim of this unit is to introduce candidates to the alphanumeric keyboard, and to provide them with basic keyboarding skills.

OUTCOMES

1   Demonstrate good working practices.
2   Produce text using an alphanumeric keyboard.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT   Using a Keyboard (Access 3)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT   Using a Keyboard (Access 3)

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

Demonstrate good working practices.

Performance criteria
(a)   A tidy workstation is maintained at all times.
(b)   Operating and safety procedures are followed at all times and any faults in equipment are reported to the appropriate person.
(c)   All work is filed according to organisational procedures.

Evidence requirements
This outcome should be evidenced by an observation checklist.

OUTCOME 2

Produce text using an alphanumeric keyboard.

Performance criteria
(a)   Location and use of alphanumeric keyboard is correct.
(b)   Instructions are followed accurately.
(c)   All data is checked for accuracy and error-free copy is achieved.

Note on range for the outcome
Specification: figures, symbols, upper case and lower case letters, punctuation, setting margins.
Text: paragraph.

Evidence requirements
Evidence will consist of hard copy of 2 paragraphs of approximately 50 words each. All data should be error-free on final submission. On first submission the teacher/lecturer may point out a maximum of 2 errors in each paragraph which should be corrected and error-free work re-submitted.

National Unit Specification: support notes

UNIT Using a Keyboard (Access 3)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

Candidates should be aware of procedures for reporting problems in operating equipment, as well as organisational procedures for security and confidentiality. Candidates should also be aware of potential hazards relating to electrical equipment and VDUs (if appropriate). Candidates should be aware of any health and safety procedures peculiar to the organisation. Candidates should develop a knowledge of their machines and appreciate the necessity to care for and maintain them. Candidates should know how to file completed work and worksheets.

Outcome 2

Candidates will be expected to demonstrate the appropriate position of hands in relation to the keyboard and the use of appropriate fingering to input alphabetic data, numerical data and symbols. This will be dependent upon the physical capabilities of the candidate.

The concept of planning layouts for different types of work should be introduced. Also, candidates should appreciate paragraphs and their purpose.

All materials used should be appropriate to the needs of the individual, and candidates will be permitted to work from a variety of source material in the candidate's preferred form.

Candidates should be able to prepare their machines for use, locate appropriate keys, input the information accurately and produce a printed hard copy. They should also have knowledge of, and be able to take routine care of, their machines.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Throughout this unit candidates are encouraged to adopt a thematic approach. All candidates should be encouraged to accept responsibility for their work and to view it with a positive attitude. Candidates should develop their ability to be self-critical and then self-correcting. This is reinforced by the emphasis on candidates to proof-read their work and correct their own errors prior to submission.

At the beginning of this unit there is likely be a high level of input from the teacher/lecturer. However, as the unit progresses, all candidates should be encouraged to take ownership of their work and have a positive attitude towards the quality of their work.

Emphasis, therefore, should be placed on the development of each individual's skills of proof-reading, spelling, punctuation and the ability to make use of resources and reference material, all of which form an integral part of work in an office environment. Where appropriate, candidates should be encouraged to make use of the spellcheck facility and to correct their work to ensure error-free submissions.

National Unit Specification: support notes (cont)

UNIT   Using a Keyboard (Access 3)

The teacher/lecturer's role is then likely to evolve to one of supervisor, ensuring quality of work and accuracy of keyboarding skills (depending on the ability of the individual). Attention should be given to the efficient use of the keyboard and removing the time-wasting process of searching for keys. The basic skill of touch typing should be taught (subject to the individual's physical capabilities) and where practical, candidates should be encouraged to maximise their keyboarding speeds with the maintenance of accuracy standards being paramount.

All materials used should be both realistic and achievable. They should be used in order to reinforce teacher/lecturer input.

An observation checklist should be used throughout the unit to monitor candidate competence over a period of time.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates will be required to produce 2 paragraphs of text that meet the expected requirements of this unit. The assessment material can and should be used when the teacher/lecturer feels that the candidate is able to successfully complete it.

Before the document is submitted for signing it should be proof-read by the candidate and there should be no more than 2 errors in each paragraph. These errors may be indicated by the teacher/lecturer. The candidate will then be permitted to amend these errors and submit an error-free document.

Outcome 1
The use of an observation checklist.

Outcome 2
The production of hard copy of the task.

