

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 basic administrative tasks
- ◆ the ability to use basic functions of word processing, spreadsheets and databases to carry out administrative tasks
- ◆ basic skills in using appropriate digital technologies to gather and communicate information

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

In terms of prior learning and experience, relevant Experiences and Outcomes may also provide an appropriate basis for doing this Course.

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.

Mandatory skills, knowledge and understanding	IT Solutions for Administrators	Communication in Administration	Administration in Action
knowledge and understanding of basic tasks performed in the workplace	✓	✓	✓
using basic functions of word processing, spreadsheets, databases and presentations, in familiar contexts	✓	✓	✓
using technology to find specific information	✓	✓	✓
using e-mail for communicating short 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 and 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 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 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.

A combined approach is recommended, 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 must be combined within all activities to be meaningful.

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

The development of both specific and generic skills administration and IT- will be central to this Course, and teachers and 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. Teachers and 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 judgements 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. Teachers and lecturers must only assess skills for these units — knowledge (oral) assessment is not valid.

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:

- ◆ print-outs of the work completed
- ◆ observation of learners performing tasks

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 the Outcomes of one (or more) Units

Teachers and 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 and 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 and 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.

Appendix 1: Reference documents

- ◆ [Assessment arrangements](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Recent SQA research](#)
- ◆ [Remote assessment](#)
- ◆ [SCQF Handbook](#)
- ◆ [SCQF level descriptors tool](#)
- ◆ [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)

Administrative information

Published: August 2024 (version 2.0)

History of changes to Course Support Notes

Version	Description of change	Authorised by	Date
2.0	<p>Clarified the 'General guidance on the Course' section.</p> <p>Amended the description of the Units in the 'Approaches to assessment' section to be more specific.</p> <p>Removed reference to desktop publishing throughout.</p> <p>Appendix 1: Reference documents updated.</p> <p>Some changes made to the format to improve accessibility.</p>	Qualifications Manager	August 2024

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



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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 basic administrative tasks.

Learners will use basic functions of word processing, spreadsheets and databases to create and edit documents.

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

In terms of prior learning and experience, relevant Experiences and Outcomes may also provide an appropriate basis for doing this 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
<p>Use basic functions of a spreadsheet</p>	<p>Editing, inserting or deleting data in a worksheet.</p> <p>Editing a worksheet by applying a format such as:</p> <ul style="list-style-type: none"> ◆ currency ◆ borders ◆ shading ◆ text formatting, for example bold, italics, underline, centre, changing size and font <p>Editing a worksheet by using formulae such as:</p> <ul style="list-style-type: none"> ◆ add ◆ subtract ◆ sum <p>Creating a chart, from adjacent cells, and insert a title and labels which are given to them, such as:</p> <ul style="list-style-type: none"> ◆ pie ◆ bar or column 	<p>Using functions to:</p> <ul style="list-style-type: none"> ◆ prepare costings and budgets ◆ present information in chart format, for example survey responses, budgets and attendance

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Use basic functions of a flat database	Populating and editing a table by: <ul style="list-style-type: none"> ◆ entering data ◆ amending data ◆ deleting fields ◆ deleting records 	Working with flat database files to: <ul style="list-style-type: none"> ◆ populate an address book, supplier or customer list ◆ create a list of attendees for an event
Use basic functions of word processing	Amending business documents by: <ul style="list-style-type: none"> ◆ inserting and deleting information ◆ using a text format, such as: bold, italics, underline, centre, changing size and font ◆ inserting a graphic from a file and the internet 	Preparing the documents using features such as: <ul style="list-style-type: none"> ◆ letters to customers and suppliers ◆ personal CVs and covering letters ◆ posters and leaflets

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 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 and 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

- ◆ [Assessment arrangements](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Recent SQA research](#)
- ◆ [Remote assessment](#)
- ◆ [SCQF Handbook](#)
- ◆ [SCQF level descriptors tool](#)
- ◆ [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)

Administrative information

Published: August 2024 (version 2.0)

Superclass: AY

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Amended the assessment Outcomes in the 'Aims' section to be more specific. Amended the 'Approaches to learning, teaching and assessment' section to link in with the aims. Appendix 1: Reference documents updated. Some changes made to the format to improve accessibility.	Qualifications Manager	August 2024

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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 develop learners' awareness of administration in the workplace and to complete basic administrative tasks.

