

## **SQA Advanced Unit Specification**

### **General information for centres**

**Unit title:** IT in Business: Word Processing and Presentation Applications (SCQF level 7)

**Unit code:** HP6G 47

**Superclass:** CC

**Publication date:** August 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Unit purpose**

This unit is designed to develop skills and knowledge in word processing and presentation packages to aid business communication. This unit will be relevant to learners who are interested in a career in administration with a particular focus in document production and presentation.

### **Outcomes**

On successful completion of the unit the learner will be able to:

- 1 Produce business documents using word processing software.
- 2 Perform a mail merge.
- 3 Evaluate the impact of current legislation in relation to information and equipment.
- 4 Create a business presentation using presentation software.

### **Credit points and level**

2 SQA Credit at SCQF level 7: (16 SCQF credit points at SCQF level 7)

### **Recommended entry to the unit**

Access to this unit is at the discretion of the centre. However, it would be beneficial if learners have some competence in word processing. This may be demonstrated by possession of recent relevant work experience.

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### Core Skills

Achievement of this unit gives automatic certification of the following Core Skills components:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5 Providing/Creating Information at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

### Context for delivery

If this unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Unit specification: statement of standards**

**Unit title:** IT in Business: Word Processing and Presentation Applications (SCQF level 7)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Produce business documents using word processing software.

#### **Knowledge and/or Skills**

- ◆ Word processing
- ◆ Business documents
- ◆ Form design
- ◆ Organisational house style
- ◆ Proofreading
- ◆ Mailable standard

### **Outcome 2**

Perform a mail merge.

#### **Knowledge and/or Skills**

- ◆ Main document
- ◆ Data source
- ◆ Filter option
- ◆ Label function

### **Outcome 3**

Evaluate the impact of current legislation in relation to information and equipment.

#### **Knowledge and/or Skills**

- ◆ Security
- ◆ Confidentiality
- ◆ Legislation
- ◆ Research
- ◆ Evaluation
- ◆ Selection

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### Outcome 4

Create a business presentation using presentation software.

#### Knowledge and/or Skills

- ◆ Presentation structure
- ◆ Business presentations
- ◆ Presentation software

#### Evidence Requirements for this unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

All final business documents must adhere to an agreed organisation house style and meet mailable standards

Learners must:

- ◆ compose a business letter in response to given information within a realistic timescale.
- ◆ produce a multi-page business document from a variety of sources, one of which must be an unseen electronic file containing five errors. The final document should include: a front page, table of content and index, plus pages of appropriate content.
- ◆ apply word processing functions.
- ◆ apply different layouts to the document including:
  - columns
  - page orientations
  - sections
  - headers and footers
- ◆ produce meetings documentation, including Notice of Meeting, Agenda and Action Minute.
- ◆ design a one-page business form for a specific purpose. Learners must show that they have taken into account the structure of the form including: the positioning of fields, the field sizes, white space and amount of information required.
- ◆ create a data source from information provided, containing multiple records.
- ◆ create a main document from information provided that contains address fields and two or more other fields from the data source.
- ◆ produce appropriately sized labels using a filter.
- ◆ produce a merged document using a filter.
- ◆ evaluate the implications of UK legislation for a given scenario in relation to:
  - storage of information
  - security and confidentiality of information
  - security of equipment
  - use of electronic communication systems
  - changes in working practices
- ◆ create a presentation using appropriate software. The presentation should be of sufficient length to incorporate the requirements below. Slides should be formatted consistently and make appropriate use of space.
- ◆ include appropriate introduction, main presentation and conclusion.

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- ◆ create a customised themed slide to include:
  - application of template
  - footer text Insert an appropriate picture/logo
- ◆ apply appropriate use of animation and transition:
  - apply effects to include:
    - an internal hyperlink
    - an external hyperlink
    - action buttons to guide viewer through the presentation

The Evidence Requirements of this unit are not linked to any specific presentation software. While certain terms are used to illustrate the standard (eg 'slides'), it is the **Knowledge and Skills** in using the relevant feature that are being assessed; therefore packages which employ differing terminology may also be used to assess the same **Knowledge and Skills**.

### Unit specification: support notes

**Unit title:** IT in Business: Word Processing and Presentation Applications (SCQF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this unit

This unit is designed to provide learners with the knowledge and skills in word processing and presentation packages to aid business communication. This unit is part of the SQA Advanced Diploma in Administration and Information Technology (GM68 48) but may form part of other Group Awards and may be delivered as a stand-alone unit.

Learners should develop skills in producing and storing electronic documents in an efficient and effective manner. Learners should be confident users of files and folders for storing and finding documents and should be encouraged to develop effective file management skills.

It would be beneficial for learners to have some word processing skills. Where this is not the case, centres are encouraged to identify appropriate preparation for learners.

Most organisations have a preferred house style and learners should be introduced to this concept. Where learners are in a work place environment, their employer's house style may be agreed with the assessor and then used as a standard of competence.

### Guidance on approaches to delivery of this unit

If this unit is being delivered as part of the SQA Advanced Diploma in Administration and Information Technology, the house style document could be used across other units to ensure consistency for learners and assessors. For example, if the multi-page document is a report then it could also be used in assessment of *Communication: Business Communication* (HP75 47). Where an industry standard or workplace example is unavailable, centres have to define the house style. Guidance on this is provided in Guidance on Assessment later in this unit specification.

