

# NQ Administration and IT Verification Summary 2025–26

## Verification information

|                               |                       |
|-------------------------------|-----------------------|
| <b>Subject:</b>               | Administration and IT |
| <b>Verification activity:</b> | Event                 |
| <b>Round:</b>                 | 1                     |
| <b>Date published:</b>        | July 2026             |

## National Units verified

| Unit code | Unit level   | Unit title                      |
|-----------|--------------|---------------------------------|
| H27Y 73   | National 3   | Administration in Action        |
| H1YW 73   | National 3   | IT Solutions for Administrators |
| H1YY 73   | National 3   | Communication in Administration |
| H1YV 74   | National 4   | Administrative Practices        |
| H1YW 74   | National 4   | IT Solutions for Administrators |
| H1YY 74   | National 4   | Communication in Administration |
| J1Y7 75   | SCQF level 5 | Communication in Administration |
| J21V 76   | SCQF level 6 | IT Solutions for Administrators |
| J21Y 76   | SCQF level 6 | Communication in Administration |

# Comments on assessment

## Assessment approaches

The approaches to assessment used by all centres verified were valid. All centres used our unit assessment support (UAS) packs accurately.

- A number of centres created candidate assessment recording sheets to document the candidate's ability to achieve each element of each assessment standard. This allowed external verification to clearly understand the centre's marking and reasoning behind their assessment judgements.
- Many centres used the combined approach which significantly reduces the level of assessment for candidates completing the full course award.
- Some centres marked candidate work in a clear and logical manner, physically indicating on each candidate's printout every time the candidate had successfully followed the instruction in a task.
- Many centres demonstrated good practice in their internal verification process, for example holding internal verification meetings and discussions; using different coloured pens to annotate scripts when cross-marking; or cross-marking initialled by the assessor and internal verifier.

## Important reminders

- All National 3 and National 4 UAS packs have been updated. The assessment standards have been streamlined, which reduces the volume of assessment for candidates and provides additional marking guidance making it easier for centres to make correct assessment judgements. Centres must ensure they use the most recent packs and e-files from our secure site.
- Ensure there are robust quality assurance measures in place for making assessment judgements. Centres should refer to 'Internal Verification: A Guide for Centres' for advice on internal verification approaches (available on our [internal verification](#) web pages).

## **Assessment judgements**

The majority of candidate evidence submitted was of a good standard, indicating centres had prepared candidates well for assessments.

Generally, assessment judgements in Round 1 were correct, indicating centres had a good understanding of the national standard for each outcome or assessment standard.

When centres used the judging evidence table from the UAS packs, they were very successful at making correct assessment judgements, due to the additional guidance in the judging evidence table.

### **Keyboarding errors**

Candidate evidence for IT-related assessment standards must be checked thoroughly for all keyboarding errors. All keyboarding errors must be marked on candidate printouts. These errors must be counted up to ensure the candidate is not over the error tolerance for the task as specified in the UAS pack. This continues to be an important requirement when using the updated UAS packs. Some centres indicated that candidates have not achieved assessment standards, even though the number of keyboarding errors made is within the error tolerance stated.

The error tolerance applies to each individual task. The following errors should be treated as one error within a task, no matter how often they occur within that task:

- incorrect or inconsistent spacing for colons or semi-colons
- incorrect or inconsistent spacing for brackets
- incorrect or inconsistent spacing between paragraphs
- confusion of hyphen and dash
- omission of apostrophe
- highlighted punctuation at the end of a sentence or heading
- missing or incorrect use of full stops
- a date without a year
- incorrect date format, for example 12 of February 2026
- inconsistent date formats
- inconsistent time formats

Both the assessor and internal verifier must be diligent in checking candidate evidence for keyboarding errors.

### **Indicating judgements on evidence**

To allow external verification to fully understand how centres made their assessment judgements and to know if centres are interpreting the assessment judgements according to the national standard, it is essential that centres physically mark-up candidate printouts. Centres can add full annotations or use centre agreed codes. Centres should not submit work with a simple tick at the bottom of a page. There are examples of marked up evidence on our secure site for National 4 Added Value Unit.

### **Organisational and employee responsibilities**

There was some confusion over the requirements of the Administrative Practices (National 4) unit, in relation to assessment standard 1.3 and 1.4:

- Assessment Standard 1.3: outline **employee** responsibilities for health and safety.
- Assessment Standard 1.4: outline **employee** responsibilities for the security of people, property and information.

Centres must only accept employee responsibilities and not organisational responsibilities. Some centres continued to accept employer and organisational responsibilities as evidence for these assessment standards which is incorrect.

