



Group Award Specification for:

**National Progression Award in PC Passport
at SCQF levels 4, 5 and 6**

Group Award Codes: GL31 44, GL32 45, GL33 46

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

PC Passport was originally introduced in 2004 in response to the growing demand for computing skills at that time. It was similar in content to the *European Computer Driving License (ECDL)*, which was popular with adult learners and employers. The focus of the original PC Passport award was computer application packages, specifically: word processing, spreadsheets, presentation software and databases. PC Passport rapidly became popular in Scottish schools and colleges.

The original version of PC Passport was revised in 2007 to modernise its contents. The focus on applications was changed to generic information and literacy skills. The structure was altered to provide more choice. This change coincided with the beginning of a decline in popularity of ICT, with the prevailing attitude being that people already possessed these skills. As a result, the period from 2007 to 2014 saw a decline in the uptake of PC Passport.

The technological landscape changed too. IT vendors began to build infrastructure to support cloud computing. This had implications for computer applications, which could use “the cloud” for sharing digital information and the collaborative creation of information. This was reflected in recent versions of software, such as *Microsoft Office* and *Google Documents*, which began to use the cloud for online editing and collaborative creation.

As this is a re-development of an existing award, an analysis was carried out to gauge the changes required to the current (2007) award. It became apparent that there was a demand for Units that covered separate packages but that these needed to be delivered in the context of modern, collaborative, software such as *Office 365*. There was unanimous support for a return to a hierarchical structure, which was present in 2004 but not 2007, and support also for updating the content to include cloud-based applications. The analysis also demonstrated a clear call for an approach to assessment which avoided the need for the overuse of checklists. There was also support for the possible use of an e-portfolio composed of a series of practical tasks, as a useful assessment instrument, in addition to the use of tests based on representative samples of appropriate bodies of knowledge.

In summary, the aim of this review was to:

- ◆ simplify the structure of the award across the three levels
- ◆ re-introduce a hierarchical structure
- ◆ focus on separate application packages
- ◆ reduce the assessment requirements
- ◆ re-introduce links with vendors.

The range of learners the qualification is suitable for

The qualification is suitable for a wide range of learners:

- ◆ S3 to S6 school pupils who may undertake the qualification as a broadening of the Computing Science curriculum.
- ◆ students at colleges undertaking full or part-time college programmes such as part of a NC in Computing with Digital Media.
- ◆ adults returning to education with an interest in developing their computing skills.
- ◆ learners lacking in technology skills wishing to enter the workplace.
- ◆ employees wishing to improve their productivity skills.

Relevance for Employment Opportunities

The qualifications will enable learners to develop a range of fundamental IT based knowledge and skills. That knowledge and those skills are directly relevant to the world of business and employment and, as such, are important elements in the portfolio of skills and knowledge which a learner takes to the job market.

2 Qualifications structure

2.1 Structure

The qualification is available at **SCQF levels 4, 5 and 6**.

The qualification (at all levels) consists of **three** mandatory Units and the total credit value is **3 SQA credits** (18 SCQF credit points). There are **no** optional Units.

The following tables define the award at each level.

National Progression Award in PC Passport at SCQF level 4

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HA6M	44	Web Apps: Word Processing	1	6	4
HA6J	44	Web Apps: Presentations	1	6	4
HA6L	44	Web Apps: Spreadsheets	1	6	4

National Progression Award in PC Passport at SCQF level 5

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HA6M	45	Web Apps: Word Processing	1	6	5
HA6J	45	Web Apps: Presentations	1	6	5
HA6L	45	Web Apps: Spreadsheets	1	6	5

National Progression Award in PC Passport at SCQF level 6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HA6M	46	Web Apps: Word Processing	1	6	6
HA6J	46	Web Apps: Presentations	1	6	6
HA6L	46	Web Apps: Spreadsheets	1	6	6

The progression through SCQF levels 4, 5 and 6 is accomplished by embedding increasing:

- ◆ **complexity of content**, eg from introductory to complex features and functions of applications.
- ◆ **levels of cognitive skills** by, for example, developing problem-solving and evaluative skills.
- ◆ **levels of practical skills**, eg from the production of simple documents to the completion of complex projects in a collaborative context.

