



## National Unit specification

### General information

**Unit title:** Web Apps: Word Processing (SCQF level 4)

**Unit code:** HA6M 44

**Superclass:** CD

**Publication date:** May 2016

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit is designed for learners who want to acquire **basic** knowledge and skills in using word processor applications.

Learners will learn to create, edit, save, share and retrieve **simple** documents using web and desktop word processing applications. Learners will also acquire basic skills in file management. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used.

This Unit is suitable for learners who have no previous experience of word processing. Although the Outcomes are practical, they each contain the necessary underpinning knowledge to permit learners to transfer their skills to new environments.

On completion of this Unit, learners will be able to use contemporary word processing software to create simple documents for personal, educational and vocational purposes.

This Unit is a mandatory Unit within the National Progression Award PC Passport at SCQF level 4 and is also available as a free-standing Unit. On successful completion of this Unit, learners will be ready to undertake the Unit *Web Apps: Word Processing* at SCQF level 5.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Use basic features of a word processing application to a given brief.
- 2 Create a basic document.
- 3 Share a basic document.

## National Unit specification: General information (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 4)

### Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

### Recommended entry to the Unit

Entry to this Unit is at the discretion of the centre. No previous experience of word processing software is required. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience.

H9PV 43 *Computer Applications* (SCQF level 3)

In terms of prior learning and experience, relevant experiences and Outcomes may also provide an appropriate basis for doing this Unit.

### Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill                      Problem Solving at SCQF level 4

Core Skill component                      Providing/Creating Information at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

### Context for delivery

This Unit may be offered stand-alone or as part of the National Progression Award PC Passport at SCQF level 4. If offered as part of this Group Award, there may be opportunities to combine and integrate teaching and learning across Units. There may also be opportunities to combine Evidence Requirements and integrate assessments.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Web Apps: Word Processing (SCQF level 4)

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**

Use basic features of a word processing application to a given brief.

#### **Performance Criteria**

- (a) Use basic editing features to meet the requirements of the brief.
- (b) Use basic formatting features to meet the requirements of the brief.
- (c) Create an appropriate file structure.
- (d) Save the edited document in an appropriate location.

### **Outcome 2**

Create a basic document.

#### **Performance Criteria**

- (a) Identify the purpose of the intended document and the target audience.
- (b) Select the appropriate template for the document.
- (c) Use basic features to edit the document to match the identified purpose.
- (d) Use basic features to format the document to match the identified purpose.
- (e) Save the document in an appropriate format to an appropriate location.

### **Outcome 3**

Share a basic document.

#### **Performance Criteria**

- (a) Upload a document to a cloud service.
- (b) Select the method of sharing.
- (c) Create an appropriate link to the shared document.
- (d) Share the link with the target audience.
- (e) Retrieve an online document.
- (f) Adhere to data security requirements and procedures.

## National Unit specification: Statement of standards (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 4)

### Evidence Requirements for this Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. However, sampling may be used in certain circumstances (see below).

The evidence for this Unit may be written or oral or a combination of these. Evidence may be captured, stored and presented in a range of media (including audio and video) and formats (analogue and digital). Particular consideration should be given to digital formats and the use of multimedia.

Evidence is required for **one** type of competence: evidence of practical competence (practical abilities) only. This will relate to **all** Outcomes and Performance Criteria in this Unit.

Evidence should be generated by the production of **at least two basic documents** using a web based word processing application package. Where access to an appropriate web app is restricted or web functionality is limited, a desktop word processing application package can be used.

**At least one** of the documents must relate to vocational or educational purposes, and at least one of the documents must relate to personal purposes.

For the purposes of Outcome 1, **at least one** of the documents must be based on a supplied brief. This brief will require candidates to revise an existing document using the basic editing and formatting features of a contemporary word processing package.

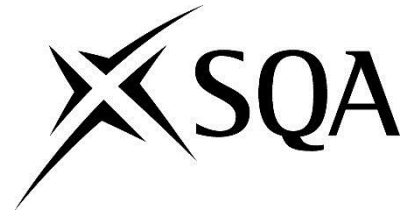
For the purposes of Outcome 2, **at least one** of the documents must be created without a brief at the candidate's discretion.

For the purposes of Outcome 3, **at least one** of the documents must be shared *via* a cloud service.

The documents may be simple but must be sufficiently complex to demonstrate the required Performance Criteria. Examples of the types of document that would be appropriate items of evidence at this level include: letter (personal), meeting agenda (vocational), and simple narrative (educational). There must be evidence that the candidates can use cut, copy and paste.

Evidence of practical competence may be produced over an extended period of time; but where it is generated without supervision some means of authentication must be carried out. The Guide to Assessment provides advice on methods of authentication.

The Guidelines on Approaches to Assessment (see the Support Notes section of this specification) provide specific examples of instruments of assessment.



## **National Unit Support Notes**

**Unit title:** Web Apps: Word Processing (SCQF level 4)

Unit Support Notes are offered as guidance and 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 a group of Units making up an award, eg PC Passport at SCQF level 4.

