

# E230 ADMINISTRATIVE SYSTEMS (YEAR 12) – 2008 - 2009

## Rationale

The emphasis of this subject is on developing administrative and personal management skills for further education and training, or for employment in the office management field.

This subject explores, in a practical way, the role of office management and the impact of communication and technology on the office, and also examines document and financial management procedures. Integral to the subject is the development of the qualities required in an enterprising and worthwhile young adult, such as problem-solving skills, initiative, assertiveness and the ability to work in teams.

Administrative Systems allows for both school-based and workplace learning. Integration with other accredited subjects within the Technology and Enterprise area is possible.

This subject serves the needs of a wide range of students through the development of understandings, skills and attitudes relevant to individual and business needs, thereby enabling students to fulfil their potential and contribute to the progress of society.

This subject can provide the business component of a vocational program of study as well as the opportunity to gain credit transfer to TAFE.

## Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. A set of components is listed under each outcome. These components are specified for the development of each outcome and indicate how students will demonstrate achievement of the outcomes in this subject.

**If schools wish to vary these components they may do so provided it can be demonstrated that the outcomes are still able to be achieved and that the subject is still assessed through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.**

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance on a subset of subject outcomes. A generalised set of performance criteria supports the assessment framework.

A procedure for rating student performance on each outcome and allocating grades has also been stipulated.

## Subject Outcomes

Within the context of Administrative Systems, the student is provided with opportunities to meet each of the following outcomes:

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| <p><b>Outcome 1:</b> Understands the role of administration and organisational structures within business.</p> <p><b>Outcome 2:</b> Selects and uses appropriate technology in an administrative environment.</p> <p><b>Outcome 3:</b> Applies effective communication skills to facilitate the flow of information within the office.</p> <p><b>Outcome 4:</b> Processes and manages information relating to the office environment.</p> <p><b>Outcome 5:</b> Undertakes a range of business activities.</p> <p><b>Outcome 6:</b> Works effectively as a team member.</p> <p><b>Outcome 7:</b> Identifies problems within the office and suggests improvements.</p> <p><b>Outcome 8:</b> Applies cash management procedures as used in the office.</p> |
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## Components of Outcomes

<p><b>Outcome 1:</b> Understands the role of administration and organisational structures within business.</p>
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The following components amplify the context and meaning of the outcome. The student:

- describes the changing structures in business (including aspects such as top management, middle management, supervisor, operation levels, contracting, outsourcing)
- explores management responsibilities in relation to recruitment and promotion of personnel (such as job descriptions, duty statements, induction, equal opportunity legislation, supervision, staff development, termination)
- investigates job-seeking skills
- explores the diversification of working practices due to technological changes.

**Outcome 2:** Selects and uses appropriate technology in an administrative environment.

The following components amplify the context and meaning of the outcome. The student:

- uses information technology systems (such as email, networks, scanner)
- operates a range of office equipment (such as telephone systems, answering machine, facsimile machine, shredder, photocopier, binder, laminator, overhead projector)
- describes procedures for selection, security and maintenance of office equipment.

**Outcome 3:** Applies effective communication skills to facilitate the flow of information within the office.

The following components amplify the context and meaning of the outcome. The student:

- uses appropriate verbal and non-verbal communication skills (such as spelling, proofreading, summarising, comprehension, reception protocol, telephone etiquette, gender equity language, employment interview)
- prepares simple business documents (such as letters, memoranda, facsimile messages, short reports, forms, telephone messages, advertisements and notices, notices of meeting, agendas, minutes of meetings)
- completes a variety of forms for both internal and external use (such as invoices, statements, requisitions, applications, telephone messages, MICR, OCR, speciality forms)
- investigates communications technology (such as mobile phones, pagers, voice mail).

**Outcome 4:** Processes and manages information relating to the office environment.

The following components amplify the context and meaning of the outcome. The student:

- locates, uses and manages appropriate sources of information (such as libraries, government departments and agencies, databases, CD-ROMs, reference material, media, directories, manuals, forms, legislation e.g. *Copyright Act*)
- classifies and catalogues information for future use (examples could include forms, legislation, periodicals, magazines, office logs and schedules)
- explains the legal implications of misuse of information (including defamation and privacy)
- applies recycling techniques to minimise paper wastage.

**Outcome 5:** Undertakes a range of business activities.

The following components amplify the context and meaning of the outcome. The student:

- prepares a daily work schedule
- plans and prepares a range of business activities (such as formal/informal meetings, office functions, conferences, including teleconferencing, travel arrangements)
- produces documents relevant to the planned business activities (see above).

**Outcome 6:** Works effectively as a team member.

The following components amplify the context and meaning of the outcome. The student:

- participates in identifying group goals and determines tasks necessary to achieve the goals
- seeks to complete agreed tasks to meet team goals
- monitors and reprioritises tasks to achieve team goals (including time management)
- participates cooperatively and provides support within a team (including aspects such as assertiveness, stress management)
- evaluates team performance against team goals.

