



## National Unit specification

### General information

**Unit title:** Web Apps: Word Processing (SCQF level 5)

**Unit code:** HA6M 45

**Superclass:** CD

**Publication date:** May 2016

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit is designed to enable learners to develop the necessary skills and techniques for using the routine features of word processor applications.

Learners will gain practical experience in the use of **routine** features of the software, using web and desktop applications. The learners will be able to use routine word processing application features to format and present documents to a given brief. They will also be able to store, share and collaborate on a routine document online. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used as long as learners can collaborate on documents within a cloud based service.

The Unit is suitable for learners who have no previous experience or those who already have some basic knowledge of word processing and want to further develop their skills.

This Unit is a mandatory Unit within the National Progression Award in PC Passport at SCQF 5. On completion of the Unit, learners will be ready to undertake the Unit *Web Apps Word Processing* (SCQF level 6), or equivalent.

### Outcomes

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

- 1 Use routine features of a word processing application to a given brief.
- 2 Create a routine document.
- 3 Collaborate on a routine document.

## National Unit specification: General information (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 5)

### Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

### Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally be expected to have achieved the following, or equivalent:

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

### Core Skills

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

Complete Core Skill                      Problem Solving at SCQF level 5

Core Skill component                      Providing/Creating Information at SCQF level 5

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

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

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 5)

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 routine features of a word processing application to a given brief.

#### **Performance Criteria**

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

### **Outcome 2**

Create a routine 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 routine features to edit the document to match the identified purpose.
- (d) Use routine features to format the document to match the identified purpose.
- (e) Use routine features to layout the document to match the identified purpose.
- (f) Save the document in an appropriate format to an appropriate location.

### **Outcome 3**

Collaborate on a routine document.

#### **Performance Criteria**

- (a) Upload a document to a cloud service.
- (b) Share the document with others.
- (c) Collaborate with others on the contents of the document.
- (d) Edit the document in response to the feedback through collaboration.
- (e) Adhere to data security requirements and procedures.

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

**Unit title:** Web Apps: Word Processing (SCQF level 5)

### 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 routine 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 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 routine editing, formatting and layout 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 produced collaboratively, using a cloud service, in conjunction with other online users. The candidate must make a significant contribution to the document using the collaboration features of the word processing application, which must include adding and responding to comments.

The documents may be routine 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: Curriculum Vitae (personal), business form (vocational), and an essay (educational).

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 5)

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 5.

The overall aim of this Unit is to introduce the learner to the routine functions of desktop and web word processing software. For those learners who have already achieved *Web Apps: Word Processing* (SCQF level 4), this Unit will further develop their skills to produce various documentations using a wider range of word processing tools. 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 Unit is designed to be task-based and it is anticipated that most of the time will be spent on practical exercises.

This Unit requires the use of cloud services, such as OneDrive, DropBox or Google Drive, to allow for sharing, feedback and collaboration. 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. The Unit also requires communication to take place, preferably via a real time (instant messaging) service such as Skype; if this is restricted in your centre it is acceptable to use an alternate method of communication such as e-mail.

### Outcome 1

It is expected that learners are familiar with the correct procedure to start and close the word processing application. Also, it is likely that learners have previous exposure to the use of word processing software for creating simple word processed documents.

## National Unit Support Notes (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 5)

This Outcome deals mainly with the practical use of word processing applications. Exercises may be presented for the learners to work through in order that they gain the necessary practical skills. They should become familiar with the software and be able to use page layout, formatting, editing functions and inserting tables, graphics, header, footer and columns. They should know how to check grammar, spelling and use tools within the software to ensure more efficient working, for example: the thesaurus, word count, navigate through a document, zoom in and out. They will be expected to print the documents effectively and efficiently. This includes: saving documents in alternate file formats and maintaining backward compatibility as well as printing document sections. 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.

Types of documents that learners could be asked to create and format are: Curriculum Vitae, business forms/letters/invoices and an essay.

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

- ◆ Types of information: Text, numbers, graphics, other graphic elements (eg lines, borders), hyperlinks, charts, WordArt, objects.
- ◆ Images, Shapes and SmartArt: Inserting, applying effects, modifying properties, wrapping text around, positioning and adding styles.
- ◆ 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 and AutoCorrect.
- ◆ 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, AutoFit, add borders and shading, sorting table data, using formulas and applying styles to tables.
- ◆ 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.
- ◆ Page layouts: Paper size and type, change page orientation, margins, page breaks, paragraph orphans, page numbering, section breaks; header and footer, watermark, date and time, adjust page set up for printing.
- ◆ Table of contents

## National Unit Support Notes (cont)

**Unit title:** Web Apps: Word Processing (SCQF level 5)

- ◆ Index generation
- ◆ Mail merge
- ◆ Comments and tracking changes
- ◆ Security: backup and password protection

### Outcome 3

This Learning Outcome will provide the opportunity to apply the skills achieved by completing Outcomes 1 and 2. This will entail storing, editing and sharing documents with other online users using a cloud service. Centres will facilitate the appropriate technology and the online space that is necessary to complete this Outcome. Where access to an appropriate online web app is restricted, a desktop word processing package can be used.

Learners are required to store and share documents on a common online share drive using a cloud service. Access to these documents should be given to other learners. These documents will then be accessed and commented by other learners as well as the teacher. Where this Unit is delivered via distance learning, learners can share and collaborate with family or friends for feedback. This Outcome will also involve collaborating with at least one other online user to produce a shared document using a web app on a cloud service. Learners will need to edit the document based on the feedback as part of the collaboration.

### Guidance on approaches to delivery of this Unit

This Unit has been designed to provide practical experience in the use of routine functions of contemporary word processing applications. 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 via an online cloud service. 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:

Outcome 1 — 20 hours  
Outcome 2 — 10 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 5)

### **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 of practical skills throughout this Unit may be demonstrated in the context of a single extended task, or in the context of a number of smaller tasks. The candidate will normally demonstrate the skills during the teaching and learning activities of the Unit, rather than as separate assessment activities.

The practical assessment could consist of observation of the learner over an extended period of time. In this scenario, the assessor would complete an observation checklist over an extended period of time, completing the checklist as s/he observed the learner perform specific tasks.

Evidence of practical competence can be stored in a portfolio. On completion of this Unit the portfolio should contain a range of evidence drawn from the Evidence Requirements for each Outcome.

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 5)

### 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 5)

*Working with Others* (SCQF level 5)

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 5 and Providing/Creating Information at SCQF level 5.

## History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 5 and Core Skills Component Providing/Creating Information at SCQF level 5 embedded.	20/05/2016

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## General information for learners

### Unit title: Web Apps: Word Processing (SCQF level 5)

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 will help you gain practical experience in the use of routine features of contemporary word processing applications. You will be able to use word processing application features to format and present documents to a given brief. You will also be able to store, share and collaborate on a routine document online. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used as long as you can collaborate on documents within a cloud based service.

You do not need experience of word processing in order to undertake this Unit. However, it would be beneficial if you have a little experience of using a word processing application.

The assessment may take different forms. It may involve a short test of your knowledge and some practical tasks, or it may simply be a record of your activities during the Unit.

This Unit is a mandatory Unit in the National Progression Award in PC Passport at SCQF level 5. You may progress to the Unit *Web Apps: Word Processing (SCQF level 6)* within the NPA PC Passport at SCQF level 6 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 5 and Providing/Creating Information at SCQF level 5.