



**Group Award Specification for:
National Certificate in Administration**

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This is the group award specification for the National Certificate (NC) in Administration, at SCQF level 5. The NC is designed to develop a foundation for progression to further study, and to provide appropriate skills and knowledge for those who wish to enter employment in the administration field.

Learners completing the NC will have gained 12 credits; 10 mandatory and 2 optional. The mandatory credits are all at SCQF level 5, while the remaining 2 may be at levels 4, 5 or 6, depending on individual centres.

The mandatory units ensure that learners completing the NC will have all the necessary hard and soft skills required in a modern office. For example, not only will they have learnt skills in word processing, processing business documents, etc they will also learn about good time management and be able to work independently and as part of a team.

The NC in Administration has been a successful qualification since its inception in 2008. The qualification has been updated to ensure it reflects current working practices, including the use of relevant digital technology.

The award has been designed to meet the needs of three different groups:

- ◆ Young people who have left school in the recent past.
- ◆ Mature 'adult returners' who have decided to re-enter education.
- ◆ Potential learners whose first language is not English.

The units take a practical approach to delivery and assessment, which is reinforced by the assessment support packs. This should help learners develop and maintain an interest in the NC in Administration and may be particularly important for those who have recently left school or who are returning to education. The optional units include opportunities to undertake study at SCQF level 6, which should benefit those who wish to progress to HN level or to degree courses.

2 Qualification structure

The National Certificate in Administration at SCQF level 5 is awarded to learners who achieve 72 SCQF points, made up as follows:

- ◆ 10 credits (60 SCQF credit points) at level 5 from the mandatory units
- ◆ 2 credits (12 SCQF credit points) at levels 4, 5 or 6 from the optional units

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J4YR	45	Word Processing	1	6	5
J4YS	45	Front of Office Skills	1	6	5
J4YT	45	Practical Office Skills and Technologies	1	6	5
J4YV	45	Managing Your Time, Resources and Wellbeing	1	6	5
J4YW	45	Processing Business Documents	1	6	5
J4YX	45	Researching and Preparing Presentations	1	6	5
F5A3	11	Event Organisation	1	6	5
J505	45	Spreadsheets for Administrators	1	6	5
J507	45	Database for Administrators	1	6	5
F3GB	11	Communication	1	6	5
H23W	75	or Literacy	1	6	5

Learners must complete 2 credits from the optional units, from the following:

Group A — minimum of 0 credits and a maximum of 2 credits

Group B — minimum of 0 credits and a maximum of 1 credit

Group C – minimum of 0 credits and a maximum of 1 credit

Group A (Minimum 0, Maximum 2)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J508	45	Digital Technology for Administrators	1	6	5
J506	46	Spreadsheets for Administrators	1	6	6
F5A7	10	Word Processing	1	6	4
F5A9	12	Word Processing	1	6	6
F7KV	10	Word Processing: Medical	1	6	4
F7KV	11	Word Processing: Medical	1	6	5
D976	12	Desktop Publishing	1	6	6
F7KT	10	Word Processing: Legal	1	6	4
F7KT	11	Word Processing: Legal	1	6	5
F5AF	11	Skills Development for Administrators	1	6	5
DM3P	12	Administrative Services	1	6	6
J1YB	76	Administrative Theory and Practice	1	6	6
J21Y	76	Communication in Administration	1	6	6
F5AD	10	Audio: An Introduction	1	6	4
F5AE	11	Audio: Intermediate	1	6	5
F7KS	10	Audio: Medical	1	6	4
F7KS	11	Audio: Medical	1	6	5
F7KR	11	Audio: Legal	1	6	5
H8KD	44	E-touch Typing	1	6	4
H8KE	44	E-touch Typing: Copy Speed Test (30 wpm)	1	6	4
H8KF	45	E-touch Typing: Copy Speed Test (40 wpm)	1	6	5
H8KG	45	E-touch Typing: Copy Speed Test (50 wpm)	1	6	5
F3GB	12	Communication	1	6	6
J1K4	45	Recording Cash Transactions	1	6	5
F5AG	12	Human Resources: Administration	1	6	6
HF88	45	Work Placement	1	6	5
HF88	44	Work Placement	1	6	4
F393	11	Developing Skills for Employment	1	6	5
F5AK	11	Medical Terminology: An Introduction	1	6	5
F5AJ	11	Medical Reception and Records	1	6	5
FF2E	10	Medical Administration	1	6	4
F392	11	Contract Law: An Introduction	1	6	5
FN15	11	Recording of Credit Transactions	1	6	5
Maximum 1 credit					
X801	76	Administration and IT (Higher External Assessment)	4	6	6

