

## National 3 Administration and IT Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Administration and IT Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, and the Unit Specifications for the Units in the Course.

# General guidance on the Course

## Aims

The Course aims to enable learners to develop:

- ◆ an awareness of simple administrative tasks
- ◆ the ability to use basic functions of word processing, spreadsheets and databases to carry out simple administrative tasks
- ◆ basic skills in using appropriate current technologies to gather and communicate administration-related information
- ◆ the ability to use basic skills to carry out simple administrative tasks in familiar contexts

## Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications or experience:

- ◆ National 2 Business in Practice Course or relevant component Units

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

<b>Mandatory skills, knowledge and understanding</b>	<b>IT Solutions for Administrators</b>	<b>Communication in Administration</b>	<b>Administration in Action</b>
basic knowledge and understanding of simple administration and IT-related tasks performed in the workplace	✓	✓	✓
using basic functions of word processing, spreadsheets and databases, in familiar administration-related contexts	✓		✓
using basic functions of desktop publishing and presentation software in familiar administration-related contexts		✓	✓
using technology to find information in familiar administration-related contexts	✓	✓	✓
using e-mail for communicating short simple messages		✓	✓

## Progression from this Course

This Course or its components may provide progression to:

- ◆ National 4 Administration and IT Course or relevant component Units
- ◆ further study, employment or training

## Hierarchies

**Hierarchy** is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

In Administration and IT the Courses and Units are offered from SCQF level 3 to SCQF level 6.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Learners will be expected to demonstrate a greater degree of autonomy with less support offered by teachers/lecturers the higher they progress through the hierarchy. This should increase learners' sense of ownership over their work and ensure that, even if they previously completed the Course at a lower level, their interest in the subject is kept alive.

To the learners who might exceed the SCQF level they are working at, a hierarchical arrangement gives the opportunity to have their best achievements recognised. For those who might fall short in some areas, it provides fall-back. A hierarchical arrangement also enables learners to work at different levels in one class, and it is indeed envisaged that this will happen in some centres.

# Approaches to learning and teaching

Learning and teaching approaches should be learner centred, participative and practical in nature. An activity approach should be used to allow learners the opportunity to develop all the necessary administrative and IT skills. The underpinning knowledge should be integrated 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.

In general, teaching strategies should allow learners to:

- ◆ work co-operatively and collaboratively and assume shared responsibility
- ◆ operate within an administrative context
- ◆ prioritise tasks and work within deadlines
- ◆ acquire, extend and apply administration- and IT-related skills, knowledge and understanding
- ◆ create and present business documents to an appropriate standard
- ◆ be involved in self- and peer-assessment

There are different ways of delivering the Course. While each Unit stands alone, all will often be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully combined. When the Units are delivered in a combined way, individual outcomes may be combined both within and across the Units.

What is recommended, however, is a combined approach, since it will enable learners to acquire skills, knowledge and understanding in a meaningful way and help with their retention. Such an approach also helps learners transfer any newly developed skills to new contexts and frees up more time for innovative learning and teaching strategies.

Addressing the importance of health and safety and security of information should permeate the whole Course and, in order to be meaningful, must be combined within all activities.

To make the Course engaging teachers/lecturers could also use, and encourage learners to use, a wide variety of resources such as interactive and multimedia resources, business leaflets and books or catalogues. Use could also be made of the contacts with industry partners and visits to local businesses.



## Developing skills for learning, skills for life and skills for work

The generic skills for learning, life and work which this Course develops include aspects of numeracy, employability and thinking skills. It will be important for teachers/lecturers to offer learners ample opportunity to develop these skills as an integral part of their learning experience because this will highlight those skills' relevance.

The coverage of skills for learning, skills for life and skills for work is illustrated in the table below.

