

# NextGen: HN unit specification

## Administration Fundamentals (SCQF level 7)

**Unit code:** J99Y 47

**SCQF level:** 7 (24 SCQF credit points)

**Valid from:** August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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# Unit purpose

This unit develops learners' knowledge and understanding of the administrative function in today's working environment. It gives an overview of the role of the administration team within an organisation and how an administrator can support to the wider organisation.

Learners develop the skills needed to ensure smooth business operations, support strategic decisions and improve efficiency. They explore the importance of effective communication and compliance with HR and legislative policies, as well as personal development activities.

The unit highlights the vital role of effective administration in adapting to rapid changes in the business environment, managing remote workforces and maintaining compliance with evolving regulations.

It is suitable for learners studying administration, and is primarily intended for learners who want to pursue a career or further study in administration.

Entry to the unit is at your centre's discretion. Before they start the unit, it would be useful for learners to have a working knowledge of current administrative software and basic knowledge of general administration tasks.

This is a mandatory unit in Higher National Certificate (HNC) Administration and Digital Business Technologies. Learners can also complete it as stand-alone unit.

Learners who complete the unit as part of the HNC can progress to HND Administration Management and Digital Business Technologies (SCQF level 8) or to degree-level study. They can also find employment in senior administration or supervisory roles in a business environment.

# Unit outcomes

Learners who complete this unit can:

1. explain organisational structure including the role and purpose of the administration function within an organisation
2. explain the role of a senior administrator and support the recruitment and selection process
3. provide administrative support services to the wider organisation

## Evidence requirements

Learners must produce an e-portfolio of evidence that covers all outcomes. They must organise their evidence systematically within a digital filing system.

Assess all outcomes under open-book conditions.

Use an evolving scenario to assess all outcomes. Learners:

- develop their understanding of the administrative function and its role in the wider organisation (outcome 1)
- carry out a job evaluation of their own role, and establish a recruitment and selection process (outcome 2)
- provide administrative support to the wider organisation (outcome 3)

### Outcome 1

Learners create a digital filing system where they save their evidence for all outcomes.

They must produce evidence to show they can:

- design a basic structure of an organisation
- identify the purpose of the administrative function
- explain the need for organisational policy and procedures
- create a digital filing system

## **Outcome 2**

Learners must produce evidence to show they can:

- identify the skills and attributes needed to be a senior administrator
- develop personal goals and objectives to progress to a senior administration role
- create appropriate documentation to apply for a senior administration role
- design a recruitment and selection procedure and supporting documentation

## **Outcome 3**

Learners must produce evidence to show they can:

- describe the purpose of a standardised file management system that complies with current legislation
- explain the support services provided by the administrative team to the wider organisation
- describe meeting management, including facilitating communication and decision making:
  - create a meeting management procedure
  - develop skills in planning, scheduling and facilitating meetings using digital tools and platforms
  - describe the use of standardised meeting documentation, and ensure it complies with organisational templates and guidelines
- identify, plan and organise sustainable travel options within an allocated budget
- explain the significance of maintaining positive internal and external relationships through excellent customer service

# Knowledge and skills

Knowledge	Skills
<p><b>Outcome 1</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• basic organisational structure, including functional groupings and objectives</li> <li>• the purpose of the administrative function</li> <li>• the purpose of administrative policies and procedures</li> <li>• digital filing systems and the impact of data legislation</li> </ul>	<p><b>Outcome 1</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• design a basic organisational chart highlighting the administrative function</li> <li>• identify key content to be included in administrative policies and procedures</li> <li>• establish a digital filing system</li> <li>• describe five data protection responsibilities of the organisation</li> </ul>
<p><b>Outcome 2</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the skills and attributes needed to be a senior administrator</li> <li>• setting personal goals and objectives</li> <li>• the purpose of a CV and covering letter</li> <li>• recruitment and selection processes</li> <li>• sustainable working arrangements</li> <li>• employment legislation</li> </ul>	<p><b>Outcome 2</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• carry out a job analysis</li> <li>• identify five skills and attributes needed to be a senior administrator</li> <li>• define three personal goals and objectives</li> <li>• design a personal CV and covering letter</li> <li>• create a recruitment and selection procedure</li> <li>• design a job description, person specification and a job advert for an administration role</li> <li>• explain how employment legislation applies to recruitment and selection documentation</li> </ul>

Knowledge	Skills
<p><b>Outcome 3</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the need for a standardised approach to file management across the wider organisation</li> <li>• key areas of support for the administrative function</li> <li>• meeting procedures and protocol</li> <li>• how to plan, schedule and facilitate meetings using digital tools and platforms</li> <li>• how to prepare meeting documentation that complies with organisational templates</li> <li>• sustainable travel options that include contingency planning</li> <li>• how to distinguish between internal and external customers, and know how to manage their expectations effectively</li> <li>• the importance of maintaining positive relationships through excellent customer service</li> <li>• processes and procedures for handling customer complaints</li> </ul>	<p><b>Outcome 3</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• create a file management procedure that complies with current legislation</li> <li>• create a meeting management procedure for a monthly administration team meeting: <ul style="list-style-type: none"> <li>○ co-ordinate and schedule a meeting using a digital platform</li> <li>○ prepare a meeting agenda</li> <li>○ participate in a virtual meeting</li> <li>○ prepare and distribute a set of action minutes</li> <li>○ file meeting documentation digitally using appropriate conventions and metadata</li> </ul> </li> <li>• research and identify sustainable travel options that are within a fixed budget</li> <li>• create a travel itinerary</li> <li>• manage unexpected changes to a travel itinerary</li> <li>• define the needs of internal and external customers</li> <li>• describe the importance of maintaining positive relationships</li> <li>• design a complaint management process</li> </ul>

## Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

## Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
  - filtering out non-essential information, sorting information into categories and understanding the relationship between information
- integrity:
  - being self-aware and exercising self-control in reporting insights
- adapting:
  - accepting new ideas and reflecting critically on them, self-educating and responding constructively to change
- initiative:
  - taking responsibility for actions and managing risks in processing data, underpinned by self-belief and trust in their own judgment

## **Social intelligence**

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
  - listening to and understanding instructions, including directions relating to practical work
  - communicating data insights in a way that is relevant to their audience
- collaborating:
  - using technology to coordinate and convey information
- leading:
  - self-motivating to achieve results

## **Innovation**

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
  - exploring software functionality and asking questions about the subject to improve skills, knowledge and performance
- creativity:
  - generating ideas, constructing solutions and presenting findings using digital technologies
- sense-making:
  - analysing and interpreting data to solve problems or influence change

- critical thinking:
  - applying logical thinking and judgement while completing tasks

## **Literacies**

This unit provides opportunities to develop the following literacies.

### **Numeracy**

- researching and identifying sustainable travel options that are within a fixed budget

### **Communication**

- organising and participating in meetings

### **Digital**

- using digital platforms to access information to support learning and understanding
- using a computer or digital device to develop a digital filing system

# Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Through its focus on sustainable practices, the unit encourages learners to embed sustainable decision making into their working practices. They are encouraged to consider eco-friendly travel arrangements to minimise carbon footprint. By adopting flexible and sustainable working practices, they can reduce the need for travel, further contributing to environmental conservation. The unit also emphasises how digital processes and procedures can conserve resources, reduce energy consumption and minimise waste. By incorporating these sustainability practices, learners can contribute to a greener and more sustainable future.

## Delivery of unit

This is a mandatory unit in HNC Administration and Digital Business Technologies. You can also deliver it as a stand-alone unit.

The notional time for delivery and assessment is 120 hours. The amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

**Outcome 1** — explain organisational structure including the role and purpose of the administration function within an organisation (20 hours)

**Outcome 2** — explain the role of the senior administrator and support the recruitment and selection process (40 hours)

**Outcome 3** — provide administrative support services to the wider organisation (60 hours)

## **Additional guidance**

The guidance in this section is not mandatory.

### **Approaches to delivery**

You can deliver the unit in person or online. Learners complete all the tasks independently, but there may be opportunities for group work.

### **Approaches to assessment**

Assessment tasks for all outcomes are open-book.

Learners create a digital filing system where they save their evidence for all outcomes. They should give you access to this folder.

# Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

# Information for learners

## Administration Fundamentals (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

### Unit information

The unit helps you develop the knowledge and skills you need to work in an administrative environment. You:

- learn about the purpose of an administration team and their role within the wider organisation
- learn about the skills and attributes you need to work in an administration team, and develop the skills and knowledge to support recruitment and selection processes
- develop the skills you need to support the wider organisation, including how to plan, schedule and facilitate meetings, organise sustainable travel and provide effective customer service

Before you start the unit, it would be useful for you to have a working knowledge of current administrative software and basic knowledge of general administration tasks.

During the unit you use your research skills to identify the skills, knowledge and attributes you need to carry out an administrative role, and use your IT skills to create a CV and covering letter.

You also use your IT skills to create templates and procedures to support the wider organisation while complying with current legislation. You create and maintain a digital filing system for all your documents.

You complete all the tasks independently, but there may be opportunities for group work.

The unit is suitable if you want to pursue a career or further study in administration.

If you complete the unit as part of HNC Administration and Digital Business Technologies, you can progress to HND Administration Management and Digital Business Technologies (SQCF level 8) or to degree-level study. You can also find employment in senior administration or supervisory roles in a business environment.

## **Meta-skills**

Throughout this unit, you develop meta-skills that are useful for the administration sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

## **Self-management**

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
  - filtering out non-essential information, sorting information into categories and understanding the relationship between information
- integrity:
  - being self-aware and exercising self-control in reporting insights
- adapting:
  - accepting new ideas and reflecting critically on them, self-educating and responding constructively to change

- initiative:
  - taking responsibility for actions and managing risks in processing data, underpinned by self-belief and trust in their own judgment

## **Social intelligence**

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
  - listening to and understanding instructions, including directions relating to practical work
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- collaborating:
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- leading:
  - self-motivating to achieve results

## **Innovation**

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
  - exploring software functionality and asking questions about the subject to improve skills, knowledge and performance
- creativity:
  - generating ideas, constructing solutions and presenting findings using digital technologies

- sense-making:
  - analysing and interpreting data to solve problems or influence change
- critical thinking:
  - applying logical thinking and judgement while completing tasks

## **Learning for Sustainability**

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the administration sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Through its focus on sustainable practices, the unit encourages you to embed sustainable decision making into your working practices. You are encouraged to consider eco-friendly travel arrangements to minimise carbon footprint. By adopting flexible and sustainable working practices, you can reduce the need for travel, further contributing to environmental conservation. The unit also emphasises how digital processes and procedures can conserve resources, reduce energy consumption and minimise waste. By incorporating these sustainability practices, you can contribute to a greener and more sustainable future.

# Administrative information

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**Superclass:** AY

## History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

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