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## Administrative Practices

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** J1Y3 75

### Unit outline

The general aim of this Unit is to give learners a broad introduction to administration in the workplace and to enable them to carry out a range of administrative tasks in the context of organising and supporting events.

Learners who complete this Unit will be able to:

- 1 Provide an account of administration in the workplace
- 2 Interpret a given brief and carry out appropriate administrative tasks in the context of organising and supporting events

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given *in Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Administration and IT Course or relevant component Units
- ◆ National 4 Business Course or relevant component Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Provide an account of administration in the workplace by:**
  - 1.1 Describing the tasks, skills and qualities of an administrative assistant
  - 1.2 Describing the key features of good customer care in the context of administration
  - 1.3 Describing the organisational responsibilities in terms of health and safety
  - 1.4 Describing the key organisational responsibilities in terms of the security of people, property and information

### Outcome 2

The learner will:

- 2 Interpret a given brief and carry out administrative tasks in the context of organising and supporting events by:**
  - 2.1 Carrying out planning tasks, taking account of the budget available
  - 2.2 Preparing documents to support the event
  - 2.3 Carrying out follow-up activities

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence for this Unit will cover both underpinning knowledge and practice. Assessment of both Outcomes may be either undertaken separately or integrated into a holistic activity. If the latter approach is used, it must be clear how the assessment evidence covers each Outcome.

In Assessment Standard 1.3 and 1.4, organisational responsibilities will be those detailed in the current legislation and covered by internal workplace procedures:

- ◆ health and safety (Health and Safety at Work Act, organisations' own Health and Safety policy statements; aspects covered include fire, VDUs, first aid, own work area)
- ◆ the security of people, property and information (Data Protection Act, organisations' own security measures)

Outcome 2 will enable learners to develop many of the skills and techniques involved in organising and supporting events. Learners need not be limited to one event because the relevant skills and techniques can be developed in the context of different ones.

An indicative list of events, which may include meetings, is provided in the *Unit Support Notes*.

In Assessment Standard 2.2, learners will prepare documents using standard templates that utilise the functions of spreadsheets, databases, word processing, presentation software and/or desktop publishing (or emerging equivalent technologies)

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Assessment standard thresholds**

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ 6 out of 7 Assessment Standards must be achieved.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **2 Numeracy**

2.3 Information handling

## **4 Employability, enterprise and citizenship**

4.1 Employability

4.2 Information and communication technology (ICT)

## **5 Thinking skills**

5.1 Remembering

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Appendix: Unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Approaches to learning, teaching and assessment

Learning and teaching approaches should be learner centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning. The underpinning knowledge should be combined with practical activities and placed in the context of those activities.

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Tasks, skills and qualities of an administrative assistant	<ul style="list-style-type: none"> <li>◆ the tasks, skills and qualities of administrators</li> </ul>	<ul style="list-style-type: none"> <li>◆ researching, using the internet and newspapers, to find job descriptions and person specifications</li> <li>◆ creating a job advert, job description, person specification for an administrative assistant position</li> <li>◆ creating an interview checklist for an administrative assistant position</li> <li>◆ conducting mock interviews for administrative positions</li> <li>◆ having administrative personnel within the centre or a guest speaker assess the quality of learners' IT work</li> <li>◆ visiting administrative departments within or outwith the centre</li> <li>◆ watching clips/films illustrating good qualities and bad qualities of administrative assistants</li> <li>◆ creating a training video showing what makes a good administrator</li> </ul>
Customer care	<ul style="list-style-type: none"> <li>◆ the key features of good customer service</li> <li>◆ the benefits of good customer service</li> <li>◆ the impact of poor customer service</li> </ul>	<ul style="list-style-type: none"> <li>◆ using the internet to look at the customer care statements of well-known organisations</li> <li>◆ interviewing family members/friends about their customer care experiences</li> </ul>

Topic	Skills, knowledge and understanding	Suggested experiences and activities
		<ul style="list-style-type: none"> <li>◆ researching organisations that are well known for good customer care and the reasons why</li> <li>◆ mystery shopping — giving learners a list of quality checks and asking them to pretend to be a mystery shopper in an organisation of their choice and to present back to the class</li> <li>◆ acting out different scenarios based on different types of customers</li> <li>◆ inviting guest speakers — customer care managers, store managers, etc to share their customer care policy and the benefits of looking after customers</li> <li>◆ designing customer feedback tools</li> <li>◆ creating a presentation on the features of good customer care</li> </ul>
Health and safety and the security of people, property and information	<ul style="list-style-type: none"> <li>◆ the key organisational responsibilities in terms of health and safety: <ul style="list-style-type: none"> <li>— use of induction training to cover health and safety issues</li> <li>— understanding what employers must do to observe health and safety rules in accordance with current legislation</li> <li>— identification of hazards in the workplace and measures to ensure safe practice <ul style="list-style-type: none"> <li>— completion of an accident report form</li> </ul> </li> </ul> </li> <li>◆ the key organisational responsibilities in terms of security of people, property and information:</li> </ul>	<ul style="list-style-type: none"> <li>◆ touring the centre or an outside business to identify health and safety and security measures</li> <li>◆ using case studies highlighting good and bad organisational practices</li> <li>◆ using ‘spot the hazard’ workplace pictures</li> <li>◆ using multimedia resources exemplifying good and bad health and safety and security practice on the part of organisations</li> <li>◆ using the section on health and safety in an organisation’s induction training video</li> <li>◆ designing and displaying posters to remind staff of health and safety matters and responsibilities</li> </ul>

