F9D7 04 (ESKWP2): Word Processing Software 2

4 SCQF credit points at SCQF level 5

Description: This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Enter, edit and combine text and other information accurately within word processing documents.	1 Use appropriate techniques to enter text and other information accurately and efficiently. 2 Select and use appropriate **templates** for different purposes. 3 Select and use a range of **editing tools** to amend document content. 4 **Combine or merge information** within a document from a range of sources. 5 **Store and retrieve** document and template files effectively, in line with local guidelines and conventions where available.	1 Identify what **types of information** are needed in documents. 2 Identify when and how to combine and merge information from other software or other documents.
2 Create and modify layout and structures for word processing documents.	1 Create and modify columns, **tables and forms** to organise information. 2 Select and apply styles to text.	1 Identify the document **requirements for structure and style**. 2 Identify what templates and styles are available and when to use them.
3 Use word processing software tools to format and present documents effectively to meet requirements.	1 Select and use appropriate techniques to **format characters and paragraphs.** 2 Select and use appropriate **page and section layouts** to present and print documents. 3 **Check documents** meet needs, using IT tools and making corrections as necessary. 4 Respond appropriately to **quality problems with documents** so that Outcomes meet needs.	1 Identify how the document should be formatted to aid meaning. 2 Describe any quality problems with documents.

Note: The **emboldened** items are exemplified in the Support Notes.

Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

NB: It is possible to achieve this Unit by Accreditation of Prior Achievement (APA), however, the relevant evidence must be referenced within the portfolio.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) code WP: Word Processing Software level 2. It has a stated number of SCQF credit points = 4 at SCQF level 5.

Support Notes

Summary

A SCQF level 5 (ITQ level 2) user can select and use a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Word processing tools and techniques will be described as 'intermediate' because:

♦ the software tools and functions will be at times non-routine or unfamiliar
♦ the choice of techniques will need to take account of a number of factors or elements
♦ the user will take some responsibility for the inputting, manipulating and outputting of the information

Examples of context

Typical documents may include:

♦ business letters and invoices with automated content (eg AutoText, mail merge)
♦ more complex reports
♦ content for web pages

Examples of content are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.

Outcome 1

Types of information: Text, numbers, images, other graphic elements (eg lines, borders); *hyperlinks, charts, objects.*

Keyboard or other input method: Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts.

Other input methods: Voice recognition, touch screen, stylus.

Combine information: Insert, size, position, wrap, order, group, link information in a document to another source; mail merge documents and labels; hyperlinks.

Templates: Existing templates (eg blank document, fax, letter, web page), create new templates for common documents.

Editing tools: Editing tools appropriate to the type of information, for example select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

Store and retrieve: Files (eg create, name, open, save, save as, print, close, *find, share); version control; import/export; file size; folders (eg create, name).*

Outcome 2

Requirements for structure and style: Document layout, house style.

Tables and forms: Insert and delete cells, rows and columns, adjust row height and column width, *Add and amend table structure, merge cells, complete forms and tables, insert and modify form fields, convert text to table; merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort.*

Columns: Add and delete columns, modify column width, add columns to whole document and part of a page.

Styles: Heading styles; apply or change existing styles to a word, line, paragraph or section; define styles for different elements of common documents.

Page layouts: Paper size and type, change page orientation, margins, page breaks, page numbering, *section breaks; header and footer, date and time, adjust page set up for printing.*

Outcome 3

Format characters: Size, font style (typeface), colour, bold, underline, italic, *superscript, subscript, special characters and symbols.*

Format paragraphs: Alignment, bullets, numbering, line spacing, borders, shading, *widows and orphans; tabs and indents.*

Check word processed documents: Spell check, grammar check, typeface and size, hyphenation, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency, *clarity; language and dictionary settings.*

Quality problems with documents: Will vary according to the content, for example text (eg styles, structure, layout), images (eg size, position, orientation), numbers (eg decimal points, results of any calculations).

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1–3

A portfolio of evidence which could include copies of business letters and invoices which included automated content (eg AutoText, mail merge), more complex reports and content for web pages. Candidate testimony could include description of how advanced processes were carried out and could also include screenshots of help pages used if applicable.

To assess competence in the Knowledge and Understanding sections for all of the Outcomes a knowledge test in the form of multiple-choice questions (say 16–20 questions) or candidate statement or expert witness testimonial statements or a semi structured interview could be employed. Either one or a combination of these methods would be appropriate. If oral questioning techniques are employed it is essential to keep a record of the questions asked, together with a record in a suitable format of the candidate's responses to these for evidence purposes.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

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Candidate Recording Form

Unit title	Word Processing Software 2														
		Outcome 1							**Outcome 2**				**Outcome 3**		
Ref	**Description of Evidence**	**S & T**					**K & U**		**S & T**		**K & U**		**S &T**		**K & U**	
		1	2	3	4	5	1	2	1	2	1	2	1	2	1	2

Comments

Statement of competence

I confirm that all evidence (including Knowledge and Understanding), for the entire Unit has been met:

Candidate's signature _____ **Date** _____

Internal Verifier's signature _____ **Date** _____

Assessor's signature _____ **Date** _____ **Date sampled (by IV)** _____