Literacy	Listening and talking	<ul style="list-style-type: none"> <li>◆ Following instructions</li> <li>◆ Participating in group discussions</li> <li>◆ Making presentations</li> </ul>
Numeracy	Information handling	<ul style="list-style-type: none"> <li>◆ Reading and entering written information and data in tables, charts, graphs and databases in the context of producing simple documents</li> <li>◆ Reading written information and data from the internet and intranet</li> <li>◆ Producing simple presentations and leaflets from the information provided and gathered</li> </ul>
Employability, enterprise and citizenship	Employability	<ul style="list-style-type: none"> <li>◆ Working with others</li> <li>◆ Personal presentation</li> </ul>
	ICT	<ul style="list-style-type: none"> <li>◆ IT skills</li> <li>◆ Accuracy and time management</li> </ul>
Thinking skills	Understanding	<ul style="list-style-type: none"> <li>◆ Understanding the basic functions of spreadsheets, databases and word processing software, or emerging equivalent technologies</li> <li>◆ Understanding the importance of the context, audience and purpose of communication</li> <li>◆ Understanding the importance of accuracy in electronic communication</li> </ul>
	Applying	<ul style="list-style-type: none"> <li>◆ Applying practical skills, knowledge and understanding in the context of creating, editing and updating simple business documents</li> <li>◆ Applying practical skills in the context of preparing and communicating simple information</li> </ul>

The development of both administration- and IT-specific and generic skills will be central to this Course, and teachers/lecturers should make learners aware of the skills they are developing and of the transferability of the generic ones. It is the transferability that will help learners with further study and enhance their personal effectiveness and employability in a range of sectors.

# Approaches to assessment

There are different approaches to assessment, and teachers/lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgments to be made by all assessors. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

Assessments must ensure that the evidence generated demonstrates, at least, the minimum level of competence for each Unit. Assessors preparing assessment methods should be clear about what that evidence will look like for their centre or learner. Examples of suitable forms of evidence could include:

- ◆ participation in group working (making use of log books and question and answer sessions to ensure individual learners have met all the Assessment Standards)
- ◆ presenting information to other groups and/or recorded oral evidence
- ◆ observation of learners performing tasks
- ◆ various forms of e-assessment, such as e-portfolios
- ◆ print-outs of the work completed

The structure of the assessment used by a centre can take a variety of forms. For example an assessment could:

- ◆ assess each individual assessment standard of an Outcome as it is delivered
- ◆ holistically assess one complete Outcome
- ◆ holistically assess all of the Outcomes of one (or more) Units

During practical assessment, teachers/lecturers will usually observe learners' performances and complete an observation checklist confirming whether the learner has met the requirement of each assessment standard. Such observation may cover checking the quality of electronic documents on screen or observing learners' adherence to good working practices, such as file management and correct/safe use of workstation and equipment.

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

## Combining assessment across Units

When the Units are delivered as part of the Course, their assessment can be combined.

Where possible, using a combined approach to assessment is recommended because it will:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- ◆ make more sense to learners and avoid duplication of assessment
- ◆ ensure greater rigour in assessment
- ◆ allow for evidence for all Units to be drawn from a range of activities, thus making it easier to cover aspects which may not occur in a one-off assessment
- ◆ use assessment opportunities efficiently and reduce over-assessment

Combined assessment will also minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

When assessment across the Units is combined, teachers/lecturers should take particular care to track the evidence for each Unit to ensure that learners who do not achieve the entire Course may still get the credit for the Unit or Units they have achieved.

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ Building the Curriculum 4: Skills for learning, skills for life and skills for work
- ◆ Building the Curriculum 5: A framework for assessment
- ◆ Course Specifications
- ◆ Design Principles for National Courses
- ◆ Guide to Assessment (June 2008)
- ◆ Overview of Qualification Reports
- ◆ Principles and practice papers for curriculum areas
- ◆ SCQF Handbook: User Guide (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
- ◆ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool

# Administrative information

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — IT Solutions for Administrators (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the IT Solutions for Administrators (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.



# General guidance on the Unit

## Aims

The general aim of this Unit is to develop learners' awareness of administration in the workplace and to complete simple administrative tasks. The Unit also aims to enable learners to acquire IT skills in familiar administration-related contexts. Learners will use basic functions of the following IT applications — word processing, spreadsheets and databases — to create and edit simple documents used in the workplace, which may relate to any administrative function.