Group B (Minimum 0, Maximum 1)

H225	74	Numeracy (CfE Unit)	1	6	4
F3GF	10	Numeracy (Core Skills Unit)	1	6	4
H225	11	Numeracy (CfE Unit)	1	6	5
F3GF	11	Numeracy (Core Skills Unit)	1	6	5
F3GF	12	Numeracy (Core Skills Unit)	1	6	6

Group C (Minimum 0, Maximum 1)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J25B	75	ESOL for Everyday Life	1.5	9	5
J25C	76	ESOL for Everyday Life	1.5	9	6
J214	76	ESOL in Work-Related Contexts	1.5	9	6
J215	76	ESOL in Study-Related Contexts	1.5	9	6

3 Aims of the qualification

The NC in Administration aims to provide learners with a range of admin skills and understanding. It offers multiple exit routes, either towards employment or further study, depending on the aims of the learner. Completing the course will put learners in a stronger position to move to the next stage of their career and increase their chances of doing this successfully.

3.1 General aims of the qualification

- 1 Provide learners with the practical skills and knowledge required to progress to further study or employment.
- 2 Develop learners' transferable skills which are required to progress in employment.
- 3 Provide learners with the opportunity to develop core skills.
- 4 Motivate learners to develop a positive attitude to their own learning and wellbeing.

3.2 Specific aims of the qualification

- 1 Develop learners' knowledge and understanding of effective working practices in a modern administration environment.
- 2 Develop learners' practical skills to be able to provide a range of administrative support services.
- 3 Develop learners' skills in using a range of software applications, ie word processing, spreadsheet, database and communications software and their knowledge of how these can be used efficiently and effectively in an administrative environment.
- 4 Introduce learners' to planning and organisational skills and the practical time management skills required to support accuracy and efficiency in an administration environment.
- 5 Develop learners' communication skills, including their research and presentation skills.
- 6 Allow learners' the opportunity to enhance their communication and project coordination skills through the planning, implementation, and evaluation of coordinating an event.
- 7 Introduce learners to the range of opportunities available in new and emerging technologies.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

There are no specific recommended entry requirements for the National Certificate in Administration at SCQF level 5. Learners would normally be expected to be at a developmental stage in improving their skills, knowledge and understanding.

However, centres could ask that potential learners have achieved relevant National Qualifications at SCQF level 4 or equivalent, such as Standard Grades.

All unit specifications state that entry is at the discretion of the centre, but some recommend that learners have some prior achievement.

As one of the target groups is those for whom English is not a first language, it may be appropriate for these learners to undertake an ESOL Course at SCQF level 5.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level, or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	SCQF level 4	Developing skills in written communication through presenting ideas logically in terms of word processed documentation, preparing presentations and publicity materials for an event. Oral communication will be developed by working in a team to deliver an event and by presenting findings or by making short presentations.
Numeracy	SCQF level 4	Can be developed in VAT calculations for business documentation, adding and subtracting items in that documentation, and undertaking spreadsheet tasks requiring information to be presented graphically, or in the form of a diagrams. Costing items required for the event and working within budget will also be an assessment activity.
Information and Communication Technology (ICT)	SCQF level 4	By undertaking the word processing, spreadsheet and database units and the Researching and Preparing Presentations, the learner will develop ICT skills at level 5.
Problem Solving	SCQF level 4	In planning and implementing an event, learners will need to use critical thinking, organisational skills, and then evaluate and review the overall success of the event.
Working with Others	SCQF level 4	Learners will develop skills working in small groups for research purposes and in teams when planning the event.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Specific aims						
		1	2	3	4	5	6	7
J4YR 45	Word Processing	x	x	x	x	x		
J4YS 45	Front of Office Skills	x	x	x	x	x		x
J4YT 45	Practical Office Skills and Technologies	x	x	x	x	x	x	x
J4YV 45	Managing Your Time, Resources and Wellbeing	x	x		x	x	x	x
J4YW 45	Processing Business Documents	x	x		x	x	x	
J4YX 45	Researching and Preparing Presentations	x	x	x	x	x		x
F5A3 11	Event Organisation	x	x	x	x	x	x	x
J505 45	Spreadsheets for Administrators	x	x	x	x	x		
J507 45	Database for Administrators	x	x	x	x	x		
F3GB 11	Communication	x	x		x	x	x	x
H23W 75	Literacy	x	x		x	x		x

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

These national units have been linked to elements of the following NOS Units.

