Unit 19: Word Processing Software Level 1

Level: 1

Credit value: 3

Guided learning hours: 20

Learning Outcomes	Assessment Criteria	Examples
The learner will: 1. Enter, edit and combine text and other information accurately within word processing documents	The learner can: 1.1 Identify what types of information are needed in documents 1.2 Identify what templates are available and when to use them 1.3 Use keyboard or other input method to enter or insert text and other information 1.4 Combine information of different types or from different sources into a document 1.5 Enter information into existing tables, forms and templates 1.6 Use editing tools to amend document content 1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available	Types of information: Text, numbers, images, other graphic elements (eg lines, borders) Keyboard or other input method: Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts Other input methods: voice recognition, touch screen, stylus 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 Store and retrieve: Save, save as, find, open, close
2. Structure information within word processing documents	2.1 Create and modify tables to organise tabular or numeric information 2.2 Select and apply heading styles to text	Tables: Add table, insert and delete rows and columns, adjust column width Page layout: Size, portrait, landscape, margins, page breaks, page numbering; standard document layouts (eg letter, memo)
3. Use word processing software tools to format and present documents	3.1 Identify what formatting to use to enhance presentation of the document 3.2 Select and use appropriate techniques to format characters and paragraphs 3.3 Select and use appropriate page layout to	Format characters: Size, font style (typeface), colour, bold, underline and italic Format paragraphs: Alignment, bullets, numbering, line spacing, borders, shading

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	present and print documents 3.4 Check documents meet needs, using IT tools and making corrections as necessary	Check word processed documents: Spell check, grammar check, typeface and size, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency

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 use a range of basic word processing software tools and techniques to produce appropriate straightforward or routine documents. Any aspect that is unfamiliar will require support and advice from others.
Word processing tools and techniques will described as 'basic' because:

- the software tools and functions will be pre-determined or commonly used; and
- the techniques needed for text entry, manipulation and outputting will be straightforward or routine.

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.

See Recommended Assessment Methods in the ITQ Centre Handbook.

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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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