The awards are hierarchical. Units may be mixed across levels while still permitting the learner to gain a Group Award, which will be awarded at the level of the lowest Unit passed. For example, a learner who passed *Web Apps: Word Processing* at SCQF level 4, *Web Apps: Spreadsheets* at level 5 and *Web Apps: Presentations* at level 6, would achieve the Group Award at SCQF level 4.

3 Aims of the qualification

The main aim of the reviewed version of PC Passport is to update the content to incorporate developments in the use of collaborative, cloud-based services, and to simplify both the structure of the awards and the assessment procedures.

Feedback from centres indicated a demand for the return of separate Units for each type of application, the return of a hierarchy (to facilitate mixed ability teaching) and a return to the simple structure of the original (2004) award.

3.1 General aims of the qualification

Each qualification aims to provide:

- 1 Improved digital skills, particularly software skills.
- 2 Improved collaboration skills.
- 3 Improved cognitive and practical competences in a range of contexts.
- 4 Improved vocational skills that can be used in a wide range of job roles.
- 5 Up-to-date knowledge and skills in using contemporary software.

3.2 Specific aims of the qualifications

In addition to these general aims, there are a number of specific aims.

- 6 Skills in using contemporary application packages in word processing, spreadsheets and presentation software.
- 7 Skills in using the collaborative aspects of these packages by using the cloud-based features.
- 8 An understanding of the uses and limitations of contemporary application software.
- 9 An improved technical vocabulary relating to application software.

4 Recommended entry to the qualifications

Entry to the qualifications is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation, has been provided by the Qualification Development Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ the PC Passport award at the lower level (this applies to levels 5 and 6)
- ◆ specific Unit passes in relevant areas
- ◆ digital literacy qualifications at the same level as the award.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular entry level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to undertake an alternative level or learning programme.

NPA in PC Passport at SCQF level 4

Core Skill	Recommended SCQF entry level	Recommended minimum Core Skill requirements
Communication	3	Read and understand a simple document. Produce a brief document which conveys several pieces of information.
Numeracy	3	Carry out a variety of simple number tasks. Extract information from a table. Communicate information by completing at least one of the following: table; chart; graph; diagram.
Information and Communication Technology (ICT)	3	Carry out ICT activities that involve simple operations. Carry out simple ICT activities that involve using menu/list-based applications software.
Problem Solving	3	Plan, organise and carry out a simple activity to deal with a problem, recognising the main reasons for the problem and suggesting a way to deal with the problem.
Working with Others	2	Work co-operatively with at least one other person to identify a role, with support. Carry out a role, adapting actions and behaviour.

NPA in PC Passport at SCQF level 5

Core Skill	Recommended SCQF entry level	Recommended minimum Core Skill requirements
Communication	4	Read and understand a straightforward document. Produce a document which conveys several pieces of information.
Numeracy	4	Carry out a variety of straightforward number tasks related to your work that involve calculations requiring a minimum of two steps. Extract and interpret information from a table.
Information and Communication Technology (ICT)	4	Carry out ICT activities which involve straightforward operations and application software. Demonstrate safe practice in using ICT to handle information, by recognising security risks and acting accordingly.
Problem Solving	4	Plan and carry out a straightforward activity to deal with a problem; work out an action plan; choose and obtain resources needed; carry out an action plan.
Working with Others	3	Work co-operatively with at least one other person to identify a role. Carry out a role, adapting actions and behaviour.