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT   Using a Computer in Business (Access 3)

NUMBER   D520 09

CLUSTER   Business (Access 3)

SUMMARY

This unit is designed to give candidates the basic skills required to operate a computer for business use.

OUTCOMES

1   Identify, describe and use a variety of common business programs.
2   Input, edit, save and print data from existing computer files using business programs.
3   Identify equipment used in a computer system and demonstrate good working practices.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

National Unit Specification: general information (cont)

UNIT   Using a Computer in Business (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit   Using Information Technology   Acc 3

Core skills components for the unit   None

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT   Using a Computer in Business (Access 3)

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

Identify, describe and use a variety of common business programs.

Performance criteria

(a)   Identification of programs is correct.
(b)   Description of common uses of programs is correct.
(c)   Procedures to load, operate and exit programs are followed correctly.

Note on range for the outcome

Business programs: word processing, database, spreadsheet.

Evidence requirements

Evidence in the form of candidate responses to short answer questions and an observation checklist of candidate using the 3 programs.

OUTCOME 2

Input, edit, save and print data from existing computer files using business programs.

Performance criteria

(a)   Use of keys to perform specific functions is correct.
(b)   Data is input and amendments are made accurately.
(c)   Data is saved and printed according to instructions.

Note on range for the outcome

Business programs: word processing, database, spreadsheet.
Amendments:

- Word processing: insert text, edit text, delete text
- Spreadsheet: insert data, edit data, delete data
- Database: add new record, edit record, delete record

Evidence requirements

Candidates will be required to take a print-out of files in each of the 3 programs prior to amendments and after amendments have been made.

National Unit Specification: statement of standards (cont)

UNIT   Using a Computer in Business (Access 3)

OUTCOME 3

Identify equipment used in a computer system and demonstrate good working practices.

Performance criteria

(a)   Identification and use of equipment used in computer systems is accurate.
(b)   Equipment and software is used in accordance with operating instructions.
(c)   Workstation is kept free from hazards and all work stored in accordance with organisational guidelines.
(d)   Any potential hazards are recognised and reported promptly.

Note on range for the outcome

Equipment: keyboard, monitor, printer, mouse, CD-ROM.

Evidence requirements

Evidence should be generated from candidate responses to short answer questions and the use of an observation checklist.

National Unit Specification: support notes

UNIT   Using a Computer in Business (Access 3)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

Candidates will be introduced to, and develop a working knowledge of, a variety of business programs. These programs will illustrate the vocational uses of computers, for example, number work, working with text and working with data. Candidates should be encouraged to keep a portfolio of work.

Outcome 2

Candidates should be introduced to the standard keyboard and alternative methods to input information and, where possible, have the opportunity to use them. Candidates will be able to input data, edit and delete data in word processing, spreadsheet and database packages, and should develop the skill of proof-reading and checking their work.

They should be familiar with the operation of input devices.

Candidates will learn how to select the appropriate software application and within each application, how to run, input, save, print and exit from it. They will become familiar with the procedures required to produce hard copies from each of the programs.

Outcome 3

Candidates will be able to identify the different pieces of hardware that make up the system they are using and be able to identify input and output devices. They should be able to deal confidently with the computer and keyboard and become familiar with routine machine maintenance, eg, replenishing paper in the printer. They should be aware of potential hazards when dealing with equipment of this type and should know what precautions to take and what to do about any potential hazards. Candidates should be encouraged to file their own work neatly and should be encouraged to take responsibility for their own work area.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit is designed to provide the candidate with practical 'hands-on' experience. Teachers/lecturers and lecturers should avoid, where possible, the use of technical language. Initially, there is likely to be a high degree of teacher/lecturer input. Many processes and a variety of programs will need to be discussed and demonstrated. Candidates will be encouraged to practise and become confident and proficient in these. Candidates will also develop skills in handling hardware and responding to screen prompts.

National Unit Specification: support notes (cont)

UNIT Using a Computer in Business (Access 3)

Developing the skills of proof-reading and spelling will be encouraged so that candidates can take responsibility for their own work before submission.

As candidates become more confident, the role of the teacher/lecturer changes to that of an observer and advisor. Attention should now be given to monitoring effective use of hardware and media.

