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## IT Solutions for Administrators

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

**Unit code:** J21V 76

### Unit outline

The general aim of this Unit is to develop learners' skills in IT, some of them complex, and in organising and managing information in administration-related contexts. The Unit will also enable learners to extend their problem solving skills through having to provide solutions asked for in a given brief. Learners will select appropriate IT applications covering word processing, spreadsheets and databases, or emerging equivalent technologies, and will use them to analyse, process and manage complex information in the context of creating and editing business documents.

Learners who complete this Unit will be able to:

- 1 Use complex functions of a spreadsheet to provide solutions asked for in a task
- 2 Use complex functions of a database to provide solutions asked for in a task
- 3 Use complex functions of word processing to provide solutions asked for in a task

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 Use complex functions of a spreadsheet to provide solutions asked for in a task by:**
  - 1.1 Completing a workbook, using complex functions and formulae
  - 1.2 Manipulating a workbook to aid analysis

### Outcome 2

The learner will:

- 2 Use complex functions of a database to provide solutions asked for in a task by:**
  - 2.1 Creating relationships between tables
  - 2.2 Manipulating the database using advanced functions
  - 2.3 Creating a report

### Outcome 3

The learner will:

- 3 Use complex functions of word processing to provide solutions asked for in a task by:**
  - 3.1 Editing large business documents by using advanced functions
  - 3.2 Importing and editing data from a spreadsheet or database into business documents by using advanced functions
  - 3.3 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:

- ◆ 6 out of 8 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

5.2 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
Using spreadsheet applications or emerging equivalent technologies	<p>Completing and manipulating a workbook to aid analysis by using advanced formulae.</p> <p>Formulae, functions and features:</p> <ul style="list-style-type: none"> <li>◆ arithmetical</li> <li>◆ sum if</li> <li>◆ count if</li> <li>◆ rounding</li> <li>◆ V and H lookups</li> <li>◆ named cells and ranges</li> <li>◆ sorting — vertical (two columns) horizontal</li> <li>◆ filtering</li> <li>◆ grouping</li> <li>◆ subtotalling</li> <li>◆ conditional formatting</li> <li>◆ comments — add, edit, remove</li> </ul> <p>Data consolidation:</p> <ul style="list-style-type: none"> <li>◆ summary worksheets using 3D references</li> <li>◆ pivot tables</li> </ul>	<p>Various scenarios which will allow learners to manipulate data within worksheets — this could involve working with costings, budgets, expenses, wages, and sales.</p> <p>Presenting information in chart format, eg survey responses, budgets, attendance.</p>

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> <li>◆ pivot charts</li> </ul> <p>Managing workbooks:</p> <ul style="list-style-type: none"> <li>◆ simultaneously insert and format data and/or formulae (linking worksheets)</li> </ul> <p>Importing and exporting data from/to Word or Access.</p> <p>Dynamically-linked data — link spreadsheet data as a table and/or chart in word processing or presentation software.</p> <ul style="list-style-type: none"> <li>◆ printing — completed worksheet/s, sections, value and formulae view</li> <li>◆ separate or embedded chart</li> </ul>	
Using database applications or emerging equivalent technologies	<p>Work with relational databases.</p> <p>Relationships:</p> <ul style="list-style-type: none"> <li>◆ create and edit relationships between tables (one to many and one to one)</li> <li>◆ use primary and foreign keys</li> <li>◆ add, delete and modify data</li> </ul> <p>Finding information — search/query the database using advanced functions on a minimum of two fields from multiple tables using:</p> <ul style="list-style-type: none"> <li>◆ and, or, null, not</li> <li>◆ mathematical operators</li> </ul>	<p>Working with relational databases to:</p> <ul style="list-style-type: none"> <li>◆ mail merge delegate/customer/supplier information into letters, invitations, delegate lists</li> <li>◆ interrogate the database to provide statistical information to managers on inventory (stock) levels, uptake figures or spending patterns for example</li> </ul>

