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## Communication in Administration

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

**Unit code:** J21Y 76

### Unit outline

The general aim of this Unit is to enable learners to develop a range of IT skills, some of them advanced, for communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable learners to communicate information in ways that take account of the needs of the audience.

Learners who complete this Unit will be able to:

- 1 Communicate complex information to a range of audiences and effectively manage sensitive information

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 Communicate complex information to a range of audiences and effectively manage sensitive information by:**
  - 1.1 Selecting appropriate methods of communication to disseminate complex information and to take account of the needs of the audience
  - 1.2 Making appropriate adjustments when communicating information, showing an understanding of the possible barriers, to ensure information is received and understood
  - 1.3 Taking appropriate steps to manage information and understanding how to maintain security and confidentiality

### 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.

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:

- ◆ 2 out of 3 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

4.2 Information and communication technology (ICT)

## **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 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 and communication 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 Unit delivery and which may suit the needs of learners with different learning styles.

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Electronic communication	<p>Select and use appropriate methods of communication to disseminate complex information, taking account of its context, audience and purpose:</p> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>◆ adding slides and content to presentation:</li> <li>◆ promote and demote slides and text within slides</li> <li>◆ add data from the internet, spreadsheet or database</li> <li>◆ create notes</li> <li>◆ advance slides automatically timed to accommodate speaker notes</li> <li>◆ create a hyperlink within presentation, to URL and electronic documents</li> <li>◆ customise animation and transition</li> <li>◆ create a loop presentation</li> <li>◆ embed multimedia</li> <li>◆ use of masters (slide and handout)</li> </ul>	<ul style="list-style-type: none"> <li>◆ providing examples of reliable/unreliable sources of information</li> <li>◆ using shared areas/intranet to upload files</li> <li>◆ communicating electronically using tools such as blogs, discussions groups, instant messaging</li> <li>◆ creating documents and/or presentations for real events</li> <li>◆ using e-mail to encourage a paperless environment, eg homework, invitations for events, class work, peer assessment</li> <li>◆ scenarios which would allow learners to adjust information to meet the needs of an audience, for example taking a lengthy report and preparing it for delivery at a staff meeting</li> <li>◆ researching new articles highlighting when data security has not been maintained</li> </ul>

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<p><b>E-diary</b></p> <ul style="list-style-type: none"> <li>◆ enter/edit appointments</li> <li>◆ recurring appointments</li> <li>◆ task manager</li> <li>◆ selected printouts</li> </ul> <p><b>E-mail</b></p> <ul style="list-style-type: none"> <li>◆ send, receive and print e-mail</li> <li>◆ mailing lists</li> <li>◆ create and manage folders</li> <li>◆ automatically manage messages</li> <li>◆ create automated responses</li> <li>◆ be aware of e-mail etiquette</li> </ul> <p><b>Publications</b></p> <p>Creating and editing publications, newsletters, notices — through the use of a range of different software packages</p> <p><b>Communication and research</b></p> <p>Receive, process and transmit information using intranet, internet, e-mails, blogs, presentations, documents, podcasts, social networking sites or other emerging equivalent technologies.</p> <p>Reliability and value of the information gathered can be assessed and judged in comparison to alternative sources.</p>	

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<p><b>Appropriate communication</b></p> <ul style="list-style-type: none"> <li>◆ using electronic communication methods to communicate information in ways appropriate to its context, audience and purpose</li> <li>◆ making appropriate adjustments when communicating information</li> <li>◆ showing an understanding of the possible barriers to ensure information is received and understood</li> </ul> <p><b>Security and confidentiality</b> Taking appropriate steps to manage information and understanding how to maintain security and confidentiality with reference to appropriate legislation and in-house procedures.</p>	



## **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
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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