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| **Digital Technologies for Administrators HH82 34*****Office Technologies F7J9 34*** |
| **Summary** This Unit has been completely re-written. In Outcome 1, the focus has been switched from traditional hardware to mobile devices, remote networking and the use of technology to work remotely. Elsewhere in the unit, File management and Boolean search techniques have been removed in favour of the benefits and application of collaborative software, social media and web services in today’s working environment. As a result of these changes a new Unit title has been adopted which more accurately reflects the new content - *Digital Technologies for Administrators.* The Unit lends itself to a practical portfolio approach although can be assessed via a mix of assessment instruments. SQA is developing an online assessment that combines a range of question types with portfolio oriented tasks. |
| **Outcome 1** | **New Unit (HH82 34)** | **Old Unit (F7J9 34)** |
| **Changes to Outcome statement** | **Investigate and explain the use of ICT networks in the modern business environment.** | ***Provide recommendations for selecting equipment and software to meet the needs of the administrative function*** |
| **Changes to Knowledge & Skills** | * ICT networks
* Mobile devices
* Data storage
* Network security
* Benefits and risks of ICT innovations
 | * *Hardware*
* *Software*
* *Network and ICT security*
* *Mobile technologies*
 |
| **Changes to Evidence Requirements** | Identify and describe the features of an appropriate mobile device that could be used to connect with an ICT network. Justify this selectionIdentify and describe two or more services that can be used to communicate with colleagues using the selected mobile deviceDescribe the advantages and disadvantages of internally hosted and internet-based technologies for data storage and recommend the most appropriate for the organisationIdentify and describe the potential security issues related to the solution and make recommendations as to how these may be managedExplain the potential impact of the solution on the organisation in terms of productivity, efficiency, cost and legal implications. | *Provide examples of new templates and macros for four business documents**identify and explain one improvement in relation to hardware, wireless networks and mobile technology within an ICT system.**identify three improvements to software used to carry out the administrative function. An explanation must be provided to justify each choice.**identify four security issues which may arise from using ICT networks and describe the consequences to the organisation of each security issue.**recommend solutions for each identified security issue. An explanation must be provided for each solution.* |
| **Outcome 2** | **New Unit (HH82 34)** | **Old Unit (F7J9 34)** |
| **Changes to Outcome statement** | **Investigate and explain the effective use of social software in the modern business environment** | ***Investigate and explain the benefits of using e-technologies to carry out administrative tasks*** |
| **Changes to Knowledge & Skills** | * Types of social software
* Applications of Social Media in a professional context
* Professional communication and etiquette
* Legislation relating to social media communications.
* Web analytics
 | * *Uses and benefits of the internet for sourcing information*
* *Advanced internet search methods*
* *Validity of internet resources*
* *Uses and benefits of e-technologies for communication*
 |
| **Changes to Evidence Requirements** | Identify and explain two types of social software which an organisation can use to interact with stakeholders. Select two social software applications and explain and/or demonstrate the ways in which they could be used and their potential benefits to the organisation Explain and/or demonstrate correct etiquette when interacting in a professional capacity via social software and outline any legal considerationsExplain and/or demonstrate the ways in which web analytics can be used to inform an organisation’s social media activity | *use two e-technology communication methods and explain how each method helps the administrative function to perform more efficiently.**describe the main benefits of using the internet for sourcing information and explain the main methods to ensure information is valid.**source relevant information from the internet using a range of internet search methods for specific search criteria. Three items of appropriate information relating to the search criteria should be extracted using the following internet search methods:** *keyword*
* *key phrase*
* *two Boolean symbols*
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|  **Outcome 3** | **New Unit (HH82 34)** | **Old Unit (F7J9 34)** |
| **Changes to Outcome statement** | **Use web services and collaborative software to inform, plan and organise work** | **Plan and organise work using electronic tools** |
| **Changes to Knowledge & Skills** | * Verification and validity of information
* Web feeds
* E-Checklists
* Web services
* Evaluation of feedback
* Collaborative software
 | * *File Management*
* *Planning and prioritisation of tasks*
* *Electronic planning tools*
 |
| **Changes to Evidence Requirements** | Explain and/or demonstrate methods to verify the validity of information sourced or received via the internetExplain and/or demonstrate the use of a web feed to source relevant informationCreate an e-checklist to identify and prioritise four or more tasks relating to work, identifying any dependenciesExplain and/or demonstrate the use of a web service or software to organise a meeting or event involving three or more participantsUse a web service or software to obtain relevant feedback relating to the work completedEvaluate and present findings and conclusions derived from the feedback using collaborative software | *use file management tools to complete the following:* * *create folder*
* *create sub-folder*
* *delete folder*
* *move folder*
* *delete file*
* *move file*
* *copy files*
* *re-name file*
* *organise file:*
* *by type*
* *date*
* *size*

