
Administrative Theory and Practice

SCQF: level 6 (6 SCQF credit points)

Unit code: J1YB 76

Unit outline

The general aim of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care.

Learners who complete this Unit will be able to:

- 1 Provide an account of the factors contributing to the effectiveness of administrative function
- 2 Provide an account of customer care in administration

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 5 Administration and IT Course or relevant 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 the factors contributing to the effectiveness of the administrative function by:**
 - 1.1 Describing strategies for effective time and task management and their importance
 - 1.2 Describing the characteristics of effective teams
 - 1.3 Explaining strategies to ensure compliance with workplace legislation
 - 1.4 Explaining how modern IT has had an impact on working practices

Outcome 2

The learner will:

- 2 Provide an account of customer care in administration by:**
 - 2.1 Explaining benefits of good, and consequences of poor, customer care
 - 2.2 Describing a mechanism for monitoring and evaluating the quality of customer care

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.

Assessment of all the Outcomes may be either undertaken separately or integrated together into holistic assessment. If the latter approach is used, it must be clear how the assessment evidence covers each Outcome.

For Outcome 1, legislation refers to Data Protection, Freedom of Information, and Health and Safety.

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.

1 Literacy

1.3 Listening and talking

4 Employability, enterprise and citizenship

4.1 Employability

5 Thinking skills

5.2 Understanding

5.3 Applying

5.4 Analysing and evaluating

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 as 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

This Unit is predominantly theoretical and the underpinning knowledge should be combined with practical activities and placed in the context of those activities. There should be an appropriate balance between whole-class teaching and activity-based learning.

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
Factors contributing to effectiveness of the administrative practices within organisations	<p>Time and task management:</p> <ul style="list-style-type: none"> ◆ skills required: planning, delegating, organising, directing and controlling ◆ setting targets for the individual and the organisation such as: <ul style="list-style-type: none"> — personal development planning — action plans and to-do lists — Gantt charts ◆ dealing with changes in priorities ◆ monitoring and evaluating progress strategies used by both the employee and team leader ◆ time stealers and strategies to minimise their effect in independent and group working and meetings ◆ benefits of good time and task management — to the individual and organisation ◆ consequences of bad time and task management — to the individual and organisation 	<p>Time and task management:</p> <ul style="list-style-type: none"> ◆ learners interviewing a range of staff about their time and task management techniques — teachers/lecturers, centre managers, canteen managers, resource managers, etc ◆ teachers/lecturers giving learners a project (such as organising a school fundraiser, disco) and asking them to plan and organise it using time and task management tools ◆ teachers/lecturers giving learners feedback on their time and task management skills throughout the Course ◆ teachers/lecturers giving learners all homework tasks for the next two months and asking them to use action plans to ensure completion ◆ learners interviewing fellow learners about their study patterns: <ul style="list-style-type: none"> — What plans do they use? — What could distract them? — What strategies do they use to minimise distractions? ◆ learners designing a questionnaire and conducting a survey on what distracts employees from their

Topic	Skills, knowledge and understanding	Suggested experiences and activities
		tasks and presenting their findings in a report, making use of charts and graphs <ul style="list-style-type: none"> ◆ learners delivering a presentation to a year group sitting exams on common time stealers and how to minimise these to stay on task ◆ learners completing a questionnaire which identifies the time stealers they are most susceptible to
	Effective teams: <ul style="list-style-type: none"> ◆ features of effective teams ◆ team formation ◆ skills of team members — need for diversity ◆ benefits of teams to individuals and the organisation 	Effective teams: <ul style="list-style-type: none"> ◆ teachers/lecturers using a questionnaire to identify each learner's most likely Belbin team role ◆ learners interviewing department/faculty heads on what they believe are the characteristics of good teams ◆ learners participating in team building games and challenges
	Workplace regulations: <ul style="list-style-type: none"> ◆ employee and employer responsibilities under current workplace legislation in the areas of: <ul style="list-style-type: none"> — health and safety — data handling 	Workplace regulations: <ul style="list-style-type: none"> ◆ health, safety and security: <ul style="list-style-type: none"> — learners touring their centre or an outside business to identify health, safety and security measures — learners working in expert groups; each team being assigned a specific health and safety law and preparing a presentation on the responsibilities of both the employer and employee under this law. Each group then presents findings to the rest of the class — learners producing a leaflet or a presentation for employees highlighting the main points of different health and safety laws and how they

