National Unit specification

General information

Unit title: Web Apps: Word Processing (SCQF level 6)

Unit code: HA6M 46

Superclass:	CD
Publication date:	May 2016
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

This Unit is designed to enable learners to develop **complex** word processing skills and use web applications to create, share and work collaboratively on documents.

Learners will gain practical experience in the use of the complex features of web and desktop word processing applications. The learners will be able to use complex word processing application features to format and present documents for a given brief. They will also gain skills in using the collaborative and cloud features of contemporary word processing packages. 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.

This Unit is suitable for learners who wish to develop advanced skills in using word processing software to create complex documents for personal, educational or vocational purposes.

This Unit is a mandatory Unit within the National Progression Award in PC Passport at SCQF 6 and is also available as a free-standing Unit. On successful completion of this Unit, learners may progress to National Certificates or Higher National Certificates in Computing or related qualifications.

Outcomes

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

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

National Unit specification: General information (cont)

Unit title: Web Apps: Word Processing (SCQF level 6)

Credit points and level

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

Recommended entry to the Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience.

Web Apps: Word Processing (SCQF level 5)

In terms of prior learning and experience, relevant experiences and **Outcome**s 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 6

Core Skill component   Providing/Creating Information at SCQF level 6

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**.

National Unit specification: Statement of standards

Unit title: Web Apps: Word Processing (SCQF level 6)

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

Performance Criteria

(a)   Use complex editing features to meet the requirements of the brief.
(b)   Use complex formatting features to meet the requirements of the brief.
(c)   Use complex layout features to meet the requirements of the brief.
(d)   Use review features to mark-up document and track changes.
(e)   Use automation features to improve efficiency.
(f)   Use proofing features to improve accuracy.
(g)   Create an appropriate file structure to the brief.
(h)   Save the edited document in an appropriate format to an appropriate location.

Outcome 2

Create a complex document.

Performance Criteria

(a)   Create an appropriate template to meet the identified purpose of the document.
(b)   Use complex features to edit the document to match the identified purpose.
(c)   Use complex features to format the document to match the identified purpose.
(d)   Use complex facilities to layout the document to match the identified purpose.
(e)   Use complex facilities to design the document to match the identified purpose.
(f)   Use complex facilities to reference the document to match the identified purpose.
(g)   Save the document in an appropriate format to an appropriate location.

Outcome 3

Collaborate on a complex document.

(a)   Upload a document to a cloud based service.
(b)   Configure sharing and security settings.
(c)   Share the document with others with appropriate sharing rights.
(d)   Communicate with contributors within a cloud service.
(e)   Collaborate with others on the contents of a complex, long form document.
(f)   Edit the document in response to the feedback through collaboration.
(g)   Adhere to workflow processes and quality standards.
(h)   Adhere to data security requirements and procedures.

National Unit specification: Statement of standards (cont)

Unit title: Web Apps: Word Processing (SCQF level 6)

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 complex, long form 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 **long form** document using the **complex** 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. This document must be long form and use the package's facilities to aid navigation (such as a table of contents) and automate referencing. The automation facilities must be used when possible so, for example, a manually generated table of contents or index would not be acceptable.

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 must be complex and long form. Examples of the types of document that would be appropriate items of evidence at this level include: article for magazine (personal), business report (vocational), and an academic paper (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.

National Unit specification: Statement of standards (cont)

Unit title: Web Apps: Word Processing (SCQF level 6)

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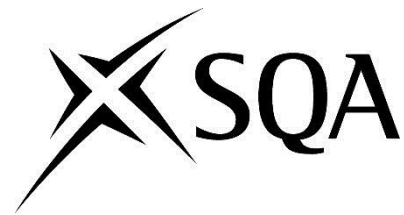
National Unit Support Notes

Unit title: Web Apps: Word Processing (SCQF level 6)

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 6.

The contents of this Unit provide an introduction to the complex features of word processing, and sharing and collaborating on files within a cloud service.

The overall aim of this Unit is to introduce the learner to the complex functions of desktop and web word processing software. 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 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.

National Unit Support Notes (cont)

Unit title: Web Apps: Word Processing (SCQF level 6)

Outcome 1

Learners are expected to be able to use the complex 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 contemporary 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 manage and share documents, design complex documents, create advanced references and create custom word elements. 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.

At this level, learners should have a thorough grasp of the full range of features of a contemporary word processing applications including such features as: inserting and manipulating tables (including converting text to tables), inserting special characters, inserting fields, inserting and manipulating graphics (including the associated captions), using automation facilities (including shortcut keys), using proofing tools, and using the document review facilities.