Learners who complete this Unit will be able to:

- ◆ Use basic spreadsheet functions
- ◆ Use basic database functions
- ◆ Use basic word processing functions

## Progression into this Unit

Learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications or experience:

- ◆ National 2 Business in Practice Course

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Administration and IT *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit or its components may provide progression to:

- ◆ National 4 Administration and IT Course
- ◆ further study, employment or training

# Approaches to learning, teaching and assessment

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Using spreadsheet applications	<p>Edit a worksheet – using basic functions, formatting and formulae such as:</p> <ul style="list-style-type: none"> <li>◆ add</li> <li>◆ subtract</li> <li>◆ shading</li> <li>◆ borders</li> </ul> <p>Create a chart and label:</p> <ul style="list-style-type: none"> <li>◆ pie</li> <li>◆ bar</li> <li>◆ column</li> </ul>	<p>Using basic functions to:</p> <ul style="list-style-type: none"> <li>◆ prepare costings and budgets</li> <li>◆ present information in chart format, eg survey responses, budgets and attendance</li> </ul>
Using database applications	<p>Populate and edit a flat database by:</p> <ul style="list-style-type: none"> <li>◆ entering data</li> <li>◆ amending data</li> <li>◆ deleting fields</li> <li>◆ deleting records</li> </ul>	<p>Working with flat database files to:</p> <ul style="list-style-type: none"> <li>◆ populate an address book, supplier or customer list</li> <li>◆ create a list of attendees for an event</li> </ul>
Using word processing applications	<p>Editing simple business documents:</p> <ul style="list-style-type: none"> <li>◆ entering text</li> <li>◆ editing text (which may include using bold, italics, underline, changing size and font)</li> <li>◆ inserting graphics</li> </ul>	<p>Preparing the documents using basic features such as:</p> <ul style="list-style-type: none"> <li>◆ letters to customers and suppliers</li> <li>◆ personal CVs and covering letters</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 Specifications.

## **Combining assessment within Units**

The evidence for this Unit will be generated through practical IT-based activities. Although the Outcomes may be assessed either separately or holistically, integrated assessment is recommended. However, it must be clear how the evidence covers each Outcome.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve all Outcomes may still get the recognition for the Outcome or Outcomes they have achieved.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative assessment arrangements and reasonable adjustments can be made in order that this Course and its Units are accessible to all learners. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
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- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
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- ◆ *Template and Guidance for Unit Assessment Exemplification*
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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## History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — Communication in Administration (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Communication in Administration (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.



# General guidance on the Unit

## Aims

The general aim of this Unit is to enable learners to carry out simple electronic searching and communication in familiar administration-related contexts. Learners will use current or emerging equivalent technologies to carry out simple administrative tasks. They will also develop a basic ability to use the internet to access information related to administrative functions.

Learners who complete this Unit will be able to:

- ◆ Use technology to access information
- ◆ Use basic functions of technology to prepare and communicate information

## Progression into this Unit

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications or experience:

- ◆ National 2 Business in Practice Course

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Administration and IT *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit or its components may provide progression to:

- ◆ National 4 Administration and IT Course
- ◆ further study, employment and training

# Approaches to learning, teaching and assessment

Skills, knowledge and understanding	Suggested experiences and activities
<ul style="list-style-type: none"> <li>◆ Use of internet to search for and retrieve information requested:               <ul style="list-style-type: none"> <li>— use search engines</li> <li>— navigate hyperlinks</li> <li>— print information and/or an extract of information</li> </ul> </li> <li>◆ Use of centre's internal network (intranet), to access and store files</li> <li>◆ Presentations:               <ul style="list-style-type: none"> <li>— insert and edit text</li> <li>— change font and size</li> <li>— insert and delete a graphic</li> <li>— use bullets</li> <li>— apply and change background and colour scheme</li> </ul> </li> <li>◆ Desktop publishing:               <ul style="list-style-type: none"> <li>— using templates</li> <li>— select and change font, font size</li> <li>— insert text, delete text, move text</li> <li>— use bold, italics, underline</li> <li>— insert graphic</li> <li>— borders</li> </ul> </li> <li>◆ E-mail:               <ul style="list-style-type: none"> <li>— compose short message</li> <li>— enter an appropriate subject</li> <li>— send to a single recipient</li> </ul> </li> </ul>	<p>Use technology to access information by:</p> <ul style="list-style-type: none"> <li>◆ using the internet to research travel information, eg maps, venues, accommodation</li> <li>◆ accessing shared areas on the centre's network/intranet to upload media files</li> </ul> <p>Prepare and communicate information by:</p> <ul style="list-style-type: none"> <li>◆ using online networks and VLEs</li> <li>◆ modifying presentations and DTP documents</li> <li>◆ using e-mail to encourage a paperless environment, eg sending homework, invitations for events and class work via e-mail</li> <li>◆ uploading files to the centre's intranet/network, eg photographs, presentation, notices</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 Specifications.