All materials should be appropriate to the needs and abilities of the candidate. Where necessary, candidates should be allowed to use an alternative method of inputting data to that of the standard keyboard. The positioning of equipment should be appropriate to the candidate to enable him or her to operate it effectively.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

The candidate should respond to a series of short answer questions which will enable him or her to describe the common uses and contexts of word processing, spreadsheets and databases. The teacher/lecturer should observe the candidate identifying, loading, operating and exiting programs in accordance with organisational procedures. The candidate will be observed throughout and an observation checklist completed.

Outcome 2

The candidate should complete 3 practical tasks. The candidate should input data into an existing file, edit, delete, save and print data according to instructions, for each of the software applications.

Outcome 3

In this task the candidate should answer a minimum of 5 short answer questions about computer equipment. This may take the form of an interview or a written exercise. The teacher/lecturer should complete an observational checklist over the period of the unit to ensure that good working practices have been followed.

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT   Office Practice: An Activity Approach (Access 3)

NUMBER   D521 09

CLUSTER   Business (Access 3)

SUMMARY

This unit is designed to give candidates real and practical experience in a simulated working office environment.

OUTCOMES

1   Examine personal suitability for the vocational area.
2   Identify health and safety regulations and safe working practices.
3   Identify the main features of the work station.
4   Carry out a series of tasks under supervision.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

National Unit Specification: general information (cont)

UNIT   Office Practice: An Activity Approach (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit   None

Core skills components for the unit   Critical Thinking   Acc 3

                                           Planning and Organising   Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT   Office Practice: An Activity Approach (Access 3)

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

Examine personal suitability for the vocational area.

Performance criteria
(a)   Identification of essential requirements for an employee in terms of the candidate's experience.
(b)   Identification of own personal skills, attributes and interests is realistic.
(c)   Conclusion arrived at about personal suitability for the occupation is realistic.

Evidence requirements
Generated from the candidate's answers in a personal interview or from responses to short answer questions and the use of a checklist. If necessary, this can be supported by the use of visual aids and written answers to questions.

OUTCOME 2

Identify health and safety regulations and safe working practices.

Performance criteria
(a)   Identification of safe working practices is accurate in terms of the occupation.
(b)   Identification of the importance of safe working practices is consistent with the nature of the workplace.

Evidence requirements
Evidence in the form of completion items or responses to short answer questions to a given case study, either pictorial or descriptive.

OUTCOME 3

Identify the main features of the work situation.

Performance criteria
(a)   Identification of main functions of the workplace is accurate.
(b)   Identification of essential equipment and facilities is accurate.

Evidence requirements
Evidence for all performance criteria should be gathered from the candidate responses. The candidate should be allowed to provide evidence in his or her usual form of communication. This can be done through written work supported by oral questioning and the use of a checklist. Written work can include multiple choice questions, or written answers to short answer questions. Oral evidence can be provided through personal interviews.

National Unit Specification: statement of standards (cont)

UNIT   Office Practice: An Activity Approach (Access 3)

OUTCOME 4

Carry out a series of tasks under supervision.

Performance criteria

(a)   Sequencing, timing and organisation of tasks is correct.
(b)   All tasks are carried out in a manner compatible with the ethos of the work environment.
(c)   A tidy workstation is maintained and operating and safety procedures are followed at all times.

Note on range for the outcome

Tasks: using a telephone, reception, filing, photocopying and handling incoming and outgoing mail.

Evidence requirements

Task	*Evidence*
Using a telephone	Completed message; telephone log; observation checklist.
Reception	Observation checklist; identifying procedures to be followed and resources required to operate effectively in a reception area; visitors' book.
Filing	Personal interview to explain 2 different forms of filing. Evidence will be generated from candidate responses and an observation checklist of candidate demonstrating filing.
Photocopying	Two copies of a multi-page document, collated and stapled; a document reduced in size and a document enlarged in size.
Handling incoming and outgoing mail	An observation checklist for both incoming and outgoing mail as well as hard copy of any postage records kept; personal interview and/or practical exercise to test the candidate's knowledge and understanding of methods of posting and classes of mail.

National Unit Specification: support notes

UNIT   Office Practice: An Activity Approach (Access 3)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit would ideally be set in an simulated office environment. However, if this is not possible, all tasks should take place in a situation which attempts to reproduce the conditions and demands of the workplace.

Outcome 1
Ideally, the working environment should be realistic, to enable the candidate to develop an awareness of his or her suitability to the vocational area.