National Unit	NOS Unit	SSC number
Word Processing	Prepare text from notes using touch typing (40 wpm)	213
	Word Processing software 2	246
	Word Processing software 1	124
Front of Office Skills	Meet and welcome visitors	250
	Provide reception services	210
	Use a diary system	207
	Use voicemail message systems	206
	Using email 2	252
	Use occupational and safety guidelines when using a workstation	112
	Using email 1	113
	Make and receive telephone calls	106
Practical Office Skills and Technologies	Store and retrieve info using a filing system	218
	Handle mail	209
	Use office equipment	220
Managing Your Time, Resources and Wellbeing	Agree how to manage and improve own performance in a business environment	201
	Plan how to solve business problems	203
Processing Business Documents	Produce documents in a business environment	211
	Maintain and issue stock items	221
Researching and Preparing Presentations	Research information	217
	Presentation software	241
	Create and organise data	216
	Develop a Presentation	309
	Deliver a Presentation	310

National Unit	NOS Unit	SSC number
Event Organisation	Support the organisation and coordination of events	222
	Work with other people in a business environment	204
	Plan how to solve business problems	203
	Use a diary system	207
	Meet and welcome visitors	250
	Organise and co-ordinate events	319
	Contribute to running a project	324
Spreadsheets for Administrators (5)	Spreadsheet software 2	243
	Spreadsheet software 1	121
Database for Administrators	Data management software 2	237
	Database software 2	238
	Data management software 1	115
	Database software 1	116
Communication or Literacy	Prepare to communicate in a business environment	205

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		W (R)	W (W)	O	UN	UGI	AI	PCI	CT	PO	RE	WCO	RCC
J4YR 45	Word Processing	X					X	X					
J4YS 45	Front of Office Skills	X	X	X			X	X				X	X
J4YT 45	Practical Office Skills and Technologies						X	X	X				
J4YV 45	Managing Your Time, Resources and Wellbeing								X	X	X		
J4YW 45	Processing Business Documents				X				X				
J4YX 45	Researching and Preparing Presentations	X	X	X			X	X	X				
F5A3 11	Event Organisation	X	X	X	X	X	X	X	X	X	X	X	X
J505 45	Spreadsheets for Administrators				X	X	X	X	X				
J507 45	Database for Administrators						X	X	X				
F3GB 11	Communication	X	X										
H23W 75	Literacy	X	X										

Key:

Communication: W (R) = Written (Reading)

W (W) = Written (Writing)