## **Combining assessment within Units**

The evidence for this Unit will be generated through practical IT-based activities. Although the Outcomes may be assessed either separately or holistically, integrated assessment is recommended. However, it must be clear how the evidence covers each Outcome.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve all Outcomes may still get the recognition for the Outcome or Outcomes they have achieved.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative assessment arrangements and reasonable adjustments can be made in order that this Course and its Units are accessible to all learners. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ *Template and Guidance for Unit Assessment Exemplification*
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Superclass:** to be advised

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## History of changes to Unit Support Notes

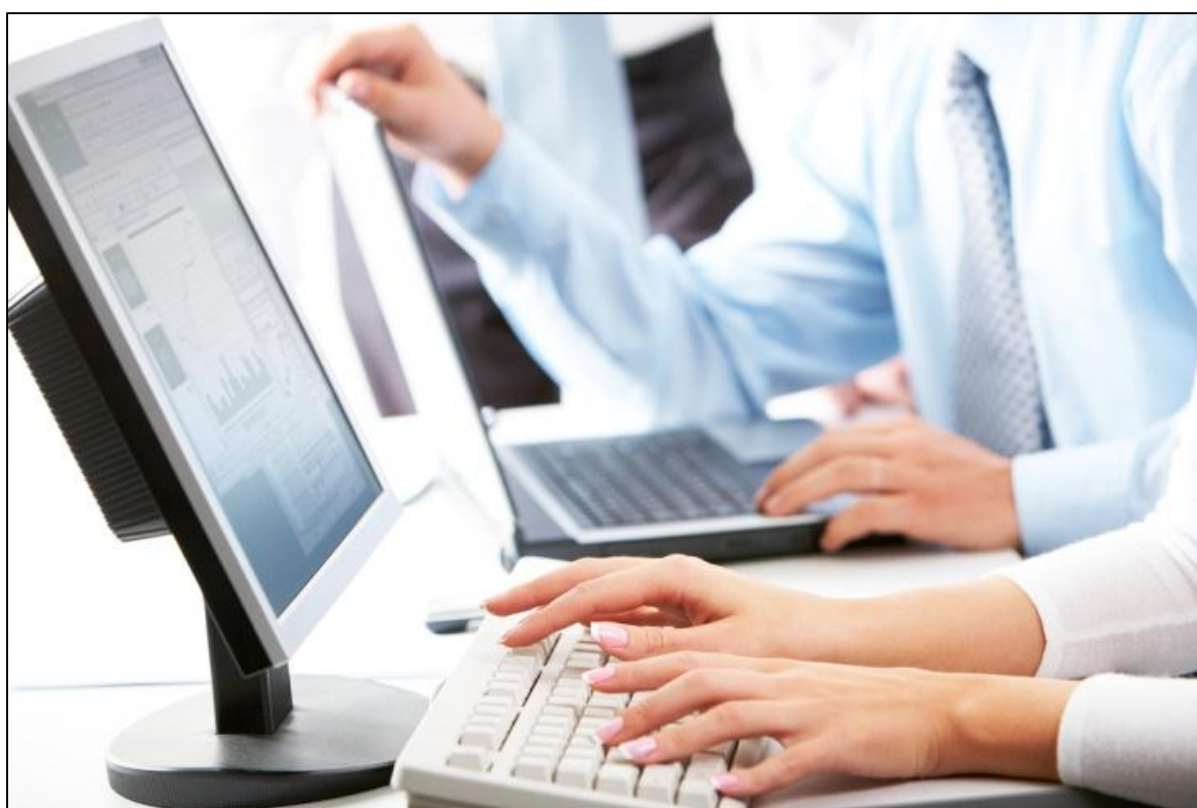
Course details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — Administration in Action (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Administration in Action (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.