*Each task should be completed once.**Use electronic planning tools to carry out the following tasks:**organise a meeting between a minimum of four people**plan and prioritise work using a task list involving a minimum of eight tasks**The task list should include start dates and completion dates. Candidates must provide an explanation of the order in which the tasks are presented.**set reminders for three tasks, one of which must include a follow-up* |

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| **IT in Business: Spreadsheets HH83 34** |
| **Summary**In Outcome 1 the notable change is the introduction of a wide range of functions as possibilities for assessment, rather than the existing mandatory two. Although this introduces two additional functions, this is more than balanced by changes elsewhere in the Unit and increases the range of the assessment rather than the volume. The sequence of Outcomes 2 and 3 have been swapped with the evaluation of chart data consolidated for the entire Unit within Outcome 3. This will enable learners to evaluate their work in the context of the entire problem/scenario, rather than having to repeat this task for individual data sets and/or charts. This will also help make the evaluation more meaningful and increase the range and depth of possible conclusions.The requirement to repeat several tasks has been removed in most cases to reduce assessment and to try to avoid assessments becoming overly contrived (e.g. ‘*create* ***four*** *simple formulas’* etc.). Changes to Outcome 2 and 3 are minor. A new SQA Assessment Support Pack will be produced to exemplify a more flexible, holistic, problem-solving oriented approach with more guidance on making assessment judgements that are more focused on the solutions derived by the learner, rather than seeking to recreate a single “correct” answer and/or set of figures. |
| **Outcome 1** | **New Unit (HH83 34)** | **Old Unit (F84V 34)** |
| **Changes to Outcome statement** | **Design and create a spreadsheet to meet the needs of a business** | ***Create a spreadsheet design to provide solutions for a business scenario.***  |
| **Changes to Knowledge & Skills** | * Spreadsheet design
* Functions
* Formulas
* Cell references
* Cell formats
* Macro
* Security features for data protection
 | * Spreadsheet design
* Functions
* Formulas
* Cell references
* Cell formats
* *~~Comments~~*
* Macro
* Security features for data protection
 |
| **Changes to Evidence Requirements** | ***Design and*** create a spreadsheet comprising of **three** interconnected worksheets for application in a business context.the spreadsheet must include **two** complex formulas (using the principles of BODMAS) in formulas and/or functions apply two occurrences from the following forms of cell referencing: relative, absolute, named cell, named range, 3-D.apply **four** functions from the following, =SUM, =IF, =SUMIF, =COUNT, =COUNTIF, =COUNTIFS =DCOUNTA, =CONCATENATE, =LEFT, =RIGHT, =NOW(), =TODAY().apply appropriate cell formatting which must include the use of conditional formatting.apply **a** spreadsheet feature to control the worksheet view and/or layout.record and run **one** macro to assist with repetitive tasks.protect cell and worksheet data.  | create a spreadsheet using ***three*** interconnected worksheets to solve a business problemcreate ***four*** simple formulas and ***two*** complex formulas to include one occurrence of each of the following: add, subtract, multiply, dividein formulas and/or functions apply one occurrence of the following forms of cell referencing: relative, absolute, named cell, named range, 3-Dapply ***two*** functions: =SUM and =IFapply appropriate cell formatting to assist the analysis/reading of the worksheets using one occurrence of the following: *~~number, font enhancement~~*, conditional formattingapply ***two*** spreadsheet features to control the worksheet viewrecord and run ***one*** macro to assist with repetitive tasksprotect data using ***two*** different built in security features |
| **Outcome 2** | **New Unit (HH83 34)** | **Old Unit (F84V 34) (Outcome 3)** |
| **Changes to Outcome statement** | **Apply statistical functions and present information in an appropriate format.** | ***Present spreadsheet data in graphical form and interpret the results.*** |
| **Changes to Knowledge & Skills** | * Measures of central tendency
* Summarised data
* Frequency distribution
* Standard deviation
 | * Measures of central tendency
* Summarised data
* Frequency distribution
* Standard deviation
 |
| **Changes to Evidence Requirements** | perform calculations using **one** of the three methods of averaging — mean, median, mode within the same data set.summarise data using **one** of the three functions to calculate – Largest number in a range; Smallest number in a range; Number of entries in a range.prepare a frequency distribution table.calculate one standard deviation. | perform calculations using ***three*** methods of averaging — mean, median, mode within the same data set summarise data using ***three*** functions to calculate: Largest number in a range; Smallest number in a range; Number of entries in a range prepare a frequency distribution table *~~and represent the results graphically~~* calculate one standard deviation*~~analyse all data results providing a description, an explanation of the relevance of the evidence and draw conclusions supported by the information to resolve a business problem~~*  |
| **Outcome 3** | **New Unit (HH83 34)** | **Old Unit (F84V 34) (Outcome 2)** |
| **Changes to Outcome statement** | **Present spreadsheet data in graphical format and evaluate information** | ***Provide solutions to a business scenario using spreadsheet statistical functions.*** |
| **Changes to Knowledge & Skills** | * Graphical representation of a single data series
* Graphical representation of multiple data series
* Chart elements
* Evaluate information
 | * Graphical representation of a single data series
* Graphical representation of multiple data series
* Chart enhancements
* *Analyse data*
 |
| **Changes to Evidence Requirements** | create an appropriate chart to represent a single data series.create an appropriate chart to represent a multiple data seriesapply two chart *elements*.evaluate the statistical and graphical information acquired and explain its implications for the business. | create an appropriate chart to represent a single data series create an appropriate chart to represent a multiple data seriesapply two chart *enhancements**analyse each chart providing a description of the chart, an explanation of the relevance of the evidence and draw conclusions supported by the information to resolve a business problem*  |