O = Oral

Numeracy: UN = Using Number

UGI = Using Graphical Information

ICT: AI = Accessing Information

PCI: Providing/Creating Information

Problem Solving: CT = Critical Thinking

PO = Planning and Organising

RE = Reviewing and Evaluating

Working with Others WCO = Working Co-operatively with Others

RCC = Reviewing Co-operative Contribution

5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Word Processing	Open-book, supervised conditions — product evidence: electronic form, an agenda, minutes, action minutes.	Open-book, supervised conditions — product evidence: recalling and editing the electronic form and minutes.	Open-book, supervised conditions — product evidence: mail merge.	Open-book, supervised conditions — product evidence: display notice.
Front of Office Skills	Closed-book, supervised, controlled conditions — written and/or oral evidence: questions relating to video clips.	Closed-book, supervised, controlled conditions — written and/or oral evidence: questions relating to video clips.	Closed-book, supervised, controlled conditions — written and/or oral evidence: questions relating to video clips.	Closed-book, supervised conditions — written and/or oral evidence and Supervised conditions — performance evidence.
Practical Office Skills and Technologies	Open-book — performance evidence: organise, recall, share, edit and delete files and Closed-book, supervised conditions: questions.	Open-book — performance evidence: mail management and Closed-book, supervised conditions: questions.	Open-book — performance evidence: scanning and photocopying and Closed-book, supervised conditions: questions.	Open-book — written and/or oral: emerging technologies.
Managing Your Time and Resources	Open-book, supervised conditions — written and/or oral evidence: skills analysis and PDP.	Open-book, supervised conditions — written and/or oral evidence: plan, eg logbook.	Open-book, supervised conditions — written and/or oral evidence: A to-do list/priority list and questions.	Open-book, supervised conditions — written and/or oral evidence: questions.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Processing Business Documents	Open-book, supervised conditions, product evidence: completion of business documents and Open-book, written and/or oral evidence: questions.	Open-book, supervised conditions, product evidence: completion of business documents and Open-book, written and/or oral evidence: questions.	Closed-book, supervised conditions, written and/or oral evidence: questions.	
Researching and Preparing Presentations	Open-book, product evidence: research.	Open-book, product evidence: research.	Open-book, supervised conditions product evidence: creation of presentation.	
Event Organisation	Open-book, supervised conditions, written and/or oral and performance evidence: event planning.	Open-book, supervised conditions, performance evidence: event planning.	Open-book, performance evidence: event implementation.	Open-book, supervised conditions, written and/or oral evidence: evaluation.
Spreadsheets for Administrators	Open-book, supervised conditions product evidence: spreadsheet production.	Open-book, supervised conditions product evidence: spreadsheet production.	Open-book, supervised conditions product evidence: spreadsheet production.	Open-book, supervised conditions product evidence: spreadsheet production.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Database for Administrators	Open-book, supervised conditions product evidence: database production.	Open-book, supervised conditions, product evidence: database production.	Open-book, supervised conditions product evidence: database production.	

6 Guidance on approaches to delivery and assessment

Delivery is at the discretion of individual centres. Many centres offer a full-time programme of 17–20 units to learners at NC level over an academic session, and the NC in Administration is designed to be compatible with these arrangements. For example, centres may continue to offer a programme of units, to include the **ten** mandatory units and at least **two** optional units from the framework.

The flexibility of the NC means that centres can tailor the unit programmes that they offer to suit their own particular circumstances. Centres could, for example, provide supplementary units which would assist learners who wish to progress to particular HN programmes. Centres may choose to provide learners with the opportunity to gain further certification, eg in qualifications at Higher level.

Timetabling of the units is at the discretion of individual centres. However, two examples given in appendix 1 show possible timetabling over two semesters. One is for learners wishing to pursue a career within the medical services and the other for those progressing to an HNC in Administration and Information Technology. From these examples, centres can see that the suggestion is to deliver mandatory units in the first semester as far as possible, thus providing underpinning knowledge required to undertake SCQF level 6 units.

The units in the NC lend themselves to practical methods of delivery and assessment. Specific learning and teaching methods will vary between and within units, but there is a common thread of presenting them in a way which will engage the interest of learners.

It is envisaged that most centres will be offering the NC as a full-time course, over the full academic year, incorporating a total of 17–20 units. Some may decide to offer the course as an ‘access to HN’ course commencing in January, and only covering the required 12 credits. Alternatively, some centres may decide to offer the 12 credit course on a part-time or distance learning basis, or as a mixture of both.

Assessment support packs are available which reinforce the practical aspects of the unit specification, as well as reinforcing a common standard across centres. Assessment support packs also have a critical role in ensuring that delivery of units is linked to administration and admin-related situations.

6.1 Sequencing/integration of units

There are also possibilities for integration on the delivery of the units. For example, the WP/IT units — *Word Processing* (SCQF level 5) could be integrated with aspects from the *Skills Development for Administrators* (SCQF level 5). *Word Processing* could also integrate with *Communication* and *Event Organisation* with the writing of reports, letters, minutes, etc. Another area could be the integration of *Managing Your Time, Resources and Wellbeing* with the *Event Organisation* unit. *Researching and Preparing Presentations* could use subject matter from a number of units for example, *Practical Office Skills and Technologies*, *Managing Your Time, Resources and Wellbeing*, and *Digital Technologies for Administrators* to research.

