# H

National
Qualifications

**X801/76/01**                                    **Administration and IT**

**Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

 SQA ©

**General marking principles for Higher Administration and IT**

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

**(a)** Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

**(b)** If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

**(c)** For **compare** questions, candidates must demonstrate knowledge and understanding of the similarities and/or differences between things, features, methods or choices. This does not need to be a comparative sentence. Up to the total mark allocation for this question:

- award **1 mark** for each accurate point of comparison.

**(d)** For **discuss** questions, candidates must make accurate relevant points that are more than just naming. There has to be an element of discussion within each point. Award marks for development and examples of a point.

- award **1 mark** for each discussion point.
- award **1 mark** for further development of a relevant point, including exemplification when appropriate.

**(e)** For **describe** questions, candidates must make a number of relevant factual points, which may be characteristics and/or features, as appropriate to the question asked. These points may relate to a concept, process or situation. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question

- award **1 mark** for each relevant factual point
- award **1 mark** for any further development of a relevant point, including exemplification when appropriate.

**(f)** For **outline** questions, candidates must make a number of brief statements appropriate to the question asked. These may include facts, features or characteristics. Up to the total mark allocation for this question

- award **1 mark** for each accurate statement.

**(g)** For **justify** questions, candidates must give good reasons to support suggestions or explain the reason(s) for or against the issue raised in the question. A development point can be given.
- award **1 mark** for each accurate justification.
- award **1 mark** for further development of an accurate justification.

**Marking instructions for each question**

**Section 1**

| Question | | | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| **1.** | | | • additional/larger screen may make it easier to carry out tasks<br>• guidance should be given regarding setting up a workstation<br>• senior staff should discuss DSE regulations with staff<br>• guidance on sitting at a table and using a proper chair issued<br>• staff should be referred to presentations or videos showing how to set up a workstation and the optimum sitting position<br>• regular breaks with senior staff monitoring how long people are online for if possible<br>• staff should be encouraged to take breaks/exercise and stretch<br>• staff should be supplied with hardware and software that is suitable for their task<br>• if laptop provided by employer then better security systems can be installed<br>• if a family laptop then staff need to be reminded to lock files using passwords<br>• staff should be told to clear all files away at end of work shift<br>• phone calls should be taken in another room if someone present<br>• difficult or complex work should be uploaded regularly so team leader can monitor it<br>• daily 'meetings' could be held to have a chat before starting work<br>• there should be a mix of work and personal in the daily chat to mimic working in the office | **6** | Award **1 mark** for each valid brief statement.<br><br>Development marks should **not** be awarded.<br><br>Accept any other suitable response. |

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| Question | | | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| | | | • senior managers should ensure that all members of the team are contacted regularly<br>• other communication methods for chat should be explored for example 'WhatsApp'<br>• communication method suits the task/person<br>• managers have to decide if face to face meetings are necessary as some staff may benefit others may find it too intrusive | | |
| **2.** | | | • where this data is confidential could lead to unhappy staff/customers — this could lead to a breakdown of trust/loss of customers<br>• the organisation could receive a fine from the information commissioner if confidential data is involved<br>• compensation may be due to customers/staff<br>• a serious breach or loss of data could lead to a poor reputation for the organisation — which will prove costly to turn around<br>• time taken to re-instate data if it has been lost/stolen<br>• if data given to competitors can affect future performance of organisation<br>• potential threat of data being held ransom<br>• can be difficult to find out how much of the data has been compromised — may have to hire specialists to manage data leaks<br>• increase in complaints — may require staff training to deal with them | 4 | Award **1 mark** for each valid description point.<br><br>Award **1 mark** for each valid development point.<br><br>Up to **3 marks** may be awarded for describing any one implication.<br><br>Accept any other suitable response. |

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**Section 2**

| Question | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|
| **3.** | • **Stage of Team Formation** (Forming, Storming, Norming, Performing)<br>teams at the performing stage will be more effective than teams that have not worked together before<br><br>• **Team Composition/Skills of Team Members**<br>for a team to be effective it will require a mix of skills and personalities<br><br>• **Team Size**<br>too few members will lead to heavy workloads or lack of skills/experience<br>too many members could lead to underutilised staff, poor communication and management issues<br><br>• **Team Conflict**<br>personal disputes/lack of resources/conflicting goals<br>a team that is unable to resolve conflict will be less effective<br>Negative Environment may be caused by team conflict<br><br>• **Poor Leadership**<br>can lead to demotivated team members, conflict, lack of support and lack of challenge<br><br>• **Poor Communication**<br>may result in a lack of understanding<br><br>• **Unclear Job/Team Roles**<br>can lead to confusion and duplication of work<br><br>• **Unfair workload distribution** may lead to tensions within the team/team members skills being under utilised | 6 | Award **1 mark** for each valid discussion point.<br><br>Award **1 mark** for each valid development point.<br><br>Up to a maximum of **5 marks** for any 1 factor.<br><br>Accept any other suitable response. |

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| Question | | | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| **4.** | | | • data is organised in records which contains all the information on one person<br>• this data is organised in fields so the same information is kept for everyone<br>• in a relational database some information can be in different tables<br>• staff only need to see relevant tables so few people have access to all the information held on one person<br>• a number of staff can access the database at the same time<br>• no need to hold paper copies so increases confidentiality<br>• rules can be set up regarding the format of data<br>• less errors if all data is in same format<br>• drop-down menus can be used to eliminate errors | **4** | Award **1 mark** for each valid description point.<br><br>Award **1 mark** for each valid development point.<br><br>Accept any other suitable response. |