NPA in PC Passport at SCQF level 6

Core Skill	Recommended SCQF entry level	Recommended minimum Core Skill requirements
Communication	5	Read, understand and evaluate a document which presents and analyses factual content. Produce a document, or related documents, which convey several items of information, opinions, ideas or aspects of a subject.
Numeracy	5	Apply a wide range of numerical skills to solve problems. Interpret information from a series of straightforward related graphical forms, such as tables, graphs, charts or diagrams.
Information and Communication Technology (ICT)	5	Carry out ICT activities including using hardware responsibly and presenting information in an appropriate mode. Carry out a range of non-routine ICT activities which involve application software. Demonstrate safe practice in using ICT to handle information by keeping data secure.
Problem Solving	5	Plan, organise and carry out an activity to deal with the problem, working out an action plan, choosing and obtaining the resources needed, and carrying out the action plan. Check how well the problem-solving activity worked in practice. Gather evidence to decide how well the problem-solving activity worked, evaluating how effective each stage has been.
Working with Others	4	Work co-operatively with at least one other person to identify the main roles within the activity, own role and tasks and how these relate to others. Organise and carry out a role, pro-actively seek and offer support to and from others. Evaluate own and others' contribution, asking for feedback.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Unit code	Unit title	Aims								
		1	2	3	4	5	6	7	8	9
HA6M 44	Web Apps: Word Processing (SCQF level 4)	X	X	X	X	X	X	X	X	X
HA6J 44	Web Apps: Presentations (SCQF level 4)	X	X	X	X	X	X	X	X	X
HA6L 44	Web Apps: Spreadsheets (SCQF level 4)	X	X	X	X	X	X	X	X	X
HA6M 45	Web Apps: Word Processing (SCQF level 5)	X	X	X	X	X	X	X	X	X
HA6J 45	Web Apps: Presentations (SCQF level 5)	X	X	X	X	X	X	X	X	X
HA6L 45	Web Apps: Spreadsheets (SCQF level 5)	X	X	X	X	X	X	X	X	X
HA6M 46	Web Apps: Word Processing (SCQF level 6)	X	X	X	X	X	X	X	X	X
HA6J 46	Web Apps: Presentations (SCQF level 6)	X	X	X	X	X	X	X	X	X
HA6L 46	Web Apps: Spreadsheets (SCQF level 6)	X	X	X	X	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Unit code and title	National Occupational Standard																		
	IPU: A2	IUF: A3	UCT: A4	SF: A4	ICF: A3	DB: A1	DB: A2	DB: B1	DB: C1	DB: C3	PS: A1	PS: A2	SS: A1	SS: A2	SS: B2	WP: A1	WP: A2	WP: A3	WP: C2
HA6M 44 Web Apps: Word Processing (SCQF level 4)	X		X	X	X											X	X	X	X
HA6J 44 Web Apps: Presentations (SCQF level 4)	X			X	X						X	X							
HA6L 44 Web Apps: Spreadsheets (SCQF level 4)	X		X	X	X								X	X	X				
HA6M 45 Web Apps: Word Processing (SCQF level 5)	X	X	X	X	X											X	X	X	X
HA6J 45 Web Apps: Presentations (SCQF level 5)	X		X	X	X						X	X							
HA6L 45 Web Apps: Spreadsheets (SCQF level 5)	X	X	X	X	X								X	X	X				
HA6M 46 Web Apps: Word Processing (SCQF level 6)	X	X	X	X	X											X	X	X	X

Unit code and title	National Occupational Standard																		
	IPU: A2	IUF: A3	UCT: A4	SF: A4	ICF: A3	DB: A1	DB: A2	DB: B1	DB: C1	DB: C3	PS: A1	PS: A2	SS: A1	SS: A2	SS: B2	WP: A1	WP: A2	WP: A3	WP: C2
HA6J 46 Web Apps: Presentations (SCQF level 6)	X		X	X	X						X	X							
HA6L 46 Web Apps: Spreadsheets (SCQF level 6)	X	X	X	X	X								X	X	X				

National Occupational Standard	
IPU:A2	Use IT systems and software efficiently to complete planned tasks
IUF:A3	Follow and understand the need for safety and security practices
UCT:A4	Contribute to tasks using collaborative technologies
SF:A4	Make effective use of IT tools and facilities to present information
ICF:A3	Select and use IT to communicate and exchange information
DB:A1	Enter, edit and organise structured information in a database
DB: A2	Use database software tools to extract information and produce reports
DB:B1	Create and modify non-relational database table
DB:C1	Plan, create and modify relational database tables to meet requirements
DB:C3	Use database software tools to create, edit and run data queries and produce reports
PS:A1	Input and combine text and other information within presentation slides
PS:A2	Use presentation software tools to structure, edit and format slides
SS:A1	Use a spreadsheet to enter, edit and organise numerical and other data
SS:A2	Use appropriate formulas and tools to summarise and display spreadsheet information
SS:B2	Select and use appropriate formulas and data analysis tools to meet requirements
WP:A1	Enter, edit and combine text and other information accurately within word processing documents
WP:A2	Structure information within word processing documents
WP:A3	Use word processing software tools to format and present documents
WP:C2	Create and modify appropriate layouts, structures and styles for word processing documents

5.3 Mapping of Core Skills development opportunities across the qualification(s)

The following table shows where each of the Units can contribute to Core Skills.

