

Communication in Administration

SCQF: level 5 (6 SCQF credit points)

Unit code: H1YY 75

Unit outline

The general aim of this Unit is to enable learners to use IT for gathering and sharing information with others in administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information, using electronic methods, to a professional standard.

Learners who complete this Unit will be able to:

- 1 Use technology to extract information, and be able to evaluate sources of information
- 2 Use advanced functions of technology to prepare and communicate information by interpreting a given brief, to convey a professional image

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 Use technology to extract information and be able to evaluate sources of information by:**
 - 1.1 Searching for and extracting/downloading relevant information to interpret a given brief
 - 1.2 Outlining key features of reliable sources of information
 - 1.3 Explaining the consequences of using unreliable internet sources of information

Outcome 2

The learner will:

- 2 Use advanced functions of technology to prepare and communicate information by interpreting a given brief, to convey a professional image by:**
 - 2.1 Using functions of multimedia applications to create a presentation
 - 2.2 Using functions of desktop publishing to produce a document
 - 2.3 Using electronic methods to communicate information

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.

The evidence for this Unit will be largely generated through practical IT-based activities, with supplementary evidence provided either orally or in writing. The evidence for Outcomes 1 and 2 may be gathered either separately or through a range of activities assessed holistically. Assessment of the underpinning knowledge in Outcome 1 may be either undertaken separately or integrated together with a practical assessment. Whenever integrated assessment is used, it must be clear how the evidence covers each Outcome.

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:

- ◆ 5 out of 6 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.

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, with an activity approach being used to enable learners to develop all the relevant IT skills effectively. The underpinning knowledge should be combined with practical activities and placed in the context of those activities.

The table below suggests some activities which could support the delivery of this Unit and which may suit the needs of learners with different learning styles.

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Communication in Administration	<ul style="list-style-type: none"> ◆ searching for and extracting/downloading relevant information: <ul style="list-style-type: none"> — open browser — use search engines — navigate hyperlinks — copy information from web page to word processing document and presentation — use favourites/bookmarks — print information and/or an extract of information The specifics of this will depend on the set-up of intranets within individual educational establishments. ◆ features of reliable sources of internet information for example: <ul style="list-style-type: none"> — non-bias — complete/sufficient — accurate — regularly updated site — reputation of author 	<ul style="list-style-type: none"> ◆ using internet for research, eg travel information, maps, venues, accommodation ◆ using shared areas on the centre's network/intranet ◆ using other online networks and virtual learning environments ◆ providing practical examples of reliable/unreliable sources of information ◆ creating a list of reputable websites that could be used for specific tasks (eg sites for flights, directions, hotels)

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ consequences of using unreliable internet sources of information may include: <ul style="list-style-type: none"> — missed meetings — wrong decisions are made — the organisation gets a bad reputation — the organisation loses money — the organisation loses opportunities 	
	<ul style="list-style-type: none"> ◆ Features of corporate image: <ul style="list-style-type: none"> — standardised colours, fonts, graphics — logo — slogan — staff uniform — store layout — standardised responses to FAQs — consistent presentation of IT documents/house style ◆ Benefits of having a corporate image: <ul style="list-style-type: none"> — instantly recognisable brand — more professional reputation — staff are more consistent so that customers are dealt with fairly ◆ This can be implemented through policy statements, training, employing specialised staff and having an effective recruitment and selection procedure. 	<ul style="list-style-type: none"> ◆ researching different organisations to identify ways they promote their corporate image ◆ encouraging candidates to show consistency in documents across a series of tasks/an event

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ using advanced functions of technology to prepare and communicate information, to convey a professional image ◆ creating new presentations and amend existing presentations: <ul style="list-style-type: none"> — insert, delete and edit text — format text — insert and delete a graphic — bullets and numbers — create chart/s and/or table/s — add and delete a slide — animate text/objects — import data — change slide content layout — apply slide transitions — change slide order — apply and change background, colour scheme and/or apply design templates — insert footer objects — insert action buttons — use slide master — print presentation in slide and handout format ◆ Using functions of desktop publishing to produce a document: <ul style="list-style-type: none"> — using templates — set and change margins — insert, delete, move, format text — insert graphic 	<ul style="list-style-type: none"> ◆ assessing presentations and desktop publishing documents created by peers, teachers and others to provide feedback (which would encourage further improvement) ◆ creating presentations and desktop publishing documents to be used for real events ◆ exploring opportunities for cross-curricular links in order to improve the aesthetics of presentations and desktop publishing documents ◆ using e-mail to encourage a paperless environment, eg homework, invitations for events, class work, peer assessment ◆ uploading files to the centre's intranet/network, eg photographs, presentation, notices ◆ maintaining a professional image when preparing to communicate information – this could be a corporate image (using logos and consistent styles), appropriate language and taking account of the target audience

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> — insert headers and footers — borders and shading ◆ Using electronic methods to communicate information which could include: ◆ using e-mail: <ul style="list-style-type: none"> — compose e-mail by entering text and send — address book facility — mark urgent — adding attachment/s — creating signature ◆ using emerging technologies: <ul style="list-style-type: none"> — blogs — podcasts — websites — social media — virtual learning environments ◆ using an e-diary: <ul style="list-style-type: none"> — schedule appointment — set reminder — print calendar: daily, weekly, monthly view — schedule recurrent meetings — accessing other users calendars — schedule tasks 	

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

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	11/07/2018

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