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| Question | | | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| **5.** | | | **Employee** <br> • increase morale/motivation among employees leading to greater job satisfaction <br> • lower stress levels for employee <br>    — more time is available for important/urgent jobs <br>    — quality of work/creativity improves <br>    — better chance of promotion <br> • improve relationship with management <br> • limits potential conflict with colleagues <br><br> **Organisation** <br> • increased productivity therefore targets and deadlines are met <br>    — company develops a good reputation/more competitive/improved customer relations <br> • higher/better quality of work <br> • increased job satisfaction leads to lower staff turnover and less absenteeism <br>    — money is saved in the recruitment process and training new staff <br> • prevents customer dissatisfaction and complaints which can be expensive — recompense/reputation | 6 | Candidates are required to consider at least one benefit for the organisation and one benefit for the employee to gain full marks. <br><br> Award **1 mark** for each valid discussion point. <br><br> Award **1 mark** for each valid development point. <br><br> Accept any other suitable response. |
| **6.** | | | • carry out a fire risk assessment <br> • have a fire evacuation strategy <br> • ensure that all fire escape routes and exits are free from obstruction <br> • have fire-fighting equipment (extinguishers/fire blankets) <br> • have fire detection and warning systems installed <br> • display fire action notices on how to use fire-fighting equipment <br> • inspect/maintain fire-fighting equipment <br> • install emergency lighting where appropriate <br> • regularly test fire alarms | 4 | Award **1 mark** for each valid brief statement. <br><br> Development marks should **not** be awarded. <br><br> Accept any other suitable response. |

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| Question | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|
| **7.** | <ul><li>teams can utilise chat app which allows multiple users to hold conversations simultaneously — it also allows them to share images and videos if necessary — as it is on a mobile device it is fully portable so these conversations can be carried out no matter where each member of the team is located</li><li>texting — this will allow for multiple messages to be sent to group users and they can respond</li><li>online meeting/call — this would allow team members to hold meetings if some members are not able to attend or if some members are out and about doing tasks and want to share progress or ask their team advice visually — allows screens/files to be shared and worked on</li><li>shared online resources such as OneDrive — these will allow multiple users to share and update files. This allows team members to take responsibility for their own area of a task and update the shared file when finished</li><li>shared group areas such as Microsoft team pages where teams can share files with one another, have discussions via instant messaging, arrange meetings and give each other feedback on tasks. this is also available as an app so can be accessed from anywhere with a mobile device</li><li>e-mail allows for groups to be set up so e-mails can be sent quickly to groups of individuals at the same time. It also means that documents can be attached for everyone to see</li><li>web chat …</li><li>e-diary …</li><li>networks …</li></ul> | **6** | Award **1 mark** for each valid discussion point.<br><br>Award **1 mark** for each valid development point.<br><br>Up to **5 marks** may be awarded for discussing any one method.<br><br>Accept branded apps for example WhatsApp, Yammer, Skype.<br><br>Accept any other suitable response. |

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| Question | | | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| **8.** | | | • book an appropriate venue for the event, take into consideration<br>   — capacity, facilities, budget, location/infrastructure/easy to<br>      get to/transport links<br> • communicate date, time, place and nature of the event – by<br>   e-mail/invite in calendar<br> • prepare and distribute event details to attendees: directions,<br>   parking instructions, programme for the event and other<br>   documentation<br> • liaise with venue regarding room layout, reception,<br>   refreshments, car parking and special requirements<br> • arrange technical equipment if required: visuals, technology,<br>   projectors, microphones — check it is working/sound working/<br>   can be seen and heard by all attendees in the room<br> • organise printing of materials, provide stationary, paper,<br>   hand-outs, post its, pens as required | **4** | Award **1 mark** for each valid description point.<br><br>Award **1 mark** for each valid development point.<br><br>Up to **3 marks** may be awarded for describing any one task.<br><br>Be aware that the task must be one that is carried out **before** the event.<br><br>Accept any other suitable response. |
| **9.** | | | • allow two-way communication<br> • allows operatives to hold multiple conversations at the one time<br>   — allowing them to interact with more customers<br> • as it is typed there is a permanent record for staff to look back<br>   over and learn from<br> • customer can get transcript e-mailed so they know exactly what<br>   was discussed<br> • often open later than call centres<br> • instant – saves waiting in lengthy queues/e-mail replies<br> • customers can add additional media for example photos, videos<br> • if used through an app, saves customers having to relay personal<br>   information and security questions to confirm identity | **3** | Award **1 mark** for each valid justification point.<br><br>Award **1 mark** for each valid development point.<br><br>Accept any other suitable response. |

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| Question | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|
| 10. | • customer focus groups are face-to-face meetings with groups of customers to gain feedback whereas a mystery shopper is a person who shops and experiences the service and gives personal feedback<br>• a customer focus group allows additional questions and immediate clarification to be asked/given whereas a mystery shopper submits a report<br>• mystery shopper is usually tasked with evaluating specific/single aspects of customer service — customer focus groups will have a wider range of experiences<br>• a mystery shopper only gives one person's experience whereas a focus group is made up of a number of customers so a wider response can be gained<br>• both methods can be expensive for the organisation<br>• both methods provide qualitative information | 3 | Award **1 mark** for each valid comparison given.<br><br>Similarities or differences can be given.<br><br>Any other suitable comparison. |
| 11. | **Service Level Agreement**<br>• what the organisation promises to do and what the customer should expect<br>• expected delivery (lead) times<br>• what happens if the provider fails to deliver on the agreement?<br>• how complaints should be reported<br>• appropriate call waiting times<br>• how customers should be greeted<br>• how will the service/delivery be measured? | 4 | Award **1 mark** for each brief statement.<br><br>No marks awards for development points.<br><br>Accept any other suitable response. |

**[END OF MARKING INSTRUCTIONS]**

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