Core Skills can be delivered within an award by **embedding** them (in which case the award will lead to additional certification for learners' Core Skills) or **signposting** them (which does not lead to certification).

Some Core Skills are embedded in the Units ('E' denotes 'embedding') and some Units signpost certain Core Skills ('S' denotes 'signposting'). This is summarised in the table below.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HA6M 44	Web Apps: Word Processing (SCQF level 4)					S4	E4	E4	E4	E4	S4	
HA6J 44	Web Apps: Presentations (SCQF level 4)					S4	E4	E4	E4	E4	S4	
HA6L 44	Web Apps: Spreadsheets (SCQF level 4)					S4	E4	E4	E4	E4	S4	
HA6M 45	Web Apps: Word Processing (SCQF level 5)					S5	E5	E5	E5	E5	S5	
HA6J 45	Web Apps: Presentations (SCQF level 5)					S5	E5	E5	E5	E5	S5	
HA6L 45	Web Apps: Spreadsheets (SCQF level 5)					S5	E5	E5	E5	E5	S5	

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/ Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HA6M 46	Web Apps: Word Processing (SCQF level 6)					S6	E6	E6	E6	E6	S6	
HA6J 46	Web Apps: Presentation (SCQF level 6)					S6	E6	E6	E6	E6	S6	
HA6L 46	Web Apps: Spreadsheets (SCQF level 6)			S6		S6	E6	E6	E6	E6	S6	

5.4 Assessment Strategy for the qualifications

In most Units, the Evidence Requirements take a holistic approach to the generation of evidence to show competence by requiring two items of evidence. These are:

- 1 evidence of cognitive competence (knowledge and understanding).
- 2 evidence of practical competence (practical abilities).

The Support Notes provide guidance on the instruments of assessment that could be used to generate the evidence (in the section entitled 'Guidance on Approaches to Assessment').

The following table summarises this **guidance** (and is not mandatory). Alternative forms of assessment are acceptable so long as they satisfy the Evidence Requirements for each Unit. In most cases, the suggested approach to assessment combines all of the knowledge into one assessment and all of the practical skills into one assessment.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Web Apps: Word Processing (SCQF level 4)	Two practical tasks covering all Outcomes		
Web Apps: Presentations (SCQF level 4)	Sample Test; closed-book.	One practical task covering both Outcomes	
Web Apps: Spreadsheets (SCQF level 4)	Sample Test; closed-book.	One practical task covering both Outcomes	
Web Apps: Word Processing (SCQF level 5)	Two practical tasks covering all Outcomes		
Web Apps: Presentations (SCQF level 5)	Sample Test; closed-book.	Two practical tasks covering both Outcomes	
Web Apps: Spreadsheets (SCQF level 5)	Sample Test; closed-book.	Two practical tasks covering both Outcomes	
Web Apps: Word Processing (SCQF level 6)	Two practical tasks covering all Outcomes		
Web Apps: Presentations (SCQF level 6)	Sample Test; closed-book.	Two practical tasks covering both Outcomes	
Web Apps: Spreadsheets (SCQF level 6)	Sample Test; closed-book.	Two practical tasks covering both Outcomes	

6 Guidance on approaches to delivery and assessment

A practical hands-on approach to learning should be adopted to engage learners and exemplify key concepts. However, all practical activities should be underpinned with appropriate knowledge before learners commence these activities.

It is recommended that, as learners progress through the Units at SCQF levels 4, 5 and 6, they are encouraged to increasingly develop responsibility for their own learning and are given opportunities to gain practical experience wherever possible.

6.1 Sequencing/integration of Units

Sequencing of Units

There is no recommended sequencing of Units appropriate to this qualification. The sequencing of Units is entirely at the discretion of the centre/assessor and may be expected to vary according to local factors such as availability of suitable resources, eg software, internet access, staffing and curricular structures.

Timetable of delivery

As with sequencing there is no recommended approach to the timetabled delivery of Units. Again, this is entirely at the discretion of the centre/assessor and may be expected to vary according to local factors such as curricular structure and staffing resources.