The contents of this Unit provide a basic introduction to the features of word processing and sharing files within a cloud service.

The overall aim of this Unit is to introduce the learner to the basic features and functions of contemporary word processing application packages. Learners should be encouraged to actively explore the word processing package in order to familiarise themselves with help menus and shortcuts as appropriate. In addition, they must be aware of the internet safety, security, confidentiality and health and safety procedures of the organisation.

On completion of the Unit, learners should be able to make an informed choice as to which word processing features and functions should be used for a particular task, both for creating new documents as well as applying the appropriate features to a given brief. The learners must store and share word documents online by uploading edited word documentation via a cloud service.

The Unit is designed to be task-based and it is anticipated that most of the time will be spent on practical exercises; however, the learners will be required to choose section formatting options and the other tools and functions which are most suitable for specific purposes. This Unit requires the use of cloud services, such as OneDrive, DropBox or Google Drive, to allow for editing and sharing. If access to cloud services is restricted in your centre then it is acceptable to use the basic functionality of the web interfaces of your chosen cloud services to upload and download files via shared links. Learners can then view or edit documents using an appropriate desktop app and, if required, upload edited versions back to the cloud.

#### **Outcome 1**

Learners are expected to be able to use the basic features to edit documents as outlined in the Standard of Statements section of this document which will assess the learners' understanding of the content of the Unit.

This Outcome deals mainly with the practical use of word processing application. Exercises may be presented for the learners to work through in order that they gain the necessary practical skills.

## National Unit Support Notes (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 4)

They should become familiar with the software and be able to use basic page layout, formatting, editing, character and paragraph formatting. They should be able to cut, copy and paste, use find and replace and use headers and footers and be able to insert and edit graphic files and be able to wrap text. They will be expected to print the documents effectively and efficiently. The learners will save the edited document in an appropriate file structure.

It is also important to maintain the security and confidentiality of data and information and learners should be encouraged to back up and check for viruses on a regular basis.

### Outcome 2

Learners are required to develop an understanding of the importance of producing and presenting relevant information that is appropriate for a range of purposes. It should be presented in the correct format where the learners have to select and apply the necessary features available. This will involve identifying the appropriate tools and working out how to use these tools for the given tasks.

For Outcome 1 and Outcome 2 learners are required to demonstrate that they can use the functions detailed below:

- ◆ Open and close word processing application.
- ◆ Create, store and retrieve documents files effectively, in line with specified tasks.
- ◆ Format Text and Paragraphs:
  - using Find and Replace to format text, using Format Painter, setting paragraph spacing, setting line spacing, clearing existing formatting, setting indentation, highlighting text selections, adding styles to text, changing text to WordArt, modifying existing style attributes
- ◆ Fonts: Select and use appropriate tools to enter format text, which may include, but is not exclusive to; font size, style, colour and type, word art, bullets and numbering, text alignment and indents.
- ◆ Page layouts:
  - Paper size and type, change page orientation, margins, page breaks, page numbering, header and footer, date and time, adjust page set up for printing.
- ◆ Editing tools:
  - Editing tools appropriate to the type of information, for example select, copy, cut, paste, undo, find, replace.
- ◆ Insert Pictures:
  - Pictures from file and clip art, use of text wrap for positioning, shapes and smart art and screenshots, headers and footers.
- ◆ Create Captions:
  - add captions, set caption positions, changing caption formats, changing caption labels, excluding labels from captions
- ◆ Design:
  - Themes, colours, borders and page borders.
- ◆ Review:
  - Spell checker, word count and comments.
- ◆ Save files offline and online using a cloud based storage facility.

## National Unit Support Notes (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 4)

### Outcome 3

This Outcome involves using cloud services to store, share, locate and update information. It will provide the opportunity to apply the skills achieved by completing Learning Outcomes 1 and 2 to store, edit and share documents with other learners.

The learner must be able to demonstrate the use of comments online within cloud stored files for a specified task.

They should be aware of safe use procedures such as choosing secure passwords and restricting the amount of personal information available online and should know about legal requirements (such as the Computer Misuse Act, Copyright, Design and Patents Act and Data Protection Act) and local restrictions like Acceptable Use Policies. They should also be aware of ethical considerations such as intellectual property rights, behaving in an acceptable manner online (netiquette) and respecting the privacy of others.

Successful completion of this Unit and the knowledge and skills gained will allow the learner to progress to the Unit *Web Apps: Word Processing* (SCQF level 5) and will form part of the NPA PC Passport SCQF level 4.

### Guidance on approaches to delivery of this Unit

This Unit has been designed to provide practical experience in the use of basic features and functions of contemporary word processing application packages. It is anticipated that the vast majority of the time spent on this Unit will be on practical exercises.

It is expected that the teaching plan for the Unit will commence with Outcome 1 where practical exercises introduce the learner to use a web based word processing application package to edit the existing document(s) to a given brief. Where access to an appropriate web app is restricted or web functionality is limited, a desktop word processing application package can be used.