### **Communication — presentation software**

For Communication in Administration (National 4) unit, the judging evidence table for assessment standard 2.1 'Editing a presentation', states candidates are required to edit a presentation that contains a minimum of four slides. Within these four slides, candidates must accurately complete only four from the list of editing requirements. This means that if a candidate has not completed a number of the editing requirements, as long as they have accurately completed four edits, they can still be recorded as a pass.

## Communication — internet evidence

Candidates must provide screenshots or snips of web pages or printouts direct from web pages when asked to provide internet evidence. Copying or typing information onto a word-processing document will not be accepted as internet evidence.

Candidates must make sure their internet evidence contains **all** the requirements of the task. For example, if asked to find the name and phone number of a bike hire company in Aberdeen, the internet evidence provided must show all four requirements: the business name, their phone number, location of Aberdeen and that it hires bikes.

## E-mail

The ideal layout and spacing of an e-mail is shown in the snip for candidate C below. Candidates should not add a comma after the opening or close of the e-mail or after their name as shown with Candidate D. If the candidate does have incorrect punctuation, this should be counted as 1 error across the task.

### *Candidate C*

#### PRESENTATION

---

From Pupil Email  
Date Fri 06/02/2026 18:21  
To Teacher Email

 1 attachment (32 KB)  
Presentation.pptx;

Hi

Please find attached the completed presentation.

Regards

Emma

### *Candidate D*

#### PRESENTATION

---

From Pupil Email  
Date Fri 06/02/2026 18:21  
To Teacher Email

 1 attachment (32 KB)  
Presentation.pptx;

Hi,

Please find attached the completed presentation.

Regards,

Emma.

## **General comments**

Overall, most centres had an excellent understanding of the assessment standards and demonstrated accurate judgements. Some centres had detailed checklists, to ensure all candidates were assessed accurately and consistently.

It was clear that where assessors carefully read the judging evidence table in the unit assessment support pack they used, they were very accurate in both their marking and assessment judgements.

There is a recurring issue of assessors not identifying keyboarding errors on candidate work. We would strongly advise assessors to take time to mark candidate evidence carefully.

# NQ Administration and IT Verification Summary 2025–26

## Verification information

|                              |                       |
|------------------------------|-----------------------|
| <b>Subject</b>               | Administration and IT |
| <b>Verification activity</b> | Event                 |
| <b>Round</b>                 | Round 2               |
| <b>Date published</b>        | July 2026             |

## National Units verified

| Unit code | Unit level | Unit title                                           |
|-----------|------------|------------------------------------------------------|
| H201 74   | National 4 | Administration and IT: Assignment — Added Value Unit |

## Comments on assessment

### Assessment approaches

The approaches to assessment used by all centres verified were valid. All centres used our unit assessment support packs.

- Many centres marked candidate work in a clear and logical manner, showing physical marking on each printout.
- Candidate evidence from the majority of centres was well presented, tasks clearly labelled and assessment approaches included along with the Judging Evidence table.

- Many centres demonstrated good practice in their internal verification processes: holding internal verification meetings and discussions; using different coloured pens to annotate scripts when cross-marking; initialling marking by the assessor and internal verifier; clearly stating in final assessment judgements if there was a difference between marking by the original marker and internal verifier.

From session 2026-27, the previous versions of the assessments will not be accepted for verification. Centres must use the most up-to-date version of the UAS packs and the correct e-files on our secure site. Any changes will be communicated in our Weekly Update newsletter. Most centres were using the correct version of the UAS packs and e-files in this round of verification.

## **Assessment judgements**

The most accurate assessment judgements were made by centres that used the candidate record of achievement checklist from the UAS packs for marking.

In the updated Added Value UAS packs candidates must:

- achieve a specific number of skills within each task to pass the task
- achieve a specific number of tasks to achieve the assessment standard
- achieve a specific number of key skills across the full pack to pass the unit

The checklist in the UAS packs supports assessors by taking them step-by-step through this updated approach. This design of the checklist, by listing the skills within a task, helps assessors mark more carefully and more accurately, and ensures assessment judgements met national standards. We therefore highly recommend that centres use this candidate checklist.

## **Areas for particular attention**

Although the majority of candidate evidence submitted was of a high standard, there are a few important points to highlight to improve practice for all.

