Higher Administration and IT Course Assessment Specification (C701 76)

Valid from August 2014

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Course outline

Course title: Higher Administration and IT

SCQF level: 6 (24 SCQF credit points)

Course code: C701 76

Course assessment code: X701 76

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — assignment	70 marks
Component 2 — question paper	30 marks
Total marks	**100 marks**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

♦ breadth — drawing on knowledge and skills from across the Course
♦ challenge — requiring greater depth or extension of knowledge and/or skills
♦ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

♦ integrated tasks requiring advanced skills in office-based software applications to process and manage information and to solve problems
♦ integrated tasks requiring skills in electronic research to source complex information
♦ integrated tasks requiring effective communication, taking account of its context, purpose and audience
♦ applying knowledge and understanding of effective administration in the workplace to a series of written questions

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C
For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A
For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit
To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: an assignment and a question paper.

Component one — assignment
The purpose of this assignment is to address challenge and application. It will assess learners' ability to apply their problem solving and advanced IT skills in the context of a complex scenario.

This assignment will give learners an opportunity to demonstrate:

♦ use of complex IT functions in word processing, spreadsheets, databases, desktop publishing, and presentation software to produce, process and manage information and solve problems in unfamiliar contexts
♦ skills in electronic research to source complex information
♦ skills in effective communication, taking account of its context, purpose and audience
♦ a wide range of administrative skills related to planning and organising to complete the assignment
♦ skills in problem solving

The assignment will have 70 marks (70% of the total mark).

This assignment has two stages.

Stage 1, 'Planning, including contingency planning':

The possible evidence for this stage may include selecting venues, managing attendee information, preparing word processing, spreadsheet and database materials, planning resources needed.

Stage 2, 'Follow-up tasks':

The possible evidence for this stage may include carrying out an evaluation and analysing the results of feedback, costing, preparing follow-up documentation, preparing notes or action points.

The tasks within the assignment will ensure that relatively even emphasis is placed on the different IT applications used across the two stages.

Component two — question paper
The purpose of this question paper is to address breadth and application. Breadth will be assessed by drawing on, and by sampling, the knowledge and understanding from across the Course. Learners will also be required to apply their knowledge and understanding of administrative theory.

The question paper will give learners an opportunity to:

♦ demonstrate knowledge and understanding of administrative theory from all aspects of the Course
♦ draw valid conclusions based on evidence provided

The question paper will have 30 marks (30% of the total mark).

Section one, will have 10 marks and will consist of a set of mandatory questions based on the stimulus. The questions will be drawn from any aspect of the Course and will require learners to demonstrate the application of skills, knowledge and understanding within the context.

Section two will have 20 marks and will consist of mandatory questions.

Questions from each section will be sampled from the Course, ensuring there is a balanced coverage across the Course.

For further details of the Course requirements, please see the 'Further mandatory information on Course coverage' section.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 1 hour.

Controlled assessment — assignment

This assignment is:

♦ set by SQA on an annual basis
♦ conducted under a high degree of supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

Set by SQA on an annual basis.

Conducting the assessment

The assignment must be completed in a single two hour time period.

The assignment must be conducted under a high degree of supervision and control throughout the two hour time period to ensure that the work submitted is the learner's own.

The assignment should be completed towards the end of the Course and submitted to SQA by the due date.

Further mandatory information on Course coverage

The following gives details of the mandatory skills, knowledge and understanding for the Higher Administration and IT Course. Course assessment will involve sampling appropriate skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of the Units in the Course.

When preparing learners for the Course assessment, please refer first to the 'Structure and coverage of the Course assessment' section.