Learners will use digital technologies to access information, search the internet, prepare presentations and send e-mails to communicate information.

Learners who complete this Unit will be able to:

- ◆ Use digital technologies to access specific information
- ◆ Use functions of digital technologies 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

In terms of prior learning and experience, relevant Experiences and Outcomes may also provide an appropriate basis for doing this 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

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Use digital technologies to access information	<p>Searching for specific information on the internet, by:</p> <ul style="list-style-type: none"> ◆ using search engines ◆ navigating hyperlinks ◆ printing information and an extract of information <p>Use centre’s internal network (intranet), to access files.</p>	<p>Use technology to access information by:</p> <ul style="list-style-type: none"> ◆ using the internet to research travel information, for example maps, venues, accommodation prices ◆ accessing shared areas on the centre’s network or intranet to find files ◆ using online networks and VLEs
Use functions of digital technologies to prepare and communicate information	<p>Amend presentations by:</p> <ul style="list-style-type: none"> ◆ inserting and editing text ◆ deleting information and slides ◆ formatting, such as: <ul style="list-style-type: none"> — bold, italics, underline, centre, changing size and fonts — inserting or deleting bullets — applying and changing background and design template ◆ inserting a graphic from a file and the internet <p>Use e-mail by:</p> <ul style="list-style-type: none"> ◆ entering an appropriate subject that is given ◆ keyboarding short message that is given ◆ sending to a single recipient 	<p>Prepare and communicate information by:</p> <ul style="list-style-type: none"> ◆ modifying presentations ◆ using e-mail to encourage a paperless environment, for example sending homework, invitations for events and class work via e-mail ◆ uploading files to the centre’s intranet or network, for example photographs, presentation, notices

August 2024 (version 2.0)

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 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 and 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

- ◆ [Assessment arrangements](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Recent SQA research](#)
- ◆ [Remote assessment](#)
- ◆ [SCQF Handbook](#)
- ◆ [SCQF level descriptors tool](#)
- ◆ [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)

Administrative information

Published: August 2024 (version 2.0)

Superclass: AY

History of changes to Unit Support Notes

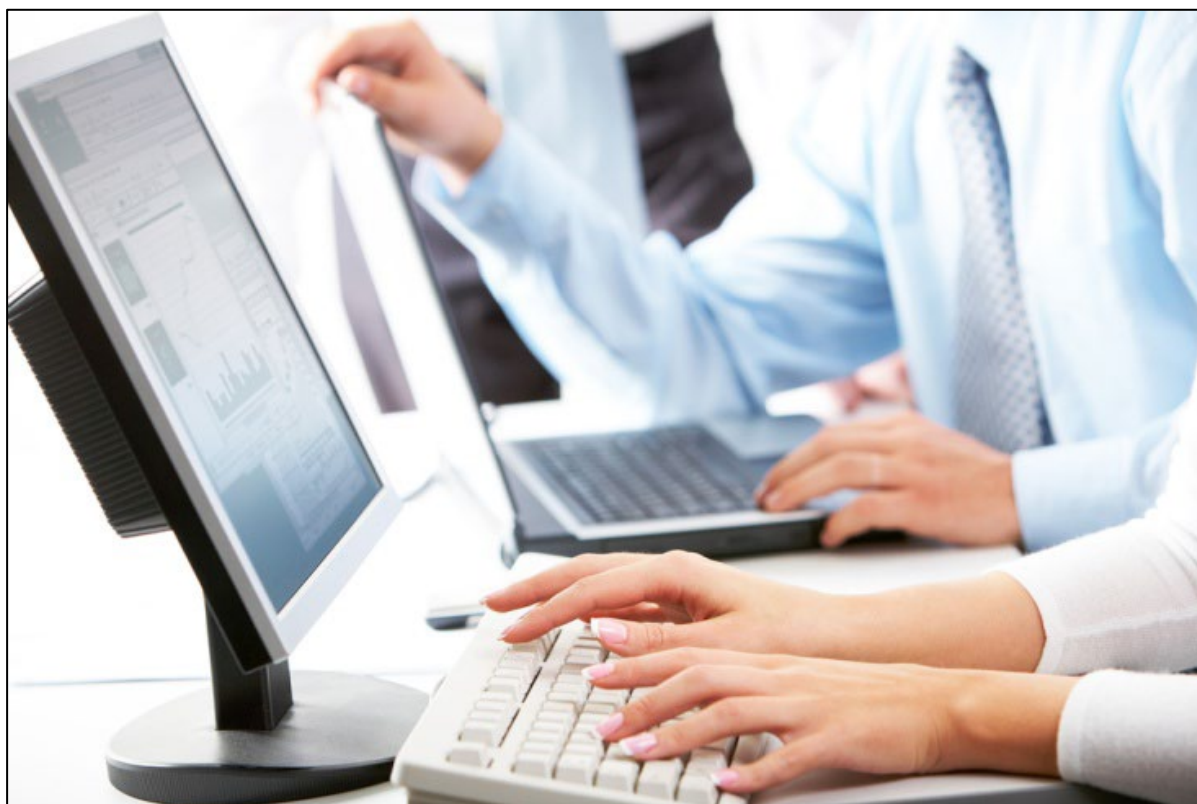
Version	Description of change	Authorised by	Date
2.0	Amended the assessment Outcomes in the 'Aims' section to be more specific. Amended the 'Approaches to learning, teaching and assessment' section to link in with the aims. Appendix 1: Reference documents updated. Some changes made to the format to improve accessibility.	Qualifications Manager	August 2024