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:

♦   Prepare documents for review — Set tracking options, limit authors, restrict editing, delete document draft version, remove document metadata, mark as final, protect a document with a password.
♦   Manage document changes — Track changes, manage comments, use mark-up options, resolve multi-document style conflicts, display all changes.
♦   Manage multiple documents — Modify existing templates, merge multiple documents, manage versions of documents, use the style organiser, copy macros from document to document, link to external data, move building blocks between documents.
♦   Apply advanced formatting — Use wildcards in find and replace searches, create custom field formats, set advanced layout options, set character space options, set advanced character attributes, create and break section links, link text boxes.

National Unit Support Notes (cont)

Unit title: Web Apps: Word Processing (SCQF level 6)

♦ Customise Options and Views for Documents — changing document views, using zoom, customising the Quick Access toolbar, customising the Ribbon, splitting the window, adding values to document properties, using Show/Hide, recording simple macros, assigning shortcut keys, managing macro security.

♦ Create and manage indexes — Create indexes, update indexes, mark index entries, use index auto-mark files.

♦ Create and manage reference tables — Create a table of contents, create a table of figures, format a table of contents, update a table of authorities, set advanced reference options (captions, footnotes, citations).

♦ Apply advanced styles — Create custom styles, customise settings for existing styles, create character-specific styles.

♦ Manage forms, fields and mail merge operations — Add custom fields, modify field properties, add controls, modify control properties, perform mail merges, manage recipient lists, insert merged fields, edit and preview results.

♦ Create and modify building blocks — Create custom building blocks, save selections as Quick Parts, edit building block properties, delete building blocks.

♦ Create custom style sets and templates — Create custom colour themes, create custom font themes, create custom templates, create and manage style sets.

♦ Create and Modify a List — adding numbering or bullets, creating custom bullets, modifying list indentation, modifying line spacing, increasing and decreasing list levels, modifying numbering.

♦ Prepare a document for internationalisation and accessibility — Configure language options in documents, add alt-text to document elements, create documents for use with accessibility tools.

♦ Save, edit and share files offline and online using a cloud based storage facility.

At this level, learners should be able to work with complex, long form documents such as academic articles, long essays, product reviews, business reports and personal stories. The document must be sufficiently complex to demonstrate the associated Performance Criteria, which relate to formatting, layout, design, referencing and cross-referencing.

Outcome 3

This Outcome involves using cloud services to work collaboratively, store, share, locate and update information. It will provide the opportunity to apply the skills achieved by completing Outcomes 1 and 2 to create a document in collaboration with other learners. Where this Unit is delivered via distance learning, learners can share and collaborate with family or friends for feedback.

The Performance Criteria define the standards of this collaboration. Each learner is expected to work with other learners to create a long, complex document (such as a business report), adhering to agreed quality standards and workflow processes. The workflow process (the various stages in the construction of the document, assigned to each person involved in the construction) should be agreed by all of the collaborators.

National Unit Support Notes (cont)

Unit title: Web Apps: Word Processing (SCQF level 6)

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.

Guidance on approaches to delivery of this Unit

This Unit has been designed to provide practical experience in the use of complex functions of desktop and web word processing software. 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 complex features of 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.

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.

National Unit Support Notes (cont)

Unit title: Web Apps: Word Processing (SCQF level 6)

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.

One approach to assessment would be a **group project**, which would require a group of candidates to individually create a long, complex document on a specific topic (for example, the history of a sports team). This document could serve as evidence for Outcome 2 (presuming that it satisfied the associated Performance Criteria).

The group would then review each other's documents and agree improvements and clarifications to each document. These modifications would be defined in a brief, which would be used to revise the original document. The revised document would be the evidence for Outcome 1 (presuming that it satisfied the associated Performance Criteria).

The final task would be for the group be combine parts of each document into a single document that takes the best parts of each individual document to create single, combined document using the package's collaboration features. The group would be required to work collaboratively, using cloud services, to create this composite document.

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 6)

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**.

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 6)
Working with Others (SCQF level 6)

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 6 and Providing/Creating Information at SCQF level 6.

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 and Core Skills Component Providing/Creating Information at SCQF level 6 embedded.	20/05/2016

General information for learners

Unit title: Web Apps: Word Processing (SCQF level 6)

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 the complex features of web and desktop word processing applications. You will be able to use complex word processing application features to format and present documents for a given brief. You will also gain skills in using the collaborative and cloud features of contemporary word processing packages. 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.

This Unit is a mandatory Unit in the National Progression Award in PC Passport at SCQF level 6. It is recommended that you already have achieved the Unit *Web Apps: Word Processing (SCQF level 5)*.

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.

On successful completion of this Unit, you may progress to National Certificates or Higher National Certificates in Computing or related qualifications.

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 6 and Providing/Creating Information at SCQF level 6.