

## National Unit Specification: general information

<b>UNIT</b>	PC Passport: Word Processing (Higher)
<b>NUMBER</b>	DC9P 12
<b>COURSE</b>	PC Passport

### SUMMARY

This unit is designed to enable candidates to develop advanced word processing skills to the level expected of an expert user in the workplace. The aim of this unit is to prove that the student is competent in a number of advanced level word processing functions required to manage and manipulate long documents, to create automated documents, and other documents of a type and standard that might be required in a business situation.

### OUTCOMES

- 1 Use a computer system to perform complex tasks related to word processing.
- 2 Construct a complex document for a specific purpose.
- 3 Output a document in a range of formats.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. Candidates should possess prior knowledge and experience of word processing software and be familiar with the main functions of contemporary document production software.

### CREDIT VALUE

1 Credit at Higher (6 SCQF credit points at SCQF level 6\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

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## **National Unit Specification: general information (cont)**

### **CORE SKILLS**

This unit contributes to IT Core Skills at Higher level.

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

## **National Unit Specification: statement of standards**

### **UNIT**      PC Passport: Word Processing (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Use a computer system to perform complex tasks related to word processing.

#### **Performance criteria**

- a) The use of computer hardware is efficient and effective.
- b) The use of the operating system is efficient and effective.
- c) Use of help facilities is efficient and effective.
- d) Search facilities are used efficiently and effectively to locate specific documents.
- e) The operating environment is customised to facilitate document production.
- f) Common text formats are accurately described and their differences explained.
- g) A wide range of terminology relating to computer hardware, software and word processing is used correctly.

#### **Note on range for the outcome**

Tasks: Navigating folders; create and delete folders; saving, renaming, moving and copying files; printing files (including page range); cut, copy and paste text (within and between documents, between applications).

Operating environment customisation: folder structure; backup system; workgroup templates.

#### **Evidence requirements**

Performance evidence that the candidate can use a computer system to the standards defined by performance criteria (a) to (d). This will be in the form of an observation checklist or other means of recording candidate performance (such as a video recording).

Written evidence that the candidate can customise the operating environment as defined in performance criterion (e). This will be in the form of a report which describes the customisations established to support document production in a specific context; a hard copy of workgroup templates and macros must be supplied.

Evidence of knowledge and understanding will consist of 15 objective questions relating to performance criterion (f) and underpinning knowledge relating to performance criteria (a) to (e). Candidates are required to produce at least 10 correct answers.

## National Unit Specification: statement of standards (cont)

**UNIT** PC Passport: Word Processing (Higher)

### OUTCOME 2

Construct a complex document for a specific purpose.

#### Performance criteria

- a) The document is created efficiently and effectively using the advanced features of the software.
- b) The document is fit-for-purpose in terms of design and content.
- c) The presentation of the document is clear and consistent with its contents.
- d) The document is free from spelling and grammatical errors.
- e) Automation facilities are used effectively to aid the creation of the document.
- f) Cross-references are used to link related elements.
- g) Hyperlinks are used to navigate document.
- h) Mark-up facilities are used effectively to revise the document.

#### Note on range for the outcome

Purpose: personal; business.

Document: report (including a chart); manual (including a diagram); form.

Features of software: editing features (including undo and search-and-replace); formatting features (including text and paragraph formats); proofing features; table creation and manipulation; outlining; version control.

Automation: auto-correction; auto-numbering; table of contents; index generation; macros.

#### Evidence requirements

Performance evidence that the candidate can create a complex document to the standards defined by performance criteria (a) to (d). Candidates must create at least one large structured document (which must be either a report or a manual) and two forms – one for printed output (and use) and one for electronic output (and use); the structured document must include a table of contents and index, and should be at least 2000 words in length.

Evidence of knowledge and understanding will consist of 15 objective questions relating to the underpinning knowledge relevant to performance criteria (a) and (e). Candidates are required to produce at least 10 correct answers.

### OUTCOME 3

Output a document in a range of formats.

#### Performance criteria

- (a) Output device is correctly prepared to receive document.
- (b) Document is previewed prior to output to ensure accuracy of output.
- (c) The selected output format is appropriate to the nature of the document and consistent with the purpose of the information.
- (d) Text and graphics are effectively combined.
- (e) Text and graphic formats are correctly described.