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> <li>— understanding organisational responsibilities in relation to identification and secure entry systems</li> <li>— understanding organisational procedures to protect property, eg security marking, cables and blinds</li> <li>◆ understanding organisational procedures to protect paper and electronic information, eg usernames, passwords, encryption, access rights, lockable storage</li> </ul>	<ul style="list-style-type: none"> <li>◆ using Health and Safety Executive (HSE) resources/website</li> <li>◆ listening to guest speakers — building designers speaking about building security; reception staff speaking about people security; IT technicians speaking about information security</li> <li>◆ creating a security checklist and assessing the security of people and property of their chosen organisation by visiting it outwith school hours or asking a family member/friend about security in their workplace</li> <li>◆ studying the centre's policies and procedures for security and health and safety — matching to organisational responsibilities</li> <li>◆ password protecting electronic files</li> </ul>
File Management	<ul style="list-style-type: none"> <li>◆ features of file management: <ul style="list-style-type: none"> <li>— appropriately named files and folders</li> <li>— use of named folders</li> <li>— archiving/dead filing</li> <li>— backup</li> <li>— regular anti-virus updates</li> <li>— security on files</li> </ul> </li> <li>◆ benefits of good file management: <ul style="list-style-type: none"> <li>— saves time finding files</li> <li>— saves space</li> <li>— less stress for employees looking for files</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ encouraging good file management practices with candidates work</li> </ul>

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> <li>— improved efficiency leads to a good reputation</li> <li>— no duplication means that files are more likely to be up-to-date</li> </ul>	
<p>Organising and supporting events</p> <ul style="list-style-type: none"> <li>◆ Events, real or simulated, may include: <ul style="list-style-type: none"> <li>— meetings</li> <li>— school events, eg dances, ceilidhs, parents' information evenings, careers fairs, trips, assemblies</li> <li>— fund-raising/charity events, eg coffee mornings</li> <li>— book club meetings</li> <li>— interviews</li> <li>— business trips</li> <li>— promotional events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ carrying out planning tasks, taking account of the budget available: <ul style="list-style-type: none"> <li>— preparing a to-do list/priorities list</li> <li>— entering details into e-diary</li> <li>— searching for information about the venue and how to book it (taking into account the relevant legislation: Health and Safety, Data Protection, Equality Act)</li> <li>— using spreadsheets to produce/access relevant information, including the budget for the event</li> <li>— selecting appropriate resources</li> <li>— creating a room layout plan</li> </ul> </li> <li>◆ preparing documents to support an event, which may include: <ul style="list-style-type: none"> <li>— using word processing to prepare the agenda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ producing documentation to support the event: <ul style="list-style-type: none"> <li>— attendee database</li> <li>— costings for the event</li> <li>— simple itinerary for an attendee/guest</li> <li>— e-mails/letters to attendees/guest speakers</li> <li>— maps and directions for attendees/guests</li> <li>— name badges and direction signs for the event</li> <li>— attendee packs</li> <li>— documentation for use at the event, eg reports, spreadsheet, charts, presentation, brochures, information leaflet</li> <li>— agenda and the chairperson's agenda</li> <li>— letter/e-mail to the caterer listing requirements</li> <li>— advertisement materials</li> <li>— presentation to run in the background of the event</li> </ul> </li> </ul> <p>The specific tasks and activities involved in organising and supporting an event will depend on its type and could include:</p>

Topic	Skills, knowledge and understanding	Suggested experiences and activities
<ul style="list-style-type: none"> <li>— presentations</li> <li>— products/business launches</li> <li>— press conferences</li> </ul>	<ul style="list-style-type: none"> <li>— using desktop publishing to prepare name badges, advertising, invitations, place-cards</li> <li>— using databases to produce details of delegates/performers and to carry out the following functions: update, search, mail-merge and prepare letters, labels, attendees' report</li> <li>— using spreadsheets to produce/access relevant information, including the budget for the event, mail-merge</li> <li>◆ using presentation software to prepare a presentation for a key speaker</li> </ul>	<ul style="list-style-type: none"> <li>◆ carrying out planning tasks appropriate to the event, taking account of the budget available: <ul style="list-style-type: none"> <li>— using planning tools: e-diary, to-do list, priorities list</li> <li>— researching the centre's facilities and resources using its intranet</li> <li>— researching and selecting catering information</li> <li>— researching and selecting external accommodation using the internet</li> <li>— researching and selecting travel information</li> <li>— creating a resources checklist</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>◆ carrying out follow-up activities appropriate to an event: <ul style="list-style-type: none"> <li>— preparing an evaluation form</li> <li>— collating responses and presenting findings to include using charts</li> <li>— preparing thank you letters to venue host, participants and guests using mail-merge</li> <li>— preparing minutes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ carrying out follow-up activities appropriate to the event: <ul style="list-style-type: none"> <li>— creating a feedback form (online or otherwise)</li> <li>— action minutes</li> <li>— thank you letters to attendees and guests</li> <li>— comparing budget to actual costs</li> <li>— amending spreadsheet or database details</li> <li>— updating a newsletter/website</li> </ul> </li> </ul>

The table above gives examples of learning and teaching activities that may be used when delivering the Unit. This would be classified as naturally occurring evidence which could be used to demonstrate that the learner has met the Assessment Standards within the Unit Specifications.

There are a number of assessment strategies that could be used in this Unit, including:

- ◆ completing computer-based tasks that include short answer theory questions
- ◆ submitting a portfolio of tasks that meet all Outcomes and Assessment Standards

## **Combining assessment within Units**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

## Administrative information

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**Superclass:** AY

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### History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Assessment standard thresholds added Unit Support Notes added	Qualifications Manager	September 2018
2.0	Unit code updated	Qualifications Manager	July 2019

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