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| **IT in Business: Word Processing and Presentation Applications HH84 34** |
| **Summary** Small changes to content. These changes consist of removal of assessment content and reduction in the range of evidence required thereby reducing assessment volume. |
| **Outcome 1** | **New Unit (HH84 34)** | **Old Unit (F84C 34)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills | * Word processing
* Business documents
* Form design
* Organisational house style
* Proofreading
* Mailable standard
 | * *~~Planning~~*
* Word processing
* Business documents
* Form design
* Organisational house style
* Proofreading
* Mailable standard
 |
| Changes to Evidence Requirements | Compose a business letter in response to given information within a realistic timescale.Produce a multi-page business document from a variety of sources, one of which must be an unseen electronic file containing five errors. The final document should include: a front page, table of content and index, plus pages of appropriate content.Apply word processing functions Apply different layouts to the document including: * columns
* page orientations
* sections

headers and footersProduce meetings documentation, including Notice of Meeting, Agenda and Action Minute. Design a one-page business form for a specific purpose. Candidates must show that they have taken into account the structure of the form including: the positioning of fields, the field sizes, white space and amount of information required | Compose a business letter in response to given information within a realistic timescale.Produce a multi-page business document from a variety of sources, one of which must be an unseen electronic file containing a minimum of six errors. The final document should include: a front page, table of content and index, plus an additional six pages of appropriate content.Apply a minimum of five word processing functions on at least one occasion. Apply different layouts which must include: * columns
* page orientations
* sections
* headers and footers

Produce a Notice of Meeting, Agenda and Action Minute. *~~The Agenda and Action Minute should comprise a minimum of three items in addition to the standard meeting items of apologies, minute of previous meeting, matters arising, any other business, and date/time of next meeting. The Action Minute should be created using the table function and contain details of two decisions and one action point be recorded.~~* Design a one-page business form for a specific purpose. Candidates must show that they have taken into account the structure of the form including: the positioning of fields, the field sizes, white space and amount of information required.*~~Plan work/a given task providing evidence that they have carried out the following:~~** *~~prioritised milestones within given task~~*
* *~~allocated resources~~*
* *~~anticipated/planned~~*

