

National Unit Specification: general information

UNIT Administrative Management (Advanced Higher)

CODE DX2A 13

COURSE Administration (Advanced Higher)

SUMMARY

This Unit is designed to enable candidates to gain in-depth knowledge of the factors which affect the Administrative Management function of an organisation. It builds on previous knowledge and understanding in the *Administrative Services (Higher)* Unit and concentrates on contemporary issues which are important in the administrative function of a business.

This Unit is a mandatory Unit of the *Administration (Advanced Higher)* Course and is also available as a freestanding Unit.

This Unit is suitable for candidates progressing from Higher Administration and provides a basis for further study.

OUTCOMES

- 1 Explain the importance of team working in the administrative activities of an organisation.
- 2 Evaluate the effectiveness of staff development and appraisal for administration staff.
- 3 Explain the impact of legislation on the administrative function of an organisation.
- 4 Explain forces for change and explain methods of managing change in an administrative context.

RECOMMENDED ENTRY

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

- ◆ Higher Administration or its Units

Administrative Information

Superclass: AB

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UNIT Administrative Management (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

| | |
|----------------------|-----------------------------------|
| Complete Core Skills | None |
| Core Skill Component | Critical Thinking at SCQF level 6 |

National Unit Specification: statement of standards

UNIT Administrative Management (Advanced Higher)

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

Explain the importance of team working in the administrative activities of an organisation.

Performance Criteria

- (a) Describe the leadership skills necessary in an administrative function.
- (b) Describe the features of effective teams in an administrative function.
- (c) Explain the costs and benefits to individuals and organisations of teamworking.

OUTCOME 2

Evaluate the effectiveness of staff development and appraisal for administration staff.

Performance Criteria

- (a) Describe the cost and benefits of internal and external training.
- (b) Evaluate different types of staff development available to administration staff.
- (c) Describe different forms of staff appraisal.
- (d) Evaluate different types of staff appraisal available to administration staff.

OUTCOME 3

Explain the impact of legislation on the administrative function of an organisation.

Performance Criteria

- (a) Demonstrate knowledge of relevant UK and EC Acts.
- (b) Explain the impact of these Acts on the administrative function of an organisation.

OUTCOME 4

Explain forces for change and methods of managing change in an administrative context.

Performance Criteria

- (a) Explain driving and restraining forces for change in an administrative context.
- (b) Explain the advantages and disadvantages of different methods of managing change.

National Unit Specification: statement of standards (cont)

UNIT Administrative Management (Advanced Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit is outlined in the Appendix at the end of this Unit specification — Unit Content.

Written and/or oral recorded evidence is required to demonstrate that candidates have met the requirements of all Outcomes and Performance Criteria for this Unit.

The evidence will consist of answers to a series of restricted response questions drawn from all areas of the Unit content and covering all Outcomes and Performance Criteria. Candidates must attempt this assessment under controlled, closed-book conditions on a single occasion. The maximum time allowed is 60 minutes.

The use of a cut-off score is appropriate for this assessment. Where candidates fail to reach the cut-off score, re-assessment should follow using a different instrument of assessment.

The standard to be applied, appropriate cut-off scores and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

National Unit Specification: support notes

UNIT Administrative Management (Advanced Higher)

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 designed to enable candidates to gain in-depth knowledge of the Administrative Management function of an organisation. It builds on previous knowledge and understanding of Administrative Services from the Administration (Higher) course and concentrates on contemporary issues which are important in the administrative function of a business.

It would be suitable for candidates wishing to learn and develop skills and competencies required of an administrative supervisor who would be required to deal with procedures and systems in a period of change.

This Unit is set in the context of the modern business environment and candidates should be introduced to up-to-date administrative procedures and practices.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidates should be encouraged to take a positive attitude to the quality of their own work. Realistic materials and documentation should be used throughout and a thematic approach adopted where possible. At this stage, candidates should be encouraged to read extensively and include a bibliography of any research data with submitted work.

Throughout the teaching of this Unit, the use of a simulated organisation is to be encouraged. Learning within a particular context is more meaningful to most candidates. This approach should be supplemented by extensive use of materials in the form of case studies, videos and visits which should help candidates compare and contrast the work of the simulated organisation with that of others. Links with the business community would be particularly useful to candidates undertaking this Unit, and centres should be encouraged to develop links with local organisations to facilitate this.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The evidence required will consist of responses to a series of restricted response questions, under controlled, closed-book conditions with a maximum time allowance of 60 minutes.

Due to the holistic nature of the assessment it is suggested that the assessment takes place at the end of the Unit although it is up to the professional judgement of the teacher/lecturer when the assessment takes place.

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).

National Unit Specification: statement of standards (cont)

UNIT Administrative Management

Appendix — Unit Content

NB: *This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

| | |
|--|---|
| Leadership skills | Qualities and characteristics of leadership What makes a good leader Delegation and motivation skills and theories (Maslow, Herzberg) Leadership styles: autocratic, democratic, participative, laissez-faire Leadership theories Factors affecting leaderships styles: group size, task, organisational culture, group dynamics |
| Features of effective teams | Role within the organisation Stages in effective team development — Forming, Storming Norming, Performing and Adjourning Characteristics of effective teams Causes of conflict and ways of dealing with it |
| Cost and benefits to individuals/organisations of working in teams | Roles and responsibilities of being in a team (Belbin) Personal skills necessary for effective team participation Skills necessary for collaborative working, problem solving, planning, facilitating and negotiation. Evaluation of performances Building special relationships Investment in education and development |

National Unit Specification: statement of standards (cont)

UNIT Administrative Management

Costs and Benefits of internal and external training

Aims of training
Analysing needs
Internal training — types: buddy systems, coaching, mentoring, job rotation, in-house specialists
External training — types: open university, colleges, training centres, consultants, online learning, distance learning
Costs and benefits of both types

Evaluation of suitable staff development: education, training, personal development
Evaluation of learning styles, visual, audio or kinesthetic

Understand the purpose, forms and process of Appraisal

Purposes of Appraisal: identify training needs, key skills, improving performance and effectiveness, improved communications, motivation, determining pay, setting targets and goals
Different forms of appraisal — qualities or result approaches
The process of appraisal — role of appraiser and appraisee, completing the forms and preparing for the interview and review sessions

Knowledge of relevant UK and EC Acts

Knowledge of the following Acts and how they relate to organisations, employer and employee responsibilities:

Information and Data

Data Protection Act 1998
Freedom of Information Act 2000
Computer Misuse Act 1990
Design, Copyright and Patents Act 1988
Regulatory Investigatory Powers Act 2000

National Unit Specification: statement of standards (cont)

UNIT Administrative Management

Health & Safety

Health and Safety at Work Act 1974

Including all updates and regulations affecting work within an office environment

Fire Precautions

VDUs

First Aid

Own work area

Equal Opportunities

Including all recent directives on sexual orientation, ageism, race, ethnicity, gender

Equal Pay Act 1970

Sex Discrimination Act 1975

Disability Discrimination Act 1995

Race Relations Amendment Act 2000

* plus any other current emerging and relevant legislation

Factors causing Change

Analysis of forces driving change and those restraining change (force field analysis)

Management theorists eg Kurt Lewin, Shaw, Beer and their theories

Methods of Managing Change

Knowledge of a range of approaches to managing change, directive (top down), piecemeal initiative; participation; negotiation, productivity improvements; action-centres; use of experts, use of change agents

Effects of organisational culture on managing change

Results of change and effects of change on the organisation

Causes of resistance to change and strategies to overcome it