Taking the above into account it may be that centres may wish to consider also integrating the assessment of units.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

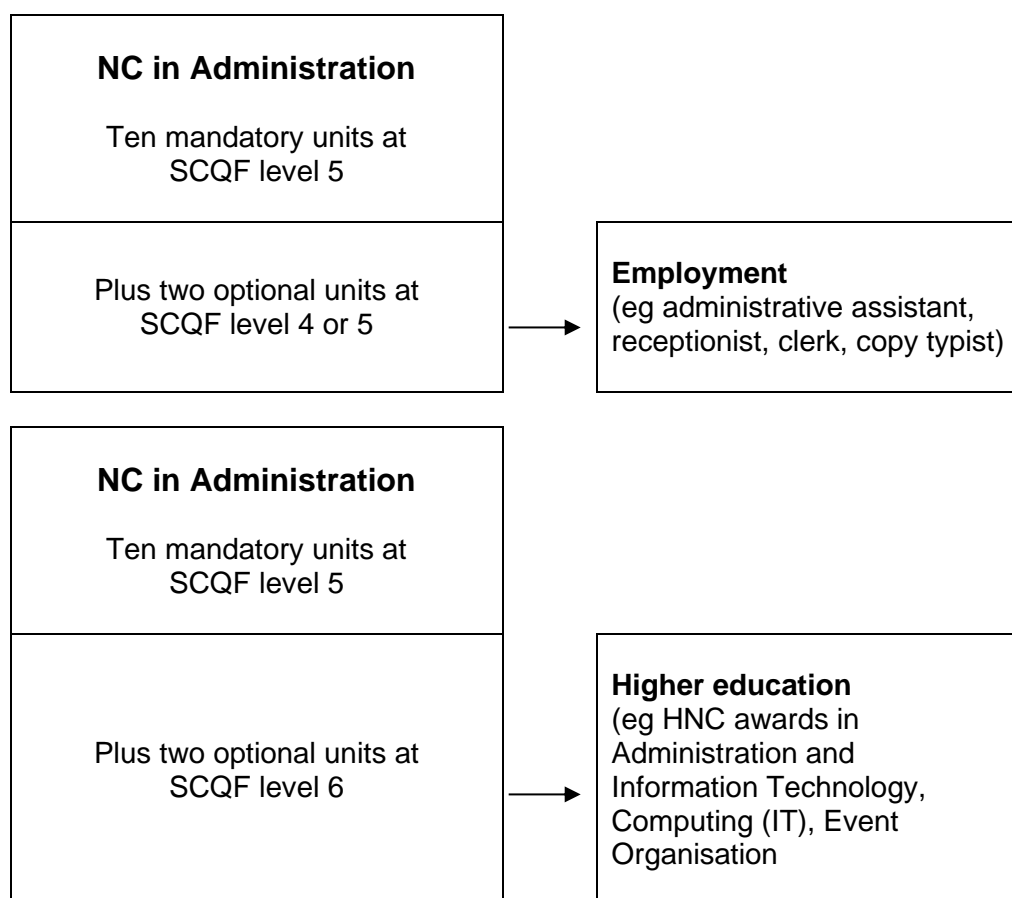
- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The National Certificate in Administration at SCQF level 5 enables progression into employment or further study depending on learner's aims, as illustrated below.



Although there is no direct articulation from the NC in Administration to HN in Administration and Information Technology, learners who have completed optional units at SCQF level 6 will be well prepared to embark on an HN programme in Administration and Information Technology or in an associated area.

Learners aiming to progress to HN are recommended to undertake optional units at SCQF level 6 to help bridge the gap between SCQF level 5 and SCQF level 7.

Learners aiming to enter employment may find it beneficial to complete their National Certificate in Administration at SCQF level 5 with optional units which are at SCQF levels 4 or 5. There is, however, no requirement to do this and they may also undertake units at SCQF level 6. It is likely that all learners will complete more units than the 12 required for the National Certificate in Administration at SCQF level 5. These additional units may also influence progression routes.

6.2.2 Credit transfer

Unit title	Credit transfer arrangement
Word Processing	Full
Front of Office Skills	Full
Practical Office Skills and Technologies	Full
Managing Your Time, Resources and Wellbeing	Partial credit transfer for outcomes 1–3. For Outcome 4 learners will need to provide evidence to meet the requirements of the outcome.
Processing Business Documents	Full
Researching and Preparing Presentations	Full
IT Solutions for Administrators	Partial credit transfer to Spreadsheets for Administrators level 5. Partial credit transfer to Database for Administrators level 5.