# General guidance on the Unit

## Aims

The general aim of this Unit is to enable learners to perform simple tasks in the context of a practical administration- and IT-based scenario. Learners will use the current or emerging equivalent technologies to work through a series of simple administrative tasks given in the scenario.

Learners who complete this Unit will be able to:

- ◆ Work through a series of simple administration- and IT-based tasks given in a scenario

## Progression into this Unit

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications or experience:

- ◆ National 2 Business in Practice Course

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Administration and IT *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit or its components may provide progression to:

- ◆ National 4 Administration and IT Course or relevant component Units
- ◆ further study, employment or training

# Approaches to learning, teaching and assessment

There are different ways of delivering this Unit. While each Unit stands alone, all will often be delivered as part of the Course. When the latter approach is used, this Unit is best delivered as the final Unit in the course. This Unit can consolidate and contextualise the learning in the other two Units.

It is best for the learner if the scenarios are as relevant and straightforward as possible, for example small local business learners are familiar with, a school event, a local club or charity.

This Unit requires the learner to complete a range of simple administration- and IT-based tasks given a scenario. Possible scenarios could include:

- ◆ local sports club opening or special event
- ◆ staff meeting
- ◆ induction training
- ◆ business day trip
- ◆ charity fundraiser
- ◆ promoting a business

The tables below illustrate two different scenarios and examples of simple administration- and IT-based tasks which could support the delivery of this Unit.

## Suggested scenario: staff Christmas party

Topic	Suggested experiences and activities
Entering a limited amount of simple data into a spreadsheet or database	<ul style="list-style-type: none"> <li>◆ Enter costings for the Christmas party using information received from different venues or hotels.</li> <li>◆ Using basic formulae for totalling costs.</li> </ul>
Creating a chart using simple numerical data from a spreadsheet	<ul style="list-style-type: none"> <li>◆ Creating a bar graphic using the Christmas party spreadsheet.</li> <li>◆ Labelling the chart.</li> </ul>
Updating a simple business document with text, graphics and data from either the spreadsheet or database	<ul style="list-style-type: none"> <li>◆ Updating a poster/notice for the staff Christmas party — showing the cost per person coming from the costing spreadsheet.</li> </ul>
Updating a given presentation by adding and formatting text and adding graphics	<ul style="list-style-type: none"> <li>◆ Updating an awards presentation for staff to show at the Christmas party.</li> </ul>

Sending an e-mail to multiple recipients, attaching documents	<ul style="list-style-type: none"> <li>◆ E-mailing managers of departments about the details of the Christmas party and attaching the poster for them to display.</li> </ul>
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**Suggested scenario: modernising a local restaurant**

<b>Topic</b>	<b>Suggested experiences and activities</b>
Entering a limited amount of simple data into a spreadsheet or database	<ul style="list-style-type: none"> <li>◆ Entering records of new suppliers into a supplier database.</li> </ul>
Creating a chart using simple numerical data from a spreadsheet	<ul style="list-style-type: none"> <li>◆ Creating a chart using the sales figures from a given spreadsheet and labelling.</li> </ul>
Updating a simple business document with text, graphics and data from either the spreadsheet or database	<ul style="list-style-type: none"> <li>◆ Updating a letter to be sent to potential suppliers from the database asking them for their sales brochure, price list.</li> </ul>
Updating a given presentation by adding and formatting text and adding graphics	<ul style="list-style-type: none"> <li>◆ Updating a sales presentation, using basic formatting, to be shown to a bus tour company so that the tour will stop at the restaurant.</li> </ul>
Sending an e-mail to multiple recipients, attaching documents	<ul style="list-style-type: none"> <li>◆ Replying to an e-mail requesting a quote from a business for a three-course lunch for 20 people.</li> <li>◆ Attaching a given costing spreadsheet.</li> </ul>

## **Combining assessment within Units**

The evidence for this Unit will be generated through practical IT-based activities. Although the Outcomes may be assessed either separately or holistically, integrated assessment is recommended. However, it must be clear how the evidence covers each Outcome.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve all Outcomes may still get the recognition for the Outcome or Outcomes they have achieved.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative assessment arrangements and reasonable adjustments can be made in order that this Course and its Units are accessible to all learners. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ *Template and Guidance for Unit Assessment Exemplification*
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Superclass:** to be advised

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## History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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