*~~Actual times in which milestones were achieved should be recorded against the planned timescales with appropriate explanations where adjustments were made.~~* |
| **Outcome 2** | **New Unit (HH84 34)** | **Old Unit (F84C 34)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills | No change | No change |
| Changes to Evidence Requirements | Create a data source from information provided, containing multiple records.Create a main document from information provided that contains address fields and two or more other fields from the data source. Produce appropriately sized labels using a filter.Produce a merged document using a filter. | Create a data source from information provided, containing a minimum of six recordsCreate a main document from information provided that contains address fields and a minimum of four other fields from the data source. Produce ***three*** appropriately sized labels using a filterProduce ***three*** merged documents using a filter. |
|  **Outcome 3** | **New Unit (HH84 34)** | **Old Unit (F84C 34)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills |  No change |  No change |
| Changes to Evidence Requirements | Evaluate the implications of UK legislation for a given scenario in relation to:* storage of information
* security and confidentiality of information
* security of equipment
* use of electronic communication systems
* changes in working practices
 | *Research a minimum of* ***three*** *pieces of UK legislation which influence the storage and use of information and the use of electronic communication systems summarising the key concepts of each**Evaluate the impact of* ***three*** *pieces of UK legislation on a given scenario making reference to:** *security and confidentiality of information*
* *security of equipment*
* *changes in working practices*
 |
| **Outcome 4** | **New Unit (HH84 34)** | **Old Unit (F84C 34)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills |  No change | No change |
| Changes to Evidence Requirements | Create a presentation using appropriate software. The presentation should be of sufficient length to incorporate the requirements below. Slides should be formatted consistently and make appropriate use of space. Include appropriate introduction, main presentation and conclusion.Create a customised themed slide to include:* Application of template
* Footer text
* Insert an appropriate picture/logo

Apply appropriate use of animation and transition Apply effects to include:* An internal hyperlink
* An external hyperlink
* Action buttons to guide viewer through the presentation

The Evidence Requirements of this Unit are not linked to any specific presentation software. While certain terms are used to illustrate the standard (e.g. “slides”), it is the **knowledge and skills** in using the relevant feature that are being assessed; therefore packages which employ differing terminology may also be used to assess the same **knowledge and skills** | Create a customised master slide to include:* Application of template
* *Footer text ~~in addition to slide number~~*
* Insert an appropriate picture/logo

Apply appropriate use of animation and transition * Apply effects to include:
* An internal hyperlink
* An external hyperlink
* *~~A graphic or picture~~*
* Action buttons to guide viewer through the presentation