Candidates must analyse their suitability to the vocational area. They must take account of how their contribution affects the quality and success of the work undertaken. They will be expected to examine and assess the effects of their attitude and behaviour in achieving tasks successfully.

Outcome 2
Candidates should develop a working knowledge of the health and safety regulations and safe working practices in a work environment. Their understanding will help them to appreciate why there is a need for these regulations and, more specifically, why there are specific regulations governing their office environment. They should be able to identify hazards and know why reporting hazards is important.

In particular, candidates should be introduced to the following aspects of health and safety and safe working practices of the office environment: safe use of VDUs; safe use of electric and lighting appliances; importance of tidiness to reduce hazards; fire, emergency and health and safety procedures; first aid box; members of staff with first aid training.

Outcome 3
Candidates should be introduced to office procedures. Staffing, accommodation and office furniture and machinery should all be examined when discussing the office. The candidate should also develop a good knowledge of the services that an office provides. Particular attention should be paid to the machinery and equipment which will be used in Outcome 2 with which candidates will be familiar.

Outcome 4
Candidates should be introduced to the safe use of a variety of office machinery and equipment:

- telephones and fax machines
- computers and typewriters, if available
- card indexes, filing cabinets, both vertical and horizontal
- photocopiers, staplers, hole punches, collators, if available
- postal equipment - weighing machines and franking machines, if available

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National Unit Specification: support notes (cont)

UNIT Office Practice: An Activity Approach (Access 3)

In undertaking tasks, candidates should follow correct procedures and make effective use of stationery and office sundries.

Candidates should understand the need to develop good working relations with others. They should be involved in working as part of a team wherever possible.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

All learning should take place in an office-type environment. The teacher/lecturer should adopt the role of supervisor and the candidate that of an employee. Wherever possible and practical, work placement should be arranged. However, it is possible to simulate the office environment within the school or college situation. Candidates should be encouraged to adopt a positive attitude towards their work and to take responsibility for it. They should be encouraged to take decisions within the limits of their job responsibilities.

All tasks should be realistic and should encourage the candidate to meet deadlines and to develop the skill of prioritising work. The teacher/lecturer may have to assert some pressure on the candidate by, for example, placing a time restriction upon the successful completion of a task.

Candidates will be encouraged to develop skills that are integral to working in an office, including proof-reading, spelling, punctuation, resourcing and referencing of materials.

Throughout this unit, candidates should be encouraged to assess their own performance. Personal interviews and the use of checklists will provide the opportunity to analyse the candidate's assessment and draw conclusions regarding their suitability for the vocational area.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1
Oral responses to a personal interview/short answer questions and a checklist.

Outcome 2
Completion items or short answer responses to case study material.

Outcome 3
Written evidence in the form of short answer questions or multiple choice questions, or oral evidence gathered from a personal interview.

National Unit Specification: support notes (cont)

UNIT Office Practice: An Activity Approach (Access 3)

Outcome 4

Task	*Evidence*
Using a telephone	Completed message; telephone log; observation checklist.
Reception	Observation checklist; visitors' book.
Filing	Oral responses from a personal interview and an observation checklist of candidate demonstrating filing.
Photocopying	Two copies of a multi-page document, collated and stapled; a document reduced in size and a document enlarged in size.
Handling incoming and outgoing mail	An observation checklist for both incoming and outgoing mail as well as hard copy of any postage records kept; oral responses and/or practical exercise to test knowledge and understanding.

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT Working in a Business Enterprise (Access 3)

NUMBER D522 09

CLUSTER Business (Access 3)

SUMMARY

This unit is designed to enable candidates to contribute to the process of starting up and running a business enterprise.

OUTCOMES

1 Contribute to the planning and start-up of a business enterprise with support.
2 Carry out, under supervision, tasks involved in the setting up of a business enterprise.
3 Contribute to planning the operation of a business enterprise with support.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

National Unit Specification: general information (cont)

UNIT   Working in a Business Enterprise (Access 3)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT   Working in a Business Enterprise (Access 3)

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

Contribute to the planning and start-up of a business enterprise with support.

Performance criteria
(a)   Assessment of personal qualities, skills and interests is accurate and related to planning and start-up process.
(b)   Choice of business enterprise activity is matched to personal qualities, skills and interests.
(c)   Description of the product or service to be provided by the business enterprise is accurate and includes reference to the types of materials and equipment required to provide it.
(d)   Stages involved in planning the start-up of the business enterprise are accurately outlined.

