Regulated Qualifications Unit and Assessment Specification

Unit title	Word Processing Software
Regulator unit code	R/502/4628
SQA unit code	H83R 62
SSC Ref	WP2

History of changes

Publication date: July 2016

Version: 02 (October 2017)

Version number	Date	Description	Authorised by
02	October 2017	Unit Specification updated to reflect current Ofqual terminology.	Qualifications Officer

Regulated qualifications unit specification

Title	Word Processing Software
Level	2
Credit value	4

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1 Enter and combine text and other information accurately within word processing documents.	1.1 Identify what types of information are needed in documents. 1.2 Use appropriate techniques to enter text and other information accurately and efficiently. 1.3 Select and use appropriate templates for different purposes. 1.4 Identify when and how to combine and merge information from other software or other documents. 1.5 Select and use a range of editing tools to amend document content. 1.6 Combine or merge information within a document from a range of sources. 1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.
2 Create and modify layout and structures for word processing documents.	2.1 Identify the document requirements for structure and style. 2.2 Identify what templates and styles are available and when to use them. 2.3 Create and modify columns, tables and forms to organise information. 2.4 Select and apply styles to text.
3 Use word processing software tools to format and present documents effectively to meet requirements.	3.1 Identify how the document should be formatted to aid meaning. 3.2 Select and use appropriate techniques to format characters and paragraphs.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
	3.3 Select and use appropriate page and section layouts to present and print documents.
	3.4 Describe any quality problems with documents.
	3.5 Check documents meet needs, using IT tools and making corrections as necessary.
	3.6 Respond appropriately to quality problems with documents so that outcomes meet needs.

Additional information about the unit

Unit purpose and aim(s)

This is the ability to use a software application designed for the creation, editing and production of largely text-based documents. This unit is about the skills and knowledge required by an IT user to select and use a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

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

♦ The software tools and functions will be at times non-routine or unfamiliar.
♦ The choice of techniques will need to take account of a number of factors or elements.
♦ The user will take some responsibility for the inputting, manipulating and outputting of the information.

Unit start date

01/11/14

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

N/A

Details of the relationship between the unit and other standards or curricula (if appropriate)

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

Creative and cultural skills overarching assessment principles.
See IT user assessment strategy available from www.e-skills.com

Endorsement of the unit by a sector or other appropriate body (if required)

N/A

Location of the unit within the subject/sector classification system

6.2 ICT for Users

Name of the organisation submitting the unit

e-skills UK, The Sector Skills Council for Business and Information Technology.

Additional information about the unit (Cont)
Guided Learning Hours
30

Regulated qualifications assessment specification

Assessment (evidence) requirements

Assessors must ensure that learners provide evidence to cover all the learning outcomes and assessment criteria.

This unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

♦ Observation
♦ Product and photographic evidence
♦ Relevant active documentation, reports, presentations

Performance evidence: Observation
Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance evidence: Products
Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on methods/Instruments of assessment

This unit is designed to assess the knowledge of learners in the workplace. Learning outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:
♦ Questioning
♦ Professional discussion
♦ Witness testimony
♦ Other valid evidence which relates directly to learner performance

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Guidance on methods/Instruments of assessment (cont)

Supporting evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work-based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting evidence: Professional discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting evidence: Witness testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

♦   a clear, authentic statement indicating how the learner carries out their job
♦   dated, signed and include the job title of the witness

Supporting evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio.
The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's guide to assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *guide to assessment* can be downloaded free from SQA's website **www.sqa.org.uk**.

Creative and cultural skills overarching assessment principles also supports the assessment of this unit.