6.3 Opportunities for e-assessment

The design for some units requires evidence of knowledge and understanding of key concepts, processes and terminology and is therefore amenable to on-line assessment (or e-assessment) and centres are encouraged to adopt this approach wherever possible. E-portfolios, blogs, wikis, social media, video diaries, etc can be used for the reflective, evaluative, and contextual outcomes. In cases where performance and product evidence is required, the usual checklists and pro forma could be substituted by electronic versions with a learner's product(s) and progress reports stored in the form of an e-portfolio supported with video and digital photographic evidence. As this technology develops centres are encouraged to adopt any such arrangements that SQA may put in place for securing and authenticating this evidence. It is also key that centres are prepared to provide authorised access to their IT systems to external verifiers for verification purposes.

6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

An ASP is available for all mandatory units and some optional units.

6.5 Resource requirements

Centres offering the NC in Administration should be able to provide learners with access to the most up to date ICT (ie with video and sound recording) and office equipment, whether classroom based or within central resources, for example study centres or libraries. There is a requirement for using Microsoft Access software for the *Database* unit and for access to MFD devices within *Practical Office Skills and Technologies*. It may be necessary in the delivery of *Front of Office Skills* for external visits, to view different forms of reception areas with appropriate security technologies. Centres will also need to be fully conversant with the use of Office 365 and its capabilities for information use and storage. More and more use is being made of data science and analytics and this will grow in future years. Learners will need to be more aware of cybersecurity with increased use of online meetings and communication channels.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

One of the most important functions in any organisation is administration. It requires a number of different skills in order to be effective and efficient. The NC in Administration is designed to be able to give the key skills and underpinning knowledge required to provide support at a level within the organisation for someone starting on a career in this area. To successfully achieve the NC in Administration you need to complete the 10 mandatory credits and 2 options to gain the 12 credits for the award.

This award focuses on the skills required by employers looking for employees to work in the admin area, eg proficient use of IT and communications software, good planning and organization skills, being able to work as an individual and as a member of a team. Ability to manage self, have good self-awareness, timekeeping and able to prioritise tasks as required.

Depending on your career path you may be able to progress to an HNC/HND in Administration and IT, Business or Events Management. Optional units at level 6 are available in the structure of this award to further develop and give additional skills. You may also be able to specialize in either a medical or legal route into employment if these options are available at your centre.

Appendix 1

Draft proposed timetable for learners wishing to specialise in medical option — shown over two semesters

Assumes full NC programme, incorporating the NC in Administration with optional units totaling 16 credits

Assumes 2 hour classes

Assumes 3 day minimum attendance pattern

Day	9 am to 11 am	11.15 am to 1.15 pm	Lunch	2.00 pm to 4.00 pm
One Semester 1	Word Processing level 5	Processing Business Documents		Front of Office Skills
	Word Processing: Medical	Medical Administration		Practical Office Skills and Technologies
Two Semester 1	Spreadsheets for Administrators level 5	Managing Your Time, Resources and Wellbeing		Guidance and Support Tutorial
	Database for Administrators level 5	Event Organisation		Guidance and Support Tutorial
Three Semester 1	Audio: An Introduction	Communication		Medical Terminology: An Introduction
	Audio: Medical	Researching and Preparing Presentations		Medical Reception and Records

- ◆ Shaded area = Core units
- ◆ Guidance time could be work placement if required.

Draft proposed timetable for learners wishing to progress to HNC/HND in admin and IT — shown over two semesters

Assumes full NC programme incorporating the NC in Administration with optional units totaling 16 credits

Assumes 2 hour classes

Assumes 3 day minimum attendance pattern

Day	9 am to 11 am	11.15 am to 1.15 pm	Lunch	2.00 pm to 4.00 pm
One Semester 1	Word Processing level 5	Processing Business Documents		Front of Office Skills
	Word Processing level 6	Skills Development for Administrators		Practical Office Skills and Technologies
Two Semester 1	Spreadsheets for Administrators level 5	Managing Your Time, Resources and Wellbeing		Guidance and Support Tutorial
	Spreadsheets for Administrators level 6	Event Organisation		Guidance and Support Tutorial
Three Semester 1	Database for Administrators level 5	Communication		Digital Technology for Administrators
	IT-based unit (Database for Administrators level 6 when available)	Researching and Preparing Presentations		Human Resources: Administration or Administrative Theory and Practice

Shaded area = Core units

Guidance and support tutorial time could be an afternoon for work placement.