

UAN:	Y/502/4629
Level:	3
Credit value:	6
GLH:	45
Assessment type:	Portfolio of Evidence or assignment (7574 ITQ Users)
Relationship to NOS:	This unit is linked to the Level 3 IT User NOS devised by Tech Partnership.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Tech Partnership, the Sector Skills Council for ICT. See IT User Assessment Strategy available from Tech Partnership website.
Aim:	This is the ability to use a software application designed for the creation, editing and production of largely text-based documents. On completion of this unit a candidate should be able to 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; and
- the user will take full responsibility for the inputting, manipulating and outputting of the information.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Enter and combine text and other information accurately within word processing documents.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 summarise what types of information are needed for the document and how they should be linked or integrated 1.2 use appropriate techniques to enter text and other types of information accurately and efficiently 1.3 create, use and modify appropriate templates for different types of documents 1.4 explain how to combine and merge information from other software or multiple documents 1.5 combine and merge information within a document from a range of sources 1.6 store and retrieve document and associated files effectively, in line with local guidelines and conventions where available 1.7 select and use tools and techniques to work with multiple documents or users 1.8 customise interface to meet needs.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 2. Create and modify appropriate layouts, structures and styles for word processing documents.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 2.1 analyse and explain the requirements for structure and style 2.2 create, use and modify columns, tables and forms to organise information 2.3 define and modify styles for document elements 2.4 select and use tools and techniques to organise and structure long documents.

Learning outcome
The learner will: 3. Use word processing software tools and techniques to format and present documents effectively to meet requirements.
Assessment criteria
The learner can: 3.1 explain how the information should be formatted to aid meaning 3.2 select and use appropriate techniques to format characters and paragraphs 3.3 select and use appropriate page and section layouts to present and print multi-page and multi-section documents 3.4 check documents meet needs, using IT tools and making corrections as necessary 3.5 evaluate the quality of the documents produced to ensure they are fit for purpose 3.6 respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose.

Unit 351 Word processing software

Supporting information

Guidance

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

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.

Outcome 1 Enter and combine text and other information accurately within word processing documents

The learner should be able to and understand:

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, link information from one type of software to information produced using different software.
- Mail merge documents and labels, merge fields.
- Hyperlinks.

Store and retrieve:

- File properties, protection, password protection.
- Versions, storage and backup locations.
- File formats, open RTF file in application, save file as text, RTF or HTML.
- 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 Create and modify appropriate layouts, structures and styles for word processing documents

The learner should be able to and understand:

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, and 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 Use word processing software tools and techniques to format and present documents effectively to meet requirements

The learner should be able to and understand:

Format characters:

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

Format paragraphs:

- Alignment, numbering, line spacing, paragraph spacing.
- Indents, tabs, widows and orphans, outline.
- Borders, bullets, shading, sub-numbering.
- Custom styles, style sheet.
- 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.