### **Keyboarding errors**

All assessors and internal verifiers must be diligent in marking candidate evidence for all keyboarding errors to ensure the candidate is not over any keyboarding tolerance for that task. The following errors should be treated as one error within a task, no matter how often they occur within that task:

- incorrect date formats, for example 26 of May 2026 or 26 May (missing year)
- commas after the opening and close in an e-mail
- incorrect/inconsistent capitalisation
- incorrect/inconsistent spacing before or after punctuation at end of sentence
- incorrect/inconsistent/missing full stops
- incorrect/inconsistent spacing for commas
- incorrect/inconsistent spacing for colons and semi-colons
- incorrect/inconsistent spacing for brackets
- incorrect/inconsistent spacing between paragraphs
- confusion of hyphen/dash
- omission of apostrophe

### **Formatting**

When a candidate is asked to apply a variety of formats, a range of formats are accepted: bold, italics, underline, font styles, font size, font colour, word art, text alignment, shapes, bullets, page border etc.

## Dates

Dates need particular attention:

- A range of date formats are accepted, for example:

|              |                                                        |
|--------------|--------------------------------------------------------|
| 26 May 2026  | 26 <sup>th</sup> May 2026 or May 26 <sup>th</sup> 2026 |
| May 26, 2026 | Tuesday, 26 May 2026                                   |
| 26/5/2026    | 26/05/2026                                             |

- Including 'of' in a date, for example 26 of May 2026 is not accepted. This date format should be counted as one keyboarding error across the task.
- If a task asked candidates to insert more than one date into an e-file, the date format must be consistent within the task. If date formats are not consistent, this should be counted as one keyboarding error across the task. Note, it is consistency within a task, not across the unit. Candidates can use different date formats in different tasks.
- All dates must have a year. If the year is missing from the date, this is counted as one keyboarding error across the task.

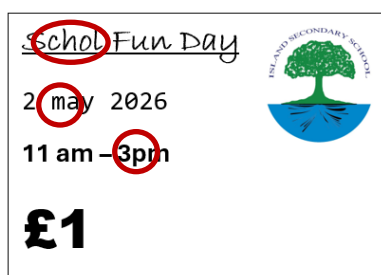
## Time range

When using a time range from a number to a number, the time range must use a hyphen, for example 9-11 am. When the time range is from am to pm a dash must be used, for example 11 am – 3 pm. Accept with or without spacing in from of the am and pm as long as it is consistent, for example 11 am – 3 pm or 11am – 3pm.

## Essential information versus keyboarding skills

Some tasks require candidates to include specific (essential) information. For example, task 3 in the School Fun Day UAS pack, asks candidate to create a ticket.

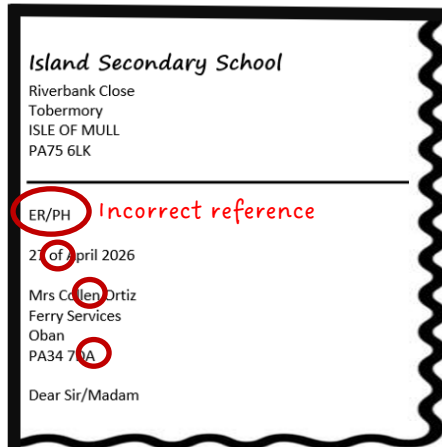
If the candidate has included the event name, date, time and cost in their ticket, then the essential information skill should be recorded as achieved, regardless of any keyboarding error. If the candidate has keyboarding errors in the event name, time or cost or they have the wrong event name, time or cost, this means the keyboarding skill should be recorded as not achieved. If the candidate has a keyboarding error in the date or the date is incorrect, then the 'Date of fun day – accurate' should be recorded as not achieved, for example:



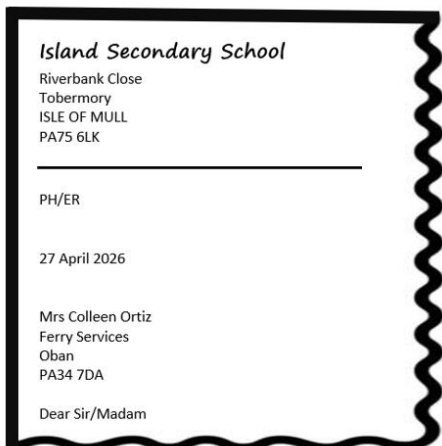
## Letter — in correct place versus keyboarding skills

When candidates are asked to complete a letter, there are skills that can be achieved for putting elements of the letter in the **correct** place and there is a separate skill for the keyboarding of these elements. Some centres have confused these two skills.