Timetable of assessment

The timing of assessments is at the discretion of the centre/assessor and will vary according to factors such as the pace of delivery of the Units and the implementation of appropriate assessment instruments. For example, checklists should be updated on an ongoing basis as tasks are completed whereas tests based on samples of appropriate knowledge should be delivered as and when learners have had sufficient opportunity to become familiar with the relevant body of knowledge.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or may not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice

- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

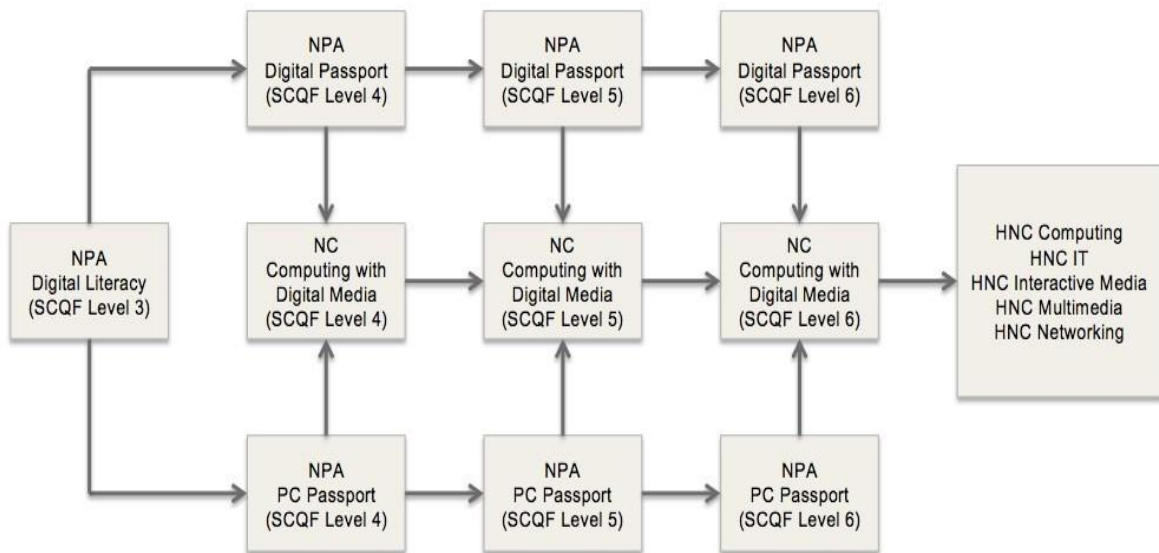
The following sub-sections outline how existing SQA Units may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Given that this is a suite of awards, the simplest progression is from level to level. Learners who complete an award at one level may progress to the next. So, for example, learners who complete PC Passport at SCQF level 4 may progress to PC Passport at level 5. It is anticipated that many learners will do this.

Learners may also undertake this suite of awards in a multi-level manner. Learners may mix Units across levels and gain the Group Award at the level of the lowest Unit. For example, a learner who passes *Presentations* at level 6, *Spreadsheets* at level 5 and *Word Processing* at level 4, would gain the Group Award at level 4.

There is also progression to awards outside of the suite. Learners may progress to a range of national qualifications including other NPAs and some National Certificates. The following diagrams show some of the routes. It is not exhaustive but merely illustrative of the types of routes that learners could pursue.



The revised PC Passport Units at SCQF levels 5 and 6 will be incorporated into the frameworks of the proposed CBQ in Digital Application Support at SCQF levels 5 and 6 respectively, as part of the new Digital Application Specialist Modern Apprenticeships level 2 and 3.

6.2.2 Transitional Arrangements

Given the significant changes made to the 2007 suite of awards, there are no arrangements in place for credit transfer between those awards and these ones.

This suite of awards will replace the 2007 awards. These versions will be available to centres from May 2016. The current (2007) awards will go into lapsing from February 2017 and certification will end in January 2020.

However, the component Units in the 2007 awards will not be removed from the catalogue (for the foreseeable future) to permit centres to continue to deliver those Units on a stand-alone basis.

The original Units in the 2004 award were not lapsed. However, given their similarity with the new Units, they will be replaced by these versions. This will take place before July 2017.