*~~The final business presentation must adhere to an agreed organisational house style; and demonstrate seamless navigation throughout. Candidates must:~~** *~~Create a business presentation on a given topic that is a minimum of 10 slides~~*
* *~~Compile supporting information using the presentation software notes function~~*
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| **IT in Business: Advanced Word Processing HH86 35** |
| **Summary** Small changes to content. These changes consist of removal of assessment content and reduction in the range of evidence required thereby reducing assessment volume. |
| **Outcome 1** | **New Unit (HH86 35)** | **Old Unit (F84A 35)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills | No change | No change |
| Changes to Evidence Requirements | Evaluate existing document processing procedures.Recommend and explain improvements to an existingorganisational house style.Define an acceptable mailable copy standard.Provide examples of new templates and macros for twobusiness documents to meet the new house style.Explain the utility of house style, templates and macros interms of corporate image, reputation, productivity, efficiency,quality and professionalism. | Evaluate existing document processing proceduresRecommend and explain improvements to an existing organisational house styleDefine acceptable mailable copy Provide examples of new templates and macros for four business documents to meet the new house styleExplain the use of house style, templates and macros in terms of corporate image, reputation, productivity, efficiency, quality and professionalism |
| **Outcome 2** | **New Unit** | **Old Unit** |
| Changes to Outcome statement | **No change** | **No change** |
| Changes to Knowledge & Skills | No change | No change |
| Changes to Evidence Requirements | * Create ***two*** templates for business documents
* Create ***one*** macro
 | * Create ***three*** templates for business documents
* *~~Create a master document with sub-documents~~*
* Create ***two*** macros, accessible in two ways
 |
|  **Outcome 3** | **New Unit** | **Old Unit** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills |  No change |  No change |
| Changes to Evidence Requirements | * Select and use information from two data sources one from a different ***software*** application ***and one from another source***
 | * Select and use information from two data sources including one from a different application
* *~~Edit an existing recipient list making two edits~~*
 |
| **Outcome 4** | **New Unit** | **Old Unit** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills |  *Changed to:** Layout and features
 | * *~~Document management~~*
* *~~Advanced document formatting~~*
 |
| Changes to Evidence Requirements | * Insert **an** illustration
* Create a table of contents to ***two*** levels
* Use track changes and comments – at least **one** instance of **each**
 | * *~~Use document management features~~*
* Insert ***three***illustrations
* Create a table of contents to ***three***levels
* Use track changes and comments – accept ***three changes*** *and* ***reject two changes***
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| **Presentation Skills HH85 35** |
| **Summary**Considerable changes to Outcomes, Knowledge/Skills and Evidence Requirements, however the content within hasn’t changed radically. The focus has been shifted towards assessing knowledge in the context of the learner’s presentation rather than of generic theory and principles. Assessment volume has been reduced by removal of some assessment content and increasing flexibility in the range of possible evidence. Evaluation of the presentation is assessed holistically in Outcome 3, rather than duplicated for each stage of the activity in Outcomes 1, 2 and 3. |
| **Outcome 1** | **New Unit** | **Old Unit** |
| Changes to Outcome statement | **Evaluate the key components of making a successful presentation** | ***Evaluate a selection of business presentation methods appropriate to different presentation scenarios*** |
| Changes to Knowledge & Skills | * Manage presentation events
* Presentation methods
* Dealing with questions
* Coping strategies
* Audience management
 | * *Presentation Software*
* *Business presentation methods*
* *Evaluating*
 |
| Changes to Evidence Requirements | * Describe how the practicalities of the presentation will be managed
* Outline the rationale for the presentation method(s) to be used
* Develop a strategy for dealing with audience questions, including how difficult questions can be responded to
 | * *Describe the content, purpose, audience and type of location for three different presentation scenarios*
* *Identify and evaluate two business presentation methods for each scenario covering at least six different presentation methods overall*
* *Evaluate and justify the selection of business methods for each scenario*
 |
| **Outcome 2** | **New Unit** | **Old Unit** |
| Changes to Outcome statement | **Produce a screen-based presentation using presentation software** | ***Prepare and evaluate a screen-based presentation on an agreed topic*** |
| Changes to Knowledge & Skills | * Presentation software features
* Multi-media presentation software features
* Presentation planning and organisation
* Resource management
 | * Presentation software features
* Multi-media presentation software features
* Presentation planning and organisation
* Resource management
* *~~Analysis and critical self-evaluation~~*
 |
| Changes to Evidence Requirements | Amended to more clearly define the standard of performance rather than records that should be kept.*Number of slides\* left open but must conform to time constraints and new criteria regarding formatting and visual aesthetics. This will in effect create a range for the quantity of slides\* that are realistically possible while meeting the standard. In real life, presentations tend to be written to conform to time limits and a standard of formatting rather than a number of slides\*.**Evaluation moved to Outcome 3* |  |
| **Outcome 3** | **New Unit** | **Old Unit** |
| Changes to Outcome statement | **Deliver and evaluate a screen based presentation** | ***Deliver a screen-based presentation*** |
| Changes to Knowledge & Skills | * Delivery techniques
* Interaction with audience
* Presentation software
* Self evaluation
 | * Delivery techniques
* *~~Audience management~~*
* Interaction with an audience
* Presentation software
* *~~Peer~~* evaluation
 |
| Changes to Evidence Requirements | * Manage audience interaction by handling questions from the audience, responding in a clear and coherent manner with appropriate information and/or clarification
* Use a suitable method of evaluation and carry out an analysis of this evaluation. The analysis should identify areas of strength and weakness and make recommendation(s) for future presentations justified by these findings.
 | Manage interaction with the audience by *using a questions and answer session with a minimum of four questions.* *Manage peer evaluation of the presentation by deciding on the information required and the best means to collect and analyse it.*  |

