

# SVQ for IT Users (ITQ) — level 3 (SCQF level 6)

## F9D8 04: Word Processing Software 3

### 6 SCQF credit points at SCQF level 6

**Description:** This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.

Outcome	Skills and Techniques	Knowledge and Understanding
<b>On completion of this Unit the candidate should be able to:</b>		
1 Enter and combine text and other information accurately within word processing documents.	<ol style="list-style-type: none"><li>1 Use appropriate techniques to enter text and other types of information accurately and efficiently.</li><li>2 Create, use and modify appropriate <b>templates</b> for different types of documents.</li><li>3 <b>Combine and merge information</b> within a document from a range of sources.</li><li>4 <b>Store and retrieve</b> document and associated files effectively, in line with local guidelines and conventions where available.</li><li>5 Select and use tools and techniques to <b>work with multiple documents or users</b>.</li><li>6 <b>Customise</b> interface to meet needs.</li></ol>	<ol style="list-style-type: none"><li>1 Summarise what <b>types of information</b> are needed for the document and how they should be linked or integrated.</li><li>2 Explain how to combine and merge information from other software or multiple documents.</li></ol>
2 Create and modify appropriate layouts, structures and styles for word processing documents.	<ol style="list-style-type: none"><li>1 Create, use and modify columns, <b>tables and forms</b> to organise information.</li><li>2 Define and modify <b>styles</b> for document elements.</li><li>3 Select and use tools and techniques to organise and <b>structure long documents</b>.</li></ol>	<ol style="list-style-type: none"><li>1 Analyse and explain the requirements for structure and style.</li></ol>
3 Use word processing software tools and techniques to format and present documents effectively to meet requirements.	<ol style="list-style-type: none"><li>1 Select and use appropriate techniques to <b>format characters and paragraphs</b>.</li><li>2 Select and use appropriate <b>page and section layouts</b> to present and print multi-page and multi-section documents.</li></ol>	<ol style="list-style-type: none"><li>1 Explain how the information should be formatted to aid meaning.</li><li>2 Evaluate the quality of the documents produced to ensure they are fit for purpose.</li></ol>

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:	3 <b>Check documents</b> meet needs, using IT tools and making corrections as necessary. 4 Respond appropriately to any <b>quality problems with documents</b> to ensure that Outcomes meet needs and are fit for purpose.	

Note: The **emboldened** items are exemplified in the Support Notes.

## Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

**NB: It is possible to achieve this Unit by Accreditation of Prior Achievement (APA), however, the relevant evidence must be referenced within the portfolio.**

## General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) code WP: Word Processing Software level 3. It has a stated number of SCQF credit points = 6 at SCQF level 6.

## Support Notes

### Summary

A SCQF level 6 (ITQ level 3) user can select and use a range of advanced word processing software tools and techniques to produce complex and non-routine documents.

Word processing tools and techniques will be described as 'advanced' because:

- ◆ the software tools and functions will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying
- ◆ the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application
- ◆ the user will take full responsibility for the inputting, manipulating and outputting of the information

**Examples of context:** Typical documents will require problem solving and creative thinking, and may include complex reports and content for publications such as web pages, journals, newsletters or other printed materials.

**Examples of content** are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

**The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.**

## **Outcome 1**

**Types of information:** Text, numbers, images, other graphic elements (eg lines, borders), hyperlinks, charts, objects.

**Templates:** Use existing templates; create, amend and delete templates.

**Combine information:** Insert, size, position, wrap, order, group, link information in a document to another source; mail merge documents and labels; hyperlinks, link information from one type of software to information produced using different software; *merge fields*.

**Store and retrieve:** File properties; protection; versions, storage and backup locations; file formats; *open rtf file in application, save file as text, rtf or html, password protection; methods to reduce file size. Templates, stylesheets*.

**Work with multiple documents or users:** Version control, audit and track changes, compare and merge documents; document sharing and collaboration.

**Customise interface:** Shortcuts, toolbars, menus; default settings; start-up, language.

## **Outcome 2**

**Requirements for structure and style:** Document layout, house style, *branding*.

**Tables and forms:** Insert and delete cells, rows and columns, adjust row height and column width; add table, complete forms and tables, convert text to table; create and amend forms; merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort, *position, headings, totals; heading rows; embedded spreadsheet data*.

**Format columns:** Modify column number and width, *add column breaks*, 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; *define, organise and use new styles*.

**Page layout:** Paper size and type, change page orientation, margins, header and footer, page and section breaks, page numbering, date and time, columns, adjust page set up for printing or *web publishing, facing pages, booklets*.

**Document structure:** Page breaks, columns, sections, *bookmarks, cross referencing using indexes and contents page, outlines, master and sub-documents*.

## Outcome 3

**Format characters:** Size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters and symbols, *spacing, position*.

**Format paragraphs:** Alignment, bullets, numbering, line spacing, paragraph spacing, borders, shading, indents, tabs, widows and orphans, *outline, sub-numbering, style sheet; custom styles; graphics; objects, text wrap*.

**Automate routines:** Keyboard shortcuts; autotext; customise menus; macros.

**Check word processed documents:** Spell check, grammar check, typeface and size, hyphenation, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency, clarity; language and dictionary settings; *cross referencing*.

**Quality problems with documents:** Will vary according to the content, for example, text (eg styles, structure, layout), images (eg size, position, orientation), numbers (eg decimal points, results of any calculations); links, cross references, versions.

## Guidance on examples of evidence

### Typical examples of evidence for Outcomes 1–3

Typical documents will require problem solving and creative thinking and may include complex reports and content for publications such as web pages, journals, newsletters or other printed materials.

To assess competence in the Knowledge and Understanding sections for all of the Outcomes a knowledge test in the form of multiple-choice questions (say 16–20 questions) or candidate statement or expert witness testimonial statements or a semi structured interview could be employed. Either one or a combination of these methods would be appropriate. If oral questioning techniques are employed it is essential to keep a record of the questions asked, together with a record in a suitable format of the candidate's responses to these for evidence purposes.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)