



National Unit Specification: general information

UNIT Managing Your Time and Resources (SCQF level 5)

CODE F59T 11

SUMMARY

This Unit has been developed after recent surveys identified that important skills and abilities needed by administrators have changed. Employers expect their administrative staff to be excellent organisers, very good at coordinating and prioritising, able to work with the minimum of supervision and able to show initiative. This Unit focuses on 'soft' skills as opposed to 'hard' skills.

OUTCOMES

- 1 Evaluate and improve personal effectiveness.
- 2 Plan and evaluate own work to carry out a routine task.
- 3 Improve time management techniques.

RECOMMENDED ENTRY

Entry is at the discretion of the Centre.

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.*

Administrative Information

Superclass: AF

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National Unit Specification: general information (cont)

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CORE SKILLS

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

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Problem Solving (SCQF level 3)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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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 SQA.

OUTCOME 1

Evaluate and improve personal effectiveness.

Performance Criteria

- (a) Clearly identify own strengths and weaknesses within an administrative environment.
- (b) Evaluate own strengths and weaknesses taking into account feedback from others.
- (c) Identify and record action targets.

OUTCOME 2

Plan and evaluate own work to carry out a routine task.

Performance Criteria

- (a) Develop a plan which has realistic and achievable timescales.
- (b) Identify and obtain resources needed for the task.
- (c) Carry out an administrative task, meeting all the requirements of the plan.
- (d) Evaluate effectiveness of the plan.

OUTCOME 3

Improve time management techniques.

Performance Criteria

- (a) Demonstrate effective time management techniques.
- (b) Identify ways to organise and prioritise tasks.
- (c) Identify routine time stealers within the administrative environment.
- (d) Clearly describe specific strategies to overcome routine time stealers.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The assessment(s) will be carried out under open-book supervised conditions where candidates should have access to notes, reference books, internet and online help, with the exception of learning Outcome 3, pc 'c' and 'd', which will be carried out under closed-book supervised conditions. Assessment should take place at appropriate points during delivery of the Unit.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

Outcome 1 — Oral and/or written evidence

The candidate has to complete a SWOT Analysis and a Personal Development Plan. The plan should be completed in consultation with tutor, teacher or lecturer.

Outcome 2 — Oral and/or written evidence

The candidate has to develop a plan, for example a log book or diary for a routine task, which may involve overlapping and sequential steps. The plan should identify necessary resources, for example, any source materials, information, equipment, technology or facilities which may be used in carrying out the task. The plan should consist of a section for evaluation to be completed after the task.

Outcome 3 — Oral and/or written evidence

The candidate has to complete a to do/priorities list including completion date/carry forward notes. Also oral and/or written evidence to show that the candidate can respond to short answer questions to identify five time stealers. Factors and strategies to be identified through restricted responses.

The final evidence for this Unit will consist of a folder or portfolio containing:

- ◆ checklist
- ◆ a SWOT Analysis
- ◆ Personal Development Plan
- ◆ a Plan for example a Log Book or Diary — paper or electronic
- ◆ a to do/priorities list including completion date/carry forward notes
- ◆ short answer questions
- ◆ restricted response questions

National Unit Specification: support notes

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit in the National Certificate Group Award in Administration (SCQF level 5).

This Unit could be integrated with one of the following Units: *Front of Office*, *Central Services*, *Handling Business Documents*, *Researching and Preparing Presentations* or *Organising an Event*.

This Unit is set in the context of the administrative environment focusing on ‘soft’ skills. It provides opportunities to develop a variety of these skills including organising, coordinating and prioritising, working with minimum supervision, self management and showing initiative.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1: Candidates should be encouraged to assess their own skills and qualities. This can be encouraged by introducing students to complete a Skill Scan (a statement describing their skills, knowledge and qualities to date). A personal SWOT analysis should be introduced; strengths, weaknesses, opportunities and threats.

Students start a Personal Development Plan and update it regularly. It should map out how a person can develop job specific skills, skills for citizenship and employability skills. SMART targets should be encouraged; specific, measurable, agreed, realistic and timebound. Development and reviewing of targets should take place with lecturer, tutor or teacher. Targets which have not been met need to be identified and action points recorded.

Outcome 2: Before introducing the students to the six steps of effective planning, discuss the benefits of good planning. Test the students with questions relating to Course deadlines and projects.

- ◆ Step 1: obtain the full facts about each job
- ◆ Step 2: obtain clarification, if necessary
- ◆ Step 3: check the job is within your remit
- ◆ Step 4: identify the resources you need
- ◆ Step 5: prioritise all your jobs properly
- ◆ Step 6: be flexible if plans change

Students to evaluate overall effectiveness of plan (explain problems, amendments and successes).

Outcome 3: It is good practice for students to keep a note of what they are being asked to do. They should demonstrate electronic methods and written methods used to store helpful lists/data, ie to do list and carry forward lists. Candidates should demonstrate how to use diaries, how to record regular tasks and prioritise. Identifying different ways of prioritising for example 1–5 basis, one being high priority, is an effective technique.

National Unit Specification: support notes (cont)

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The following are headings under which good time management can be explored:

- ◆ why is time management important
- ◆ time stealers are the result of poor time management
- ◆ effects of poor time management
- ◆ good time management techniques

Video/case studies are useful tools when studying the above.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

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

It is envisaged that candidates will be able to develop aspects of the Core Skills in *Problem Solving* at level 3.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit should be open-book except the short answer questions and restricted response questions which should be under controlled conditions. There is no time limit for the production of the Portfolio. A holistic approach should be taken allowing continuity.

The lecturer should complete a checklist.

Reference should be made to the Assessment Support Pack available for this Unit.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.