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| **Information and Communication Technology in Business HH87 35** |
| **Summary**This Unit is designed to develop candidates’ knowledge and skills in identifying, evaluating, managing and presenting business information to facilitate and influence decision-making. The scope of Outcome 2 has been narrowed to focus on the security of data communication rather than entire systems, which have tended to focus on LANs and WANs, and are considered quite dated in technological terms. This is the only significant change to the Unit. The existing SQA Assessment Support Pack will be updated to align with the change. |
| **Outcome 1** | **New Unit (HH87 35)** | **Old Unit (F84W 35)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills | No change | No change |
| Changes to Evidence Requirements | No change | No change |
| **Outcome 2** | **New Unit (HH87 35)** | **Old Unit (F84W 35)** |
| Changes to Outcome statement | **Describe and evaluate data communication system *security* and new ICT innovations** | **Describe and evaluate data communication systems and new ICT innovations** |
| Changes to Knowledge & Skills | * *Security threats*
* *Security measures*
* ICT innovations
 | * Data communication systems
* Security
* ICT innovations
 |
| Changes to Evidence Requirements | The candidate will need evidence to demonstrate their knowledge and/or skills by showing that they can describe and evaluate data communication system ***security*** and ICT innovations. Evidence must be provided to demonstrate that candidates can:* identify and evaluate ….. etc
 | The candidate will need evidence to demonstrate their knowledge and/or skills by showing that they can describe and evaluate data communication system and ICT innovations. Evidence must be provided to demonstrate that candidates can:* identify and evaluate etc….
 |
| **Outcome 3** | **New Unit (HH87 35)** | **Old Unit (F84W 35)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills | No change | No change |
| Changes to Evidence Requirements | No change | No change |
| **Outcome 4** | **New Unit (HH87 35)** | **Old Unit (F84W 35)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills | No change | No change |
| Changes to Evidence Requirements | No change | No change |
| **Outcome 5** | **New Unit (HH87 35)** | **Old Unit (F84W 35)** |
| Changes to Outcome statement | No change | No change |
| Changes to Knowledge & Skills | No change | No change |
| Changes to Evidence Requirements | Additional statement:*The Evidence Requirements of this Unit are not linked to any specific presentation software. While certain terms are used to illustrate the standard (e.g. “slides”), it is the* ***knowledge and skills*** *in using the relevant feature that are being assessed; therefore packages which employ differing terminology may also be used to assess the same* ***knowledge and skills****.* | No change |

**Other changes:**

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| **Administration and Information Technology: Graded Unit 1** **HH9M 34** | Paper 1 – In the previous Graded Unit 1, six marks were allocated to questions relating to the unit *Office Technologies*. This has been amended to reflect the inclusion of the replacement unit *Digital Technologies for Administrators* with the same allocation of marks applying*.*Paper 2 - *Digital Technologies for Administrators* also replaces *Office Technologies* as unit content available for sample throughout.This will result in some changes to assessment content in the new Graded Unit 1, affecting 6 marks for Paper 1, with the impact on Paper 2 depending on the specific sample selected for each assessment.Additional detail has been added to criteria within section ‘*Designing the assessment task and assessing learners*’ to provide greater clarity to assessment writers. This content merely consolidates the structure and conditions of existing assessments. |
| **Administration and Information Technology: Graded Unit 2****HH9N 35** | Changes to this unit specification as a result of changes to constituent units are limited to administrative aspects (e.g. unit codes).Additional detail has been added to criteria within section ‘*Designing the assessment task and assessing learners*’ to provide greater clarity to assessment writers. This content merely consolidates the structure and conditions of existing assessments.There is a small possibility that content within existing assessments may no longer be valid if/where content has been removed from the relevant constituent unit(s). Centres should map existing assessments against the content of the constituent units to ensure all Graded Unit 2 assessment content is valid.SQA will provide an updated Assessment Support Pack for the new unit. |
| **Administration and Information Technology: Graded Unit 2****HH9R 35** | Changes to this unit specification as a result of changes to constituent units are limited to administrative aspects (e.g. unit codes).Additional detail has been added to criteria within section ‘*Designing the assessment task and assessing learners*’ to provide greater clarity to assessment writers. This content merely consolidates the structure and conditions of existing assessments.There is a small possibility that content within existing assessments may no longer be valid if/where content has been removed from the relevant constituent unit(s). Centres should map existing assessments against the content of the constituent units to ensure all Graded Unit 2 assessment content is valid.SQA will provide an updated Assessment Support Pack for the new unit. |
| **IT in Business: Advanced Spreadsheets F849 35** | A few changes were made to Outcome 2 to clarify Evidence Requirements. In Outcome 3 the number of statistical and financial functions required for the assessment was reduced from three to two, and the analysis of the business problem/process now applies to all Outcomes holistically rather than requiring this to be repeated for each Outcome and therefore for the analysis to be more meaningful.These changes are not significant enough to warrant a change of code for the Unit. |
| **IT in Business: Advanced Databases F848 35** | The only change to this Unit was to Outcome 2, to broaden the Knowledge, Skills and Evidence Requirements to include other ways of importing image data than hyperlinks.This did not warrant a change of code for the Unit. |