National Unit Specification: general information

UNIT Word Processing (SCQF level 4)

CODE F5A7 10

SUMMARY

This Unit is designed to introduce candidates to the skills and techniques which will enable them to effectively produce business documentation, correspondence and display materials. This will include the production of tabulated statements and business documents. It will also enable them to recall, edit and produce hard copy of business documents.

The Unit is suitable for candidates who have no previous experience in this area and who are looking to learn introductory word processing skills.

OUTCOMES

1   Produce tabulated statements.
2   Produce business documents.
3   Recall, edit and produce hard copy of a business document as directed.

RECOMMENDED ENTRY

Entry is at the discretion of the Centre.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

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.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

♦ Information Technology (SCQF level 3)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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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 SQA.

OUTCOME 1

Produce tabulated statements using word processing software.

Performance Criteria

(a)　Create tables for a variety of business documents.
(b)　Data within documentation is checked for accuracy.
(c)　Hard copy is produced in accordance with given instructions.

OUTCOME 2

Produce business documents using word processing software.

Performance Criteria

(a)　Produce documents which conform to a given organisational layout.
(b)　Data within documentation is checked for accuracy.
(c)　Hard copy is produced in accordance with given instructions.

OUTCOME 3

Recall, edit and produce hard copy of a business document.

Performance Criteria

(a)　Recalled and amended a document according to given instructions.
(b)　Data within documentation is checked for accuracy.
(c)　Hard copy is produced in accordance with given instructions.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Product evidence is required to demonstrate that candidates have achieved all Outcomes to the standard specified in the Outcomes and Performance Criteria.

The assessment(s) will be carried out under open-book supervised conditions where candidates should have access to notes and online help. Assessment should take place at appropriate points during delivery of the Unit.

National Unit Specification: statement of standards (cont)

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The evidence for each of the Outcomes is shown below:

Outcome 1

This Outcome will be evidenced by hard copy of at least two tabulated statements — one ruled and one unruled. The unruled statement must be an itinerary of at least 15 rows. The ruled statement will incorporate a main heading, at least three columns (with headings), one divided column heading and be a minimum of 10 lines in length. It should also incorporate both text and figures.

On first submission, a maximum of two errors between the two documents is permitted which the teacher/lecturer should point out to the candidate. On final submission, the documents must be error-free.

Outcome 2

This Outcome will be evidenced by hard copy of three documents encompassing the following — a business letter with a continuation sheet, together with an appropriate envelope or corresponding label and a notice.

The letter should be approximately 250 words in length and must include a table which demonstrates totalling. On first submission, a maximum of three errors may be permitted which the candidate should find and correct. On final submission, the letter must be error-free.

The notice must demonstrate good use of a minimum of three different formatting features in order to enhance the display. On first submission, one error may be permitted which the teacher/lecturer should point out to the candidate. On final submission, the notice must be error-free.

Outcome 3

This Outcome will be evidenced by hard copy of the amended two-page letter. On first submission, a maximum of two errors may be permitted which the teacher/lecturer should point out to the candidate. On final submission, the document must be error-free.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

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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 is an optional Unit in the National Certificate Group Award in Administration at SCQF level 4 but is also suitable as an introduction for candidates studying Word Processing for the first time and as such can be taken as a free-standing Unit.

The purpose of this Unit is to help candidates to develop skills and techniques which will enable them to effectively produce business documentation, correspondence and display materials.

The Unit is set in the context of the modern business environment and candidates should therefore be introduced to up-to-date office procedures and practices throughout. Ideally, software packages comparable to those used in business should be used and candidates encouraged to explore these further for themselves, using help menus and shortcuts as appropriate.

In relation to all Outcomes, candidates should be able to operate a keyboard effectively, use appropriate error-correction and spell-check facilities and follow organisational file management procedures. Candidates should be able to present documentation in accordance with organisational house style and be able to interpret manuscript corrections. They should also be aware of the potential hazards relating to electrical equipment and procedures for reporting problems. In addition, they must also be aware of organisational security, confidentiality and health and safety procedures.

Outcome 1

Candidates should be able to produce tabulated statements through the use of appropriate software features. They should also be aware of how to vary fonts, typestyles and spacing and apply borders in order to draw attention to particular sections of the documents. Although precise horizontal and vertical centring is not an assessment requirement, candidates should be able to position a table centrally on the page.

Outcome 2

Candidates should be able to present business information in accordance with organisational house style and produce hard copies. They should be able to deal with enumerated sections within a document and understand specific instructions, such as confidential, for the attention of or private. They should also be able to type figures, with totals, as well as utilise available formatting functions such as bold, underline, font size and type, set margins, indents and page numbering. Candidates should also know how to address and produce envelopes and labels.

Outcome 3

Candidates should be able to recognise, understand and execute manuscript corrections. They should also be able to use the find and replace function, move and copy text and amend paragraph formation using, for example, the indent facility, margins and adjustment of page breaks.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be encouraged to take a positive attitude towards the quality of their own work and be self-correcting. Realistic materials and documentation should be used throughout and a thematic approach adopted where possible. Proof-reading skills, spelling, punctuation and the ability to use resource and reference materials effectively should be emphasised. Candidates should also be encouraged to work within given deadlines.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

It is envisaged that candidates, by using the appropriate Word Processing software, will be able to develop aspects of the Core Skills in *Information Technology*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is envisaged that all of the Outcomes will be assessed in the context of one organisation.

A suitable method of assessment would be a range of practical exercises, using the appropriate Word Processing software.

Reference should be made to the Assessment Support Pack available for this Unit.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005).*

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).