Topic	Skills, knowledge and understanding	Suggested experiences and activities
		<p>affect different employees</p> <ul style="list-style-type: none"> — learners researching real cases and consequences of non-compliance by employers or employees, looking at news articles or the Health and Safety Executive's website — learners researching measures their centre can take to ensure they and their employees/visitors abide by the health and safety laws. Learners can then evaluate the effectiveness of these measures — learners designing and displaying posters to remind staff of health and safety matters and responsibilities
	<p>Impact of IT:</p> <ul style="list-style-type: none"> ◆ the positive and negative impact of IT on areas such as: <ul style="list-style-type: none"> — office layout and ergonomics — employee morale and wellbeing — working practices (homeworking, teleworking, collaborative projects) — communication methods — data handling (software applications, networks, file management, eg naming conventions, version control, restricted access) 	<p>Impact of IT:</p> <ul style="list-style-type: none"> ◆ learners could interview centre staff/family to investigate the benefits and drawbacks of IT on different working practices and report their findings ◆ data handling: <ul style="list-style-type: none"> — using case studies to highlight good and bad organisational and employee practices and assessing their consequences — studying the centre's policies and procedures for ensuring the security of information and matching them to organisational responsibilities — following good file management techniques throughout the Course

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<p>Procedures for organising and supporting meetings/events:</p> <ul style="list-style-type: none"> ◆ role of Administrative Assistant and Chairperson in planning an event/meeting ◆ duties and tasks to be completed ◆ venue selection ◆ notifying attendees <p>documentation relating to meetings:</p> <ul style="list-style-type: none"> — notice of meeting and agenda — minutes (including action minutes) <ul style="list-style-type: none"> ◆ evaluation forms ◆ use of technology to aid in the planning and organisation of events 	<ul style="list-style-type: none"> ◆ learners could role play meetings with one person taking notes and transcribing these ◆ wizards to create agenda ◆ research and selection of venues to suit different types of events ◆ keying-in minutes ◆ designing evaluation forms
Customer care	<p>The features of good customer care:</p> <ul style="list-style-type: none"> ◆ written customer care policy ◆ service level agreements ◆ complaints procedures <p>The benefits of good customer care.</p> <p>The consequences of poor customer care.</p> <p>Methods for monitoring and evaluating the quality of customer care such as:</p> <ul style="list-style-type: none"> ◆ satisfaction surveys ◆ customer focus groups ◆ market research ◆ quality management systems 	<ul style="list-style-type: none"> ◆ learners interviewing family members/friends about their customer care experiences, good or bad ◆ learners sharing their own good and bad experiences of customer care with the class ◆ teachers/lecturers inviting guest speakers (customer care managers, store managers, etc) to share their customer care policy and the benefits of looking after customers ◆ learners carrying out internet research looking at the customer care statements of well-known organisations ◆ learners making use of consumer affair programs to research customer service experiences ◆ mystery shopping — teachers/lecturers give pupils a list of quality checks and ask them to pretend to be a mystery shopper in an organisation of their choice and to present back to class

Topic	Skills, knowledge and understanding	Suggested experiences and activities
		<ul style="list-style-type: none"> ◆ learners evaluating the quality of the customer care given by the centre's canteen or reception services through questionnaires/observation etc ◆ learners visiting businesses or other agencies ◆ learners designing customer feedback tools, eg questionnaires, comment cards ◆ learners conducting role plays, acting out different scenarios based on different types of customers, and learning how to deal with them effectively ◆ learners responding to customers who have complained (in a simulation) ◆ learners dealing with real enquiries to the centre by supporting the office or reception

The table above gives examples of learning and teaching activities that may be used when delivering the Course. 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.

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
2.0	Level changed from Higher to SCQF level 6. Unit support notes added. Assessment standard threshold added.	Qualifications Manager	September 2018
3.0	Unit code updated	Qualifications Manager	July 2019

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