At the start of task 7 in School Fun Day, candidates are asked to insert the reference, date and name/address. The first three skills are just for putting the reference, date and name/address **in the correct place**, regardless of how many keyboarding errors there are in that information. So, if the candidate has keyboarding errors in the date, reference or name/address or any of this information is incorrect (for example incorrect reference), this means the '...in correct place' skills have been achieved but the 'Keyboarding – all inserted information – maximum of 3 errors' skill is affected. See the extract on next page:

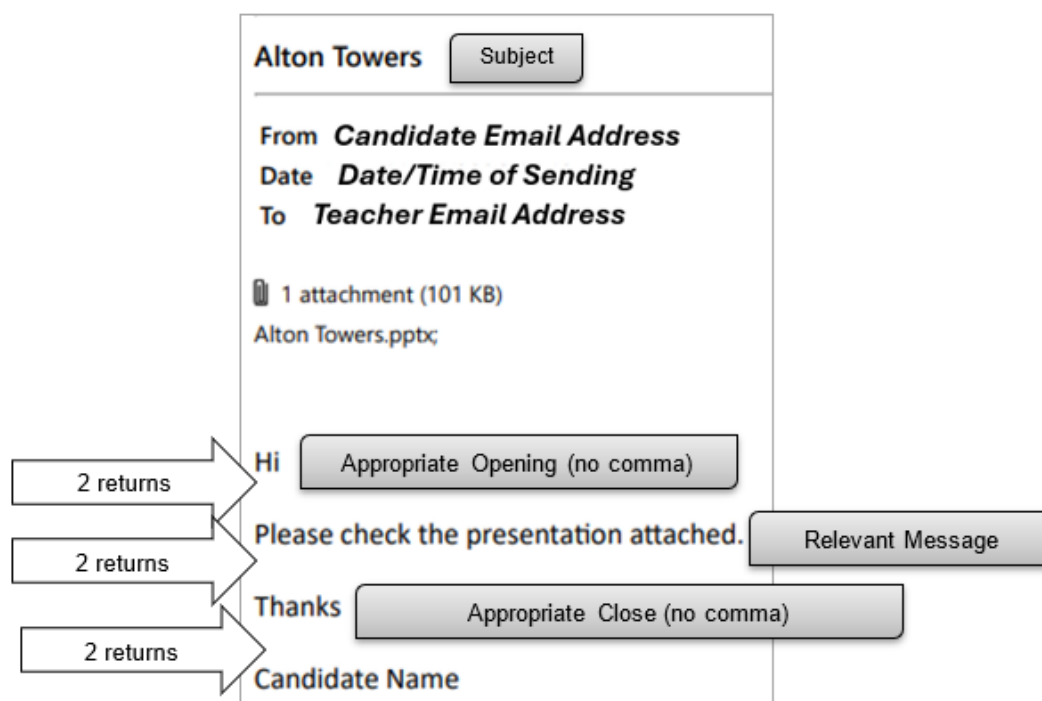


If the reference, date and name/address are in the correct place and correct order at the top of the letter, but there is incorrect spacing, the candidate achieves the '... in correct place' skills but the 'Correct spacing and layout' skill is not achieved, for example.



## E-mails

E-mails must have a relevant subject, an appropriate opening, relevant message and an appropriate close. There should be 2 returns between each section and no commas after the opening or close. The accepted e-mail layout is shown below:



In an e-mail task:

- Incorrect spacing in the message means the 'Layout...' skill has not been achieved.
- Commas after the opening and/or close is one keyboarding error.
- The job title below candidate name is not required, but if included check for keyboarding.

## Eagle Eye Itinerary (Task 4b)

In this task candidates must complete an itinerary. Some centres recorded the 'Spacing and layout' skill as not achieved if the itinerary did not fill the full page. The itinerary does not need to fill the full page. The table size can simply be left as it is.

## **School Fun Day (Task 6a)**

In Task 6a, a spreadsheet task, there is a comment attached to cell A16 asking candidates to embolden the row. Centres must ensure that the full row is emboldened and not just the cell in column A.

## **Digital candidate evidence**

If digital candidate evidence is submitted, it is vital that centres have a method of showing their marking on candidate tasks (for example use digital ink to mark a digital file or scan candidate printouts that have been manually marked with pen) so that external verification can see exactly how candidate work has been marked and what keyboarding errors have been identified.

## **General comments**

Overall, most centres had a really good understanding of the assessment standards and demonstrated accurate marking. A number of centres also had an internal verification procedure that appeared very robust and was much more holistic rather than just concentrating on assessor marking. Candidates in these centres benefited from improved consistency and accuracy of both the approach to assessment and assessment judgements.

Although many centres had clear internal verification, not all centres had. All centres should have an internal verification process. It is also good practice to use the [NQ internal verification toolkit](#) on our website.