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Unit Support Notes — Administration in Action (National 3)



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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 develop learners' awareness of administration in the workplace and to complete basic administrative tasks.

Learners will use digital technologies to work through a series of administrative tasks given in the scenario.

Learners who complete this Unit will be able to:

- ◆ Work through a series of digital technology 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

In terms of prior learning and experience, relevant Experiences and Outcomes may also provide an appropriate basis for doing this 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 basic and as relevant 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 administration and IT 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 administration and IT tasks which could support the delivery of this Unit.

Suggested scenario: staff Christmas party

Topic	Suggested experiences and activities
Amending a spreadsheet or database.	<ul style="list-style-type: none"> ◆ Enter costings for the Christmas party using information received from different venues or hotels. ◆ Using formulae for totalling costs.
Creating a chart.	<ul style="list-style-type: none"> ◆ Creating a bar graphic using the Christmas party spreadsheet. ◆ Labelling the chart.
Amending a word processing document.	<ul style="list-style-type: none"> ◆ Updating a poster or notice for the staff Christmas party — showing the cost per person coming from the costing spreadsheet.
Amending a presentation.	<ul style="list-style-type: none"> ◆ Updating an awards presentation for staff to show at the Christmas party.
Sending an e-mail.	<ul style="list-style-type: none"> ◆ E-mailing a manager of a department about the details of the Christmas party.

Suggested scenario: modernising a local restaurant

Topic	Suggested experiences and activities
Amending a spreadsheet or database.	◆ Entering records of new suppliers into a supplier database.
Creating a chart.	◆ Creating a chart using the sales figures from a given spreadsheet and labelling it.
Amending a word processing document.	◆ Updating a letter to send to potential suppliers from the database asking them for their sales brochure and price list.
Amending a presentation.	◆ Updating a sales presentation, using formatting, to show to a bus tour company so that the tour will stop at the restaurant.
Sending an e-mail.	◆ Replying to an e-mail requesting a quote from a business for a 3-course lunch for 20 people.

Combining assessment within Units

The evidence for this Unit will be generated through practical IT 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 and 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

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- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Recent SQA research](#)
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- ◆ [SCQF Handbook](#)
- ◆ [SCQF level descriptors tool](#)
- ◆ [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)

Administrative information

Published: August 2024 (version 2.0)

Superclass: AY

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Amended the assessment Outcomes in the 'Aims' section to be more specific. Appendix 1: Reference documents updated. Some changes made to the format to improve accessibility.	Qualifications Manager	August 2024

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