The learners will then continue on to Outcome 2 where they will develop an understanding of the tools available in order to select the appropriate functionalities for the given task.

The centres will explore a variety of online share drives, for example: glow, cloud, dropbox, google drive and one drive. This will give the learners exposure to the different features these technologies offer.

The actual distribution of time between Outcomes is at the discretion of the centre, however, one possible distribution of time is:

Outcomes 1 and 2 — 30 hours  
Outcome 3 — 10 hours

The allocated timings allow for assessment and re-assessment where required.

## National Unit Support Notes (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 4)

While teaching will necessarily focus on a specific product, learners should be made aware that alternative packages are available and should be encouraged to explore these alternatives and the generic features of the class of software should be emphasised.

This Unit may be delivered stand-alone or in conjunction with other Units. Where it is delivered alongside other Units, there is an opportunity to contextualise this Unit in terms of the contents of the other Unit(s) since this Unit's contents are generic.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment could take the form of a practical exercise (Outcome 1) and two practical assignments (Outcomes 2 and 3).

The practical exercise would require candidates to edit a document according to a supplied brief. The brief would clearly define the deletions, additions and modifications required to be carried out.

The practical assignments would require the candidate to create a new document (Outcome 2) and collaborate on the construction of a document (Outcome 3).

The evidence for all Outcomes should be generated under controlled conditions. The amount of control will vary from context to context. However, in every case, the conditions of assessment must be controlled to some extent. Where the amount of control is low, the amount of authentication should rise. It is not acceptable to produce evidence in lightly controlled conditions with little or no authentication.

Authentication may take various forms including, but not limited to, oral questioning and plagiarism checks. Evidence can be recorded electronically or in written/printed form, however it is encouraged to look at alternate approaches making use of modern technology such as e-portfolios, web blogs, video blogs, pod casts and even social media. Some forms of evidence generation (such as video recordings) have intrinsic authentication and would require no further means of verification. Where evidence is not generated under closely controlled conditions (for example, out of class) then a statement of authenticity should be provided by the learner to verify the work as their own, and also state any necessary sources and permissions.



## National Unit Support Notes (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 4)

### Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

This Unit provides opportunities to deliver some of the following Core Skills:

*Information and Communication Technology (ICT)* (SCQF level 4)

*Working with Others* (SCQF level 4)

This Unit involves learners using a range of features provided by word processing application packages which provides opportunities to gather evidence towards the *ICT* Core Skill.

This Unit involves learners using the internet to access a cloud storage area which may provide an opportunity to gather evidence towards aspects of the *ICT* Core Skill.

Several of the Core Skills components in *Information and Communication Technology (ICT)* can be addressed in this Unit. There are opportunities to select and start application software, use tools, enter and edit data, locate information, select information, and recognise security risks and act accordingly.

One or more of the Core Skills components in *Working with Others* can be addressed in this Unit. There are opportunities to carry out role in a co-operative activity, and seek and offer support.

In addition to Core Skills, this Unit provides opportunities to develop citizenship skills.

This Unit has the Core Skill of Problem Solving and Providing/Creating Information component of Information and Communication Technology embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Problem Solving at SCQF level 4 and Providing/Creating Information at SCQF level 4.

## History of changes to Unit

| Version | Description of change   | Date       |
|---------|---|------------|
| 02      | Core Skill Problem Solving at SCQF level 4 and Core Skills Component Providing/Creating Information at SCQF level 4 embedded. | 20/05/2016 |
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## General information for learners

### **Unit title:** Web Apps: Word Processing (SCQF level 4)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is about the knowledge and skills required to help you use desktop and web word processing application packages on personal computers and other computing devices such as tablets and smartphones, along with a number of topics such as protecting shared data.

The Unit covers practical skills and key knowledge about word processing. You will learn the basic features of word processing and gain hands-on experience of using it and will learn how to use the correct terms. You could use your knowledge and skills to help you in personal purposes such as learning, or you could use the Unit to improve your workplace ICT skills. This Unit also teaches you to be a knowledgeable, responsible and active user so that you can confidently use it for personal, educational and vocational purposes.

No previous knowledge or experience of computers is presumed. It is designed for the beginner who wants to learn how to use a word processor safely and productively.

The assessment of this Unit may take different forms. You might, for example carry out some practical tasks or alternatively, you might keep a diary or an e-portfolio of your work.

This Unit is part of a series of Units on the National Progression Award in PC Passport at SCQF level 4. You may progress to the Unit *Web Apps: Word Processing* (SCQF level 5) within the NPA PC Passport at SCQF level 5 on completion of this Unit if you wish to improve your knowledge and skills in this area.

The Unit will provide an opportunity to develop your *ICT* and *Working with Others* Core Skills.

This Unit has the Core Skill of Problem Solving and Providing/Creating Information component of Information and Communication Technology embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Problem Solving at SCQF level 4 and Providing/Creating Information at SCQF level 4.