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> <li>◆ wild cards</li> <li>◆ aggregate functions, eg sum, count average, maximum and minimum</li> <li>◆ calculated fields, creating, formatting and labelling</li> <li>◆ advanced sort</li> </ul> <p><b>Working with forms</b></p> <ul style="list-style-type: none"> <li>◆ create form</li> <li>◆ modify properties</li> <li>◆ enhance appearance (move, align, delete and edit components)</li> <li>◆ headers and footers</li> </ul> <p><b>Presenting findings</b></p> <ul style="list-style-type: none"> <li>◆ create report</li> <li>◆ grouping data</li> <li>◆ order/sort data</li> <li>◆ summary calculations</li> <li>◆ editing field names</li> <li>◆ insert report/page headers/footers</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>◆ extract/s, queries, forms and reports</li> </ul> <p><b>Exporting data</b></p> <ul style="list-style-type: none"> <li>◆ to spreadsheet, word processing and presentation applications</li> </ul>	

Topic	Skills, knowledge and understanding	Suggested experiences and activities
<p>Using word processing/desktop publishing applications or emerging equivalent technologies</p>	<p>Create or edit a range of business documents by using advanced functions and ensuring that the house style is complied with; documents could include:</p> <ul style="list-style-type: none"> <li>◆ letter</li> <li>◆ form</li> <li>◆ itinerary</li> <li>◆ business reports</li> <li>◆ newsletters</li> <li>◆ agenda</li> <li>◆ minutes</li> </ul> <p>Working with documents:</p> <ul style="list-style-type: none"> <li>◆ create, delete and edit references: <ul style="list-style-type: none"> <li>— table of contents</li> <li>— bookmarks</li> <li>— cross-references</li> <li>— endnotes and footnotes</li> </ul> </li> <li>◆ insert, delete page and sections breaks</li> <li>◆ alter page orientation in different sections</li> <li>◆ insert headers or footers linked or separated within different sections</li> <li>◆ format first page differently from subsequent pages</li> <li>◆ using review functions such as comments, word count, thesaurus</li> <li>◆ use watermarks</li> <li>◆ create, modify and use styles</li> </ul>	<p>Working in word processing/desktop publishing to produce documents such as:</p> <ul style="list-style-type: none"> <li>◆ personal CVs</li> <li>◆ letters, eg application, thank you, enquiry</li> <li>◆ reports of research findings</li> <li>◆ electronic forms</li> </ul>

Topic	Skills, knowledge and understanding	Suggested experiences and activities
	<p><b>Tables</b></p> <ul style="list-style-type: none"> <li>◆ creating or editing a table</li> <li>◆ enhance presentation using layout and design functions</li> <li>◆ convert text to table/table to text</li> <li>◆ formulae in table</li> <li>◆ sorting table</li> </ul> <p><b>Forms</b></p> <ul style="list-style-type: none"> <li>• create or edit a form, which can be used electronically</li> <li>• use of different types of fields</li> <li>• protect form</li> </ul> <p><b>Importing data</b></p> <ul style="list-style-type: none"> <li>◆ from a database, spreadsheet, word file or internet</li> <li>◆ dynamically lined data and/or chart from a spreadsheet</li> </ul> <p><b>DTP functions</b></p> <ul style="list-style-type: none"> <li>◆ using functions of desktop publishing to produce and/or edit a document, such as newsletter and promotional material</li> </ul> <p><b>Mail merge</b></p> <ul style="list-style-type: none"> <li>◆ merging data from any application (spreadsheet, database or word) into a business document</li> </ul>	

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 Specification.

## **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
1.1	The words 'different types' removed from AS 2.1.  The word 'searching' changed to 'manipulating' in AS 2.2.  The word 'and' changed to 'or' in AS 3.2 and AS 3.3 to reduce the evidence required.	Qualifications Development Manager	April 2014
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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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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