## National Unit Specification: statement of standards (cont)

### UNIT PC Passport: Word Processing (Higher)

- (f) The advantages of different document formats are correctly explained.
- (g) The design characteristics of paper and web formats are correctly explained.

#### Note on range for the outcome

Formats: paper; electronic.

Output device: printer.

Document: report (including a chart); newsletter (including an image); manual (including a diagram).

Output options: page set-up; printer set-up.

#### Evidence requirements

performance criteria (a) to (d). Candidates must create two versions of the same document – one designed for paper output and one designed for web output. The type of document must be selected from the range.

Evidence of knowledge and understanding will consist of 10 objective questions relating to the underpinning knowledge relevant to performance criteria (c) and (e). Candidates are required to produce at least 7 correct answers.

#### EVIDENCE REQUIREMENTS FOR THE UNIT

The assessment of knowledge and understanding can be combined into a single instrument of assessment consisting of 40 objective questions relating to outcomes 1, 2 and 3. The distribution of questions should adhere to the evidence requirements for each outcome:

Outcome 1	15 questions
Outcome 2	15 questions
Outcome 3	10 questions.

The combined pass mark for this assessment is 27 correct answers (out of 40 questions). If a single instrument of assessment is used, it is not necessary to satisfy the pass mark for each outcome. Candidates will be deemed to have achieved all outcomes (with respect to their knowledge and understanding) if their combined score is at least 27 out of 40. However, for the purposes of re-assessment, the individual thresholds for each outcome will be followed.

## National Unit Specification: support notes

### UNIT PC Passport: Word Processing (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit may be delivered as a stand-alone unit or in combination with other units as part of the PC Passport award at Higher level.

This unit is one of a series of units entitled *Word processing*. Similar units exist at Intermediate 1 and Intermediate 2 levels.

#### ***Corresponding to Outcome 1-3***

The term “word processing” is used to indicate the use of full-featured word processing applications which go beyond a mere text editor and provide full formatting and layout facilities along with table feature and mailmerge and macros.

#### ***Outcome 1***

This outcome relates to the complex tasks candidates must be able to perform in order to make use of a word processing application. Complex tasks are those required at a level expected of someone who might be regarded as an expert in the context of the workplace. The required tasks are defined in the range. The performance criteria define the standards which should be applied to candidate activity.

Performance criterion (a) requires the candidate to use hardware efficiently and effectively. The range of hardware used by candidates will vary from centre to centre, but typical hardware would include: keyboard, pointing device (such as a mouse), screen, printer and system unit. Effective use of hardware means that, for example, candidates will be able to use the hardware without assistance and even demonstrate some willingness and ability to do first-line troubleshooting. Eg If a monitor was blank then the student should be able to check whether the monitor has power and connected properly to system unit and whether or not system unit has power and whether or not there is hard disk activity. They are also expected to complete the prescribed range of activities efficiently, in other words, within an acceptable period of time and without too many attempts. The tasks set for candidates should be challenging and include tasks expected of someone who might be regarded as an expert in the context of the workplace (such as demonstrating use of advanced features).

Performance criterion (b) requires candidates to use an operating system efficiently and effectively. The use of the OS should be limited to that required to carry out the tasks defined in the range. At this level, there is a requirement that candidates not only accomplish the task (which relates to effectiveness) but that they also complete the task efficiently – without assistance and within a short period of time. Appropriate folder structures would be expected.

Performance criterion (c) relates to the help facility of a word processing application. Candidates should be able to effectively navigate to information in the help database or on the Web.

Performance criterion (d) requires candidates to use whichever search facilities are available on menu bars, toolbars, task panes or from a search facility independent of the word processing application such as that integrated into the operating system efficiently and effectively.

## National Unit Specification: support notes (cont)

### UNIT PC Passport: Word Processing (Higher)

Performance criterion (e) requires candidates to customise the operating environment to facilitate document production. They should be able to choose which toolbars are displayed and even modify which buttons are displayed. They should also make good use of the view menu to zoom in and out.

Performance criterion (f) requires candidates to accurately describe and explain text formats.

Performance criterion (g) relates to the terminology of word processing. At this level, candidates are expected to possess an extensive technical vocabulary relating to computer hardware, computer software and all aspects of full-featured word processing.

