

IT Solutions for Administrators

SCQF: level 5 (6 SCQF credit points)

Unit code: J1Y4 75

Unit outline

The general aim of this Unit is to develop learners' skills in IT and organising and managing information in administration-related contexts. Learners will interpret a given brief that will help them to develop problem solving skills. Learners will select appropriate IT applications covering word processing, spreadsheets and databases, and will use them to create and edit business documents.

Learners who complete this Unit will be able to:

- 1 Use a spreadsheet application to interpret a given brief
- 2 Use advanced functions of a relational database to interpret a given brief
- 3 Use advanced functions of word processing to interpret a given brief

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 a spreadsheet application, to interpret a given brief by:**
 - 1.1 Creating, editing and applying advanced functions and formulae to a workbook
 - 1.2 Creating a suitable chart

Outcome 2

The learner will:

- 2 Use advanced functions of a relational database to interpret a given brief by:**
 - 2.1 Populating a database, using forms
 - 2.2 Editing a database
 - 2.3 Manipulating information in a simple relational database
 - 2.4 Presenting information in a report, to a professional standard

Outcome 3

The learner will:

- 3 Use advanced functions of word processing to interpret a given brief by:**
 - 3.1 Editing business documents, applying the house style
 - 3.2 Creating and/or editing a table
 - 3.3 Importing data from a spreadsheet and/or database dynamically into a business document
 - 3.4 Merging appropriate data from a spreadsheet or database into a business document

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 all three Outcomes in this Unit will be generated through practical IT-based activities and may be generated either separately or through a range of activities assessed holistically. If the latter approach 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:

- ◆ 8 out of 10 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, 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.

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Use spreadsheet applications or emerging equivalent technologies	Creating, editing and applying advanced functions and formulae to a workbook: <ul style="list-style-type: none"> ◆ formatting: <ul style="list-style-type: none"> — text alignment — different fonts, styles, sizes — currency, date, number to specified decimal places, percentages — borders and shading ◆ functions and formulae: <ul style="list-style-type: none"> — arithmetical formulae — average — maximum — minimum — count formulae — if — conditional formatting — link cells within worksheets — use named cells — relative and absolute cell references — sort data ◆ creating a chart and labelling it independently using data from adjacent and non-adjacent columns: 	<ul style="list-style-type: none"> ◆ preparing costings and budgets for real or simulated events ◆ presenting results from surveys in chart format

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> — pie chart — bar or column chart — line graph ◆ labelling charts meaningfully, including the use of data labels ◆ printing charts embedded in worksheets and presented separately ◆ printing charts with identifiable labels either by colour, labelling or patterns (when using B&W charts) ◆ printing worksheets and extracts of worksheets: <ul style="list-style-type: none"> — showing value view — showing formulae view — with and without gridlines — with and without row and column headings — in portrait and landscape orientation — with headers and footers — to fit on one page 	
Use database applications or emerging equivalent technologies	<ul style="list-style-type: none"> ◆ Populating and editing a relational database: <ul style="list-style-type: none"> — input and edit data making using of forms — alter date format and decimal places — add and delete field(s) and record(s) ◆ manipulating information in a relational database — this will involve searching and sorting ◆ searching the database using the following operators: <ul style="list-style-type: none"> — equals 	<ul style="list-style-type: none"> ◆ working with database files: <ul style="list-style-type: none"> — address book — supplier list — customer list — list of attendees for an event

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> — greater than — less than — greater than or equal to — less than or equal to — or — not ◆ presenting information in a report, to a professional standard: <ul style="list-style-type: none"> — produce a database report — produce reports from selected fields from a table or search — insert a footer/header ◆ print: (database, search results, specified fields, forms, reports, to fit on one page) 	
Use word processing applications or emerging equivalent technologies	<ul style="list-style-type: none"> ◆ editing business documents, applying the house style: <ul style="list-style-type: none"> — select and change font, font size — set and change margins — insert text, delete text, move text — carry out manuscript corrections — enhance text, eg bold, italics, underline — align text — change line spacing — insert graphics — bullets and numbering — insert headers and footers — borders and shading — page numbering ◆ creating and/or editing tables: 	<ul style="list-style-type: none"> ◆ preparing the following documents, which may contain multiple pages: <ul style="list-style-type: none"> — letters (eg application, thank you, enquiry) — reports — forms (eg travel forms, booking forms) — minutes — agendas — itineraries

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> — insert, delete or amend data — add or delete row(s) and column(s) — borders and shading — merge cells — rotate text within cells — formulae — sort data ◆ integrating data from other IT applications dynamically into a business document: <ul style="list-style-type: none"> — data and/or chart from a spreadsheet — data from a database — information from the internet ◆ merging appropriate data from spreadsheet and/or database applications into a business document: <ul style="list-style-type: none"> — address labels — letters — report — name badges — forms — certificates ◆ printing: <ul style="list-style-type: none"> — completed document — document showing merge fields — specific pages 	

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. This could include submitting a portfolio of computer-based 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

Published: July 2019 (version 2.0)

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	September 2018
2.0	Unit code updated	Qualifications Manager	July 2019

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