Administrative theory and practice embedded throughout the Course	♦ strategies for effective time and task management and their importance ♦ characteristics and importance of effective teams ♦ strategies for ensuring compliance with workplace legislation, eg Health and Safety at Work Act; Data Protection Act; Computer Misuse Act; Freedom of Information Act; Copyright, Designs and Patents Act ♦ the impact of IT on working practices ♦ the features of good customer care ♦ the benefits of good, and consequences of poor, customer care ♦ the mechanisms for monitoring and evaluating the quality of customer care ♦ procedures for organising and supporting a range of meetings/events ♦ different methods of communication, suitable for different contexts, audiences and purposes ♦ barriers to communication and how to overcome or minimise them

Word processing/ desktop publishing (creating documentation which is visually enhanced to ensure corporate/ professional finish)	♦ editing a range of large business documents, complying consistently with the house style; documents to include: letter, form, itinerary, business report, minutes
	♦ mail merge
	
	Advanced features:
	
	♦ tables:
	  — convert text to table
	  — sort lists
	  — perform calculations
	  — editing using layout and design functions
	
	♦ forms:
	  — create electronic form using a variety of form fields
	  — protect a form
	
	♦ working with documents:
	  — create, delete and edit references, for

	example table of contents — insert, delete page and sections breaks — alter page orientation in different sections — insert headers or footers linked or separated within different sections — format first page differently from subsequent pages — using review functions such as comments, word count, thesaurus — use watermarks — use, create, modify styles ♦ import: — data from a database — data from a spreadsheet — dynamically linked data from a spreadsheet ♦ using functions of desktop publishing to produce and/or edit a document such as newsletter and promotional material
Spreadsheets	♦ working with named cells and ranges of cells ♦ sorting and filtering ♦ importing data from external source ♦ printing: — completed worksheet/s and sections from worksheets in value and formulae view — separate and embedded charts ♦ working with cells and cell data: cell formatting, including conditional cell formatting Complex features: ♦ managing workbooks: — insert common data or formulae and formats simultaneously (linking worksheets) ♦ data consolidation: — summary worksheets using 3D references; pivot tables; charts; subtotalling ♦ combined functions and forumale: — arithmetic — countif, sumif — round mathematical — V and H lookups — complex if

	♦ exporting dynamically linked data: — link spreadsheet data as a table and/or chart in a word processing or presentation software
Relational Databases	♦ working with relational databases: — use primary and foreign keys — create and edit relationships ♦ queries: — query on minimum of two fields from multiple tables on full or partial text or values within fields ♦ exporting data: — export data to spreadsheet, word processing and presentation applications ♦ printing: — extract/extracts from database — queries, forms and reports Complex features: ♦ queries: — use of wildcards, ie asterisk and question mark — use of AND, OR , NULL, NOT to query criteria — use aggregate functions in queries: eg count, sum, average, maximum and minimum — creating and labelling calculated fields ♦ forms: — modify properties — move, align, delete and edit components of form ♦ reports — applying summary options and calculations in reports — grouping data — editing field headers appropriately — inserting report and page footers

Presentations	♦ adding slides and content to a presentation: — promote and demote slides and text within slides — import data from the internet — insert data from spreadsheet or database applications — create notes ♦ complex features: — advance slides automatically timed to accommodate speaker notes — create a hyperlink within presentation, to URL and electronic documents — customise animation and transition — create a loop presentation — embed multimedia — use of masters (slide and handout)
Electronic communication	♦ searching for and extracting/downloading relevant information from the internet, showing an understanding of what constitutes a reliable source of information ♦ using electronic communication methods to communicate information in ways appropriate to its context, audience and purpose ♦ using e-mail: — find an e-mail — create and manage folders — automatically manage messages — create automated responses — be aware of e-mail etiquette ♦ using emerging technologies, eg blogs, podcasts ♦ using an e-diary — task manager — selected printouts — recurring appointments

Administrative information

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History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Some minor changes within the Structure and coverage of the Course assessment section regarding format of question paper and assignment. Additional clarification provided in the Setting, conducting and marking of assessment section. Changes to wording to clarify content in the further mandatory information on Course coverage section.	Qualifications Development Manager	April 2014

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