#### ***Outcome 2***

This outcome relates to creating word processing documents including at least one large one justifying table of contents and index and a short manual with technical diagrams. The type of information that candidates are expected to deal with should be familiar (but non-trivial), and relate to personal or business situations. The performance criteria define the standards which should be applied to candidate activity.

Performance criterion (a) requires candidates to create a complex document using the advanced features of the software with assurance and using templates and macros where appropriate. Important points to bear in mind would be to know at this stage what sort of portfolio it is destined for and save and/or print accordingly to local machine and/or network and/or removable medium.

Performance criterion (b) requires candidates to follow the instructions for the exercise in such a way that the final resulting document matches the instructions sufficiently to be described as fit-for-purpose. For instance a newsletter would follow rules regarding a 'house look' for its pages.

Performance criterion (c) requires that the document is consistent with its contents. For example that a business letter to a prospective employer would adopt modern business practice.

Performance criterion (d) requires that the document is free from errors of spelling and grammar. At this level it would be good to explore the finer points of style and use a thesaurus as well as using spelling and grammar checker to correct any faults.

Performance criterion (e) requires the student to create workgroup templates and macros and create table of contents and index.

Performance criterion (f) requires student to link some related elements by cross-reference.

Performance criterion (g) requires some use of hyperlinks.

Performance criterion (h) requires some scenario to be devised where writers collaborate and review each other's work using the application's mark-up facilities.

## National Unit Specification: support notes (cont)

### UNIT PC Passport: Word Processing (Higher)

#### **Outcome 3**

This outcome relates to previewing and printing the Word processing document.

Performance criterion (a) requires candidates to know which device he is printing to and check that the printer is ready eg no paper jam light, no out of paper message, no low ink/toner. If there is a low ink or toner message then they would be expected to replace the consumable or at least order a new one. They should also know fault procedures and be able to follow them. Eg recognise an out of paper message and load paper.

Performance criterion (b) relates to previewing to avoid output being clipped or spread across sheets in a way that would spoil the document. This then involves being able to call up, use and if needs be close preview mode and where necessary alter page setup. This would be particularly important in the case of the large document or a mailmerge document.

Performance criterion (c) requires candidates to select an appropriate output format. Candidates are required to choose the most appropriate format consistent with the purpose of the document and the nature of the information contained within their document. For example, a document is intended to be sent to someone should be output in electronic format; a report for presentation to a group of people should be output in paper format. The selection of formats not only includes media (paper, electronic) but also the type of document (report, newsletter or manual).

Performance criterion (d) requires candidates to effectively combine text and graphics. Therefore they would require a firm grasp wrapping and other higher order text manipulation skills for large documents such as substantial newsletters with multiple columns and varied graphics.

Performance criterion (e) requires candidates to correctly describe text and graphics formats. They should probably be familiar with a good range of formats. eg (Word on PC 97, 2000 & XP) & (Word on Mac 98, 2001 and X), ClarisWorks, AppleWorks, Lotus, WordPerfect, pdf, txt, rtf, jpeg, gif, tiff, bmp, pict and various digital camera and webcam formats)

In addition criterion (f) would require them to discuss which formats would be best for a given situation.

Criterion (g) would look for the further sophistication of discussing design issues for various outputs such as hard copy and/or web page.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

A practical, hands-on approach to learning should be adopted. The emphasis should be on learning-by-doing. Terminology and underpinning knowledge should be introduced in a practical context.

The actual distribution of time between outcomes is at the discretion of the centre. However, the following distribution is suggested as Outcome 2 will require the composition of some technically challenging and sophisticated documents using advanced features:

Outcome 1	10 hours
Outcome 2	20 hours



## **National Unit Specification: support notes (cont)**

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### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

It is recommended that centres combine the assessment of knowledge and understanding into a single objective question paper. Re-assessment should be undertaken by re-assessing the specific outcomes which have not been passed.

Evidence of practical competence should be stored in a portfolio. At the completion of this unit the portfolio should contain a range of evidence, drawn from the evidence requirements for each outcome. This will include an observation checklist (Outcome 1), copies of documents, templates and macros (Outcomes 2&3).

This material may be stored in paper or electronic format. Centres may choose to store candidate evidence in an electronic portfolio (e-portfolio).

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).