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| **Unit Title:** | **Word processing software** |
| OCR unit number: | 38 |
| Level: | 2 |
| Credit value: | 4 |
| Guided learning hours: | 30 |
| Unit reference number: | R/502/4628 |

| Learning Outcomes | Assessment Criteria | Examples |
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| The learner will:<br><br>1. Enter and combine text and other information accurately within word processing documents | The learner can:<br><br>1.1 Identify what types of information are needed in documents<br>1.2 Use appropriate techniques to enter text and other information accurately and efficiently<br>1.3 Select and use appropriate templates for different purposes<br>1.4 Identify when and how to combine and merge information from other software or other documents<br>1.5 Select and use a range of editing tools to amend document content<br>1.6 Combine or merge information within a document from a range of sources<br>1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available | Types of information: Text, numbers, images, other graphic elements (eg lines, borders); objects<br><br>Keyboard or other input method: Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts<br><br>Other input methods: voice recognition, touch screen, stylus<br><br>Combine information: Insert, size, position, wrap, order, group, link information in a document to another source; mail merge documents and labels; hyperlinks<br><br>Templates: Existing templates (eg blank document, fax, letter, web page), create new templates for common documents<br><br>Editing tools: Editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position<br><br>Store and retrieve: File properties; versions, storage locations, backup; file |

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| | | formats; *Change format of documents to RTF or HTML* |
| 2. Create and modify layout and structures for word processing documents | 2.1 Identify the document requirements for structure and style<br>2.2 Identify what templates and styles are available and when to use them<br>2.3 Create and modify columns, tables and forms to organise information<br>2.4 Select and apply styles to text | Tables and forms: *Add and amend table structure, merge cells, complete forms and tables, insert and modify form fields, convert text to table;* Insert and delete cells, rows and columns, adjust row height and column width, *merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort*<br><br>Styles: Heading styles; Apply or change existing styles to a word, line, paragraph or section, define styles for different elements of common documents<br><br>Page layouts: Paper size and type, change page orientation, margins, page breaks, page numbering, *section breaks; header and footer, date and time, adjust page set up for printing* |
| 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<br>3.2 Select and use appropriate techniques to format characters and paragraphs<br>3.3 Select and use appropriate page and section layouts to present and print documents<br>3.4 Describe any quality problems with documents<br>3.5 Check documents meet needs, using IT tools and making corrections as necessary<br>3.6 Respond appropriately to quality problems with documents so that outcomes meet needs | Format characters: Size, font style (typeface), colour, bold, underline, italic, *superscript, subscript*<br><br>Format paragraphs: Alignment, bullets, numbering, line spacing, borders, shading, *widows and orphans; Tabs and indents*<br><br>Format columns: Add and delete columns, modify column width, add columns to whole document and part of a page<br><br>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;* |

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| | | *language and dictionary settings*<br><br>Quality problems with word processed 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) |

## Unit purpose and aim

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; and
- the user will take some responsibility for the inputting, manipulating and outputting of the information.

## Details of relationship between the unit and national occupational standards

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

## Assessment

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of:

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

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See Recommended Assessment Methods in the ITQ Centre Handbook.

## Evidence requirements

Where candidates are not using CLAiT Unit 1 to produce evidence, an evidence checklist must be completed without gaps.

Where candidates are submitting evidence produced having sat an OCR-set assignment, there is no need to complete an evidence checklist.

## Guidance on assessment and evidence requirements

Please refer to the centre handbook for ITQ 2009.

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