**Outcome 7:** Identifies problems within the office and suggests improvements.

The following components amplify the context and meaning of the outcome. The student:

- uses effective decision-making skills:
  - identifies a problem or goal
  - develops and evaluates the alternatives
  - makes a choice and implements the choice
  - monitors, reviews and follows up
  - applies conflict resolution skills
- seeks the assistance and advice of others.

**Outcome 8:** Applies cash management procedures as used in the office.

The following components amplify the context and meaning of the outcome. The student:

- prepares cash management records (such as petty cash, payroll)
- completes and validates banking and business documents (including examples such as cheques and cheque butts, deposit slips, electronic funds transfer, credit cards, bank reconciliation).

## Common Assessment Framework

The framework outlined below specifies a series of common assessment tasks for this subject. The framework gives the student at least two opportunities to demonstrate achievement of each outcome. All components must be covered at least once in the teaching/learning program.

Each common assessment task measures student performance on a subset of subject outcomes. For each outcome measured in a task, student performance will be rated as Very High (V), High (H), Satisfactory (S) or Not Demonstrated (ND).

Administrative Systems		
Task	Specified Outcomes	Task Description
One	1, 2, 3, 4, 6, 7	Oral Presentation - Group
Two	3, 4, 5, 6, 7, 8	Practical Applications 1
Three	3, 4, 5, 6, 7, 8	Practical Applications 2
Four	1, 2, 3, 4, 7	Individual Project

## Common Assessment Tasks Booklet

The *Common Assessment Tasks* booklet for this subject further describes each task, and defines parameters for its completion. Schools are free to determine specific assessment details within these parameters. Copies of the booklet are available from the Curriculum Council and are included with the syllabus, on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

## Performance Criteria

**Outcome 1: Understands the role of administration and organisational structures within business.**

Satisfactory	High	Very High
The student describes administrative responsibilities and organisational structures within a business.	The student analyses administrative responsibilities and organisational structures within a business.	The student evaluates administrative responsibilities and organisational structures within a business.

**Outcome 2: Selects and uses appropriate technology in an administrative environment.**

Satisfactory	High	Very High
The student uses a range of office technology and equipment to complete a variety of tasks according to prescribed guidelines and set routines.	The student uses and describes a range of office technology and equipment to complete a variety of tasks according to prescribed guidelines and set routines.	The student independently selects, uses and describes a range of office technology and equipment to complete a variety of tasks according to prescribed guidelines and set routines.

**Outcome 3: Applies effective communication skills to facilitate the flow of information within the office.**

Satisfactory	High	Very High
The student communicates clearly and coherently and generally uses appropriate terminology and methods of communication in the correct context.	The student presents ideas and information clearly and coherently and applies appropriate methods of communication in a manner suited to the context and purpose of the presentation (written or oral).	The student communicates ideas and information in a coherent and logical manner and consistently applies appropriate methods of communication in a manner suited to the context and purpose of the presentation (written or oral).

**Outcome 4: Processes and manages information relating to the office environment.**

Satisfactory	High	Very High
The student collects information on issues relating to the office from a limited variety of sources and organises this information for retrieval.	The student collects information on issues relating to the office from a variety of sources, organises it effectively and selects appropriate information relating to a specific issue.	The student selects information appropriate for the purpose, organises and categorises information, and selects and uses information to assist the analysis of an issue relating to the office.

**Outcome 5: Undertakes a range of business activities.**

Satisfactory	High	Very High
Within existing guidelines, the student sets and follows a work schedule to complete tasks.	The student uses personal management skills to set and keep to a work schedule to complete tasks.	The student uses effective personal management skills to independently establish and maintain a work schedule and to evaluate the end result.

**Outcome 6: Works effectively as a team member.**

Satisfactory	High	Very High
The student works effectively with others and performs an agreed role or task.	The student participates effectively with others to establish and define the goals of the team and contributes positively towards completing tasks and/or achieving agreed goals.	The student negotiates with others to establish and define team goals and roles, organises procedures and time frames, and monitors progress towards achieving these goals.

**Outcome 7: Identifies problems within the office and suggests improvements.**

Satisfactory	High	Very High
The student identifies a simple office problem and describes alternative methods by which a solution may be found.	The student explains and clarifies alternative methods for solving a simple problem within the office and selects and applies a solution.	The student discusses and evaluates methods of solving a simple problem within the office, and selects, applies and monitors the effectiveness of the preferred solution.

**Outcome 8: Applies cash management procedures as used in the office.**

Satisfactory	High	Very High
The student records, prepares and processes cash management documentation as used in the office.	The student records, prepares and processes more complex cash management documentation as used in the office.	The student records, prepares and processes more complex cash management documentation as used in the office, and verifies the accuracy of data input.

## Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

**Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:**

- the student has completed all the CATs incorporating that outcome
- the student has demonstrated S for that outcome in at least one task.

**The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.**

**Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.**

## Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

**A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND an E grade is awarded.**

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* booklet.

## Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

## Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

## Resources

### Support Material

Support material for this subject, including a resources list can be ordered through the Curriculum Council Publications Catalogue and is available on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