Evidence requirements
For performance criteria (a) and (b) evidence should consist of completed self-assessment forms and planning sheets. For performance criteria (c) and (d) evidence should consist of completed planning sheets. Candidates should be allowed to provide evidence in their usual form of communication.

OUTCOME 2

Carry out, under supervision, tasks involved in the setting up of a business enterprise.

Performance criteria
(a)   Potential customers for the product or service are accurately identified through the use of market research.
(b)   Identification of ways of promoting the product or service is accurate and related to the type of customer and the results of the market research.
(c)   Identification of possible sources of advice and assistance is accurate and related to the business enterprise.

Evidence requirements
A portfolio of evidence should be provided, the contents of which may take a variety of forms. It could include examples of practical exercises, completed question sheets and material gathered by the candidate. Where appropriate, the portfolio can be supplemented by personal interview. Candidates should be allowed to provide evidence in their usual form of communication.

National Unit Specification: statement of standards (cont)

UNIT   Working in a Business Enterprise (Access 3)

OUTCOME 3

Contribute to planning the operation of a business enterprise with support.

Performance criteria

(a)   Identification of safe working practices is accurate and related to the requirements of the business enterprise.
(b)   Identification of the people involved in contributing to the successful operation of the business enterprise is accurate.
(c)   Identification of the specific tasks required for the successful operation of the business enterprise is accurate and related to the nature of the product or service involved.

Evidence requirements

Evidence based on responses to personal interview and the completion of practical exercises to cover all performance criteria. Candidates should be allowed to provide evidence in their usual form of communication.

National Unit Specification: support notes

UNIT Working in a Business Enterprise (Access 3)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is set in the context of a real or simulated business enterprise. Overall, the unit aims to enable candidates, through their own experience, to become aware of the nature and activities associated with the setting up and operation of a business enterprise. The unit has a strong practical emphasis.

The context is an active, experiential one, where candidates should be encouraged to make use of their own experience of business activity (eg, as a customer, employee, etc) and extend this by relating their individual qualities, skills and interests to specific business enterprises.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit is at Access 3 level and therefore the learning and teaching approaches will be very much practically based and candidate-centred. There is much to be said for conducting the learning and teaching process in a simulated business environment. From the beginning, candidates should focus on the development of a particular business enterprise. The unit allows candidates to select a suitable opening for a business enterprise and they should be encouraged to identify a business enterprise opportunity which is consistent with their qualities, skills and interests. They can then make use of their chosen business enterprise throughout the unit. Teachers/lecturers may find it helpful to develop a bank of material which can be used by candidates to help them make a suitable choice of business enterprise.

An integrated approach involving practical work, simulation and the sharing of learning experiences can be used to develop the competences required. Candidates should be given support throughout the unit and it is possible to do this by making use of group activities. This would give them the opportunity to discuss their particular business enterprise with other candidates and to share experiences and information. It may also be possible for some candidates to combine together and attempt the whole unit as a group, in which case they could form a 'mini-company'. There are considerable advantages in doing this as candidates should find it easier to see how different aspects of the business environment and business activity are inter-related.

Throughout this unit, candidates should be encouraged to assess and reflect upon their own performance. Personal interviews and the use of checklists can be used in this process.

National Unit Specification: support notes (cont)

UNIT   Working in a Business Enterprise (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A number of different methods of assessment are likely to be suitable for this unit. Centres may use the instruments of assessment which are considered by tutors to be most appropriate and which allow candidates to respond in their preferred way. Examples of instruments of assessment which could be used are practical exercises, personal interviews, pro-forma documents for planning and self-assessment.

One possible assessment strategy is to adopt an outcome by outcome approach which could involve:

Outcome 1

Self-assessment sheets and planning sheets completed by the candidate, supplemented if appropriate by a personal interview.

Outcome 2

Products of practical exercises; completed pro-forma documents, eg, on potential customers; leaflets and promotional material from LECs, banks, etc. These can be supplemented, if appropriate, by a personal interview.

Outcome 3

A personal interview supplemented by suitable checklists or other practical exercises, eg, a checklist of safe working practices, completion of a simple organisation chart or diagram to show job titles and tasks performed.

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).