6.2.3 Credit transfer

Since the revised version of PC Passport is based on developing skills related to the use of web-based applications, the knowledge and skills' development in a revised Unit is **not** sufficiently similar to justify credit transfer from the old to any corresponding new Unit.

6.3 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.

The knowledge and understanding of all the Units can be assessed through the SOLAR—www.sqasolar.org.uk. If your centre is not already on SOLAR you can complete the form on the SOLAR website and get immediate access. The SOLAR website contains training materials and answers many of the common questions you may have. If you would like to know more contact the SOLAR team on solar@sqa.org.uk.

If evidence is produced by means of an e-portfolio, learners are required to collate a portfolio of evidence which may take a variety of digital forms, eg text, graphics, web pages, video clips, audio clips. This may be stored in an appropriate online platform.

6.4 Support materials

Assessment Support Packs will be produced and published on the SQA secure site, one for each of the nine Units in the award. The support packs will provide detailed assessment guidelines and advice, as well as exemplars of valid evidence.

6.5 Resource requirements

Centres offering this qualification will be required to provide access to computer systems which offer access to the following web-based applications: word processing, spreadsheets and presentations. The choice of web-based applications is entirely at the discretion of each centre. Examples of suitable examples, which are offered for guidance and whose use is not mandatory, are: Microsoft Office 365, Office Web Apps, Google Docs, Google Apps for Work, Zoho Office Suite.

Cloud-based storage services include, but are not limited to, Microsoft's OneDrive, Dropbox, Google Drive, Amazon Cloud Drive, Apple iCloud Drive, Box.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: the level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at levels 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills that arise in learning and teaching but are not automatically certificated.

9 General information for learners

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

PC Passport is a modern qualification that will teach you how to use contemporary software such as Word™, Excel™ and Powerpoint™. It not only covers how to use the basic functions of these packages, but you will also learn how to use the collaborative and cloud-based features of the packages.

It is made up of three National Units:

Web Apps: Word Processing

Web Apps: Spreadsheets

Web Apps: Presentations

The qualification is available at three levels: SCQF level 4 (National 4), SCQF level 5 (National 5) and SCQF level 6 (Higher).

The level 4 award covers the basics of these packages. The level 6 award covers the advanced features. If you complete the award at level 6 you will have expert skills in using these packages.

The qualification is linked to Microsoft Office Specialist (MOS), an internationally recognised qualification provided by Microsoft Corporation. If you complete this qualification at level 6 you will have covered the knowledge and skills required to attempt the MOS Core Exams in each of these areas.

If you are not sure what level would be best for you, you can undertake the award at any of the three levels by mixing-and-matching Units across levels. For example, you could try *Word Processing* at level 6, *Presentations* at level 5 and *Spreadsheets* at level 4 — and still gain a national qualification.

This qualification is ideal as preparation for employment or progression to further studies since you will gain knowledge and skills that are vital for employment or progression to more advanced qualifications.

Whether you are a complete beginner, an older learner, or someone who would like to build on the knowledge and skills they already have, this qualification will offer you many opportunities to make progress, become successful, and create and collaborate using web-based services.

The qualification will help you develop your knowledge of and give you practical experience in designing and creating presentations; creating, editing and formatting word processing documents; designing and creating spreadsheets. You will also be given opportunities to develop knowledge of, as well as skills in the use of, cloud-based services to store and share your documents, and collaborate in projects with your fellow learners.

If you are a beginner you can start with the Units at SCQF level 4. These Units will give you some basic skills and knowledge and build up your confidence, enabling you to progress to the more challenging Units in levels 5 and 6.

You will be asked to produce evidence of your progress through the qualification. You may be asked to complete a series of short tests, to produce a range of documents to store and share online, and to collaborate with others in the production of web-based documents.

The qualification will give you opportunities to:

- ◆ develop the knowledge and skills that will enable you to create, store and share your word processing, spreadsheet and presentations.
- ◆ develop your knowledge and understanding of the use of web-based applications and services.

The knowledge and skills which you develop as you progress through the qualification will be useful all along your education; they are highly valued by employers and will help you progress your career in whatever path you pursue. You may progress to Computing-related National Certificate qualifications, or the new Digital Application Specialist Modern Apprenticeships.