Learners should be encouraged to reflect on the different circumstances in which they use word processing and presentation software, as this will enhance learning and assist in preparation for *Administration and Information Technology: Graded unit 1*.

### Outcome 1

Examples of the word processing functions include: endnotes, footnotes, captions, index, table of contents, watermark, insert graphic, insert file, autotext; columns, section breaks, page breaks, however, these are not exhaustive and centres should review regularly to make the most of emerging software.

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### Outcome 2

It is anticipated that the mail merge data source will be a word processing document but learners may use other software files that contain appropriate data. Centres may wish to teach different methods of mail merge, for example, mail merge to email, to demonstrate the increasing flexibility of software packages available. The fields holding data other than name and address may be used within the body of the letter, or as an enclosure.

### Outcome 3

The applications of ICT are rapidly changing and evolving. Legislation to regulate the use of IT is therefore subject to change to keep up with developments, subsequently, centres should be aware of emerging legislation and adapt teaching and assessment accordingly. Examples of current legislation at the time of writing include:

- ◆ Copyright, Designs and Patents Act
- ◆ Computer Misuse Act
- ◆ Data Protection Act

The legislation must be relevant to the UK and learners should be aware when researching that many other countries have similar legislation.

Opportunities exist to develop and use research skills to obtain information on relevant about legislation. This could be integrated with the requirement to explain methods of ensuring validity of internet information sources in Outcome 3 of HP0M 47 *Digital Technologies for Administrators*). At the outset assessors may suggest an appropriate website, text books and/or journal, but learners should be encouraged to seek out their own sources.

Where delivered as part of the SQA Advanced Diploma in Administration and Information Technology, research may be integrated with for HP0M 47 *Digital Technologies for Administrators*, (HP75 47) *Communication: Business Communication* or other units within the Group Awards.

### Outcome 4

The presentation software used for this Outcome is at the discretion of the centre. Software packages are constantly developing and centres can choose the most appropriate presentation software package to suit the mode of assessment desired.

Opportunities to use VLE, flexible learning centres and electronic submissions may be used, however the centre must ensure that the work is authentic.

## Guidance on approaches to assessment of this unit

Evidence can be generated through assessment of a given case study, scenario or a real work place situation. Where a case study is used, documentation should be as realistic as possible and a thematic approach adopted across all Outcomes. It is possible to assess all Outcomes as one holistic task. There may be opportunities to assess this Outcome using a VLE, and evidence may be stored in hard copy or in various electronic formats.

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### Outcome 1

**Mailable standard** should be agreed between the assessor and learners so that all involved are fully aware of the standards to which evidence must be produced. As a guide, the following lists seek to clarify potential standards of the term 'mailable' copy, however are not exhaustive.

Examples of errors that may allow the document to still be accepted as mailable copy:

- ◆ different spacing from house style as long as it is consistent throughout the document, eg one space after a full stop instead of two spaces
- ◆ one clear line space instead of two clear line spaces before and after a display as long as it is consistent throughout the document
- ◆ reasonable space for a signature
- ◆ punctuation that may be missing but where it does not alter the meaning of the sentence

Examples of errors that may **not** allow the document to be accepted as mailable copy:

- ◆ spelling mistakes
- ◆ missing full stops
- ◆ incorrect use of capitals
- ◆ general inconsistencies, eg differing line spacing, font, margins
- ◆ missing text
- ◆ grammatical errors

The language used should be appropriate for the purpose, convey the intended meaning and adopt a professional tone.

Centres must establish a 'realistic timescale'. When setting this, consideration should be given to time needed to interpret the instructions, whether or not learners have to find any additional information, and the anticipated size of the document.

Learners should be encouraged to use a consistent house style for all documents and to be responsible for proof-reading their own work.

Language used should be appropriate for the purpose, convey the intended meaning and adopt a professional tone.

The unseen electronic document may contain errors that learners may identify and correct when proofreading. Examples of the types of unacceptable errors for mailable copy that you may wish to include in the electronic document are listed above.

The Notice of Meeting and Agenda would normally present the information needed by attendees including:

- ◆ name of committee
- ◆ place
- ◆ date and time of meeting
- ◆ agenda items conforming to meeting conventions



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The Action Minute would consist of:

- ◆ name of committee
- ◆ date
- ◆ start and finish time
- ◆ attendees
- ◆ apologies
- ◆ agenda items with brief details of key discussion points and agreed decisions
- ◆ action points including brief details, who is responsible for executing each action, and planned completion date

It may be possible to assess Outcomes 1 and 2 together. The assessments could be based on real workplace scenarios, where appropriate. There may be opportunities to assess this Outcome using VLE, hard copy, or electronic copies, where appropriate. The labels and merged documents may be saved as either electronic, ie prepared ready for printing, or as hard copy. The mailmerge task could be a mailmerge to e-mail.

### Outcome 3

It may be possible to assess Outcomes 3 and 4 together. The evidence for Outcome 3 may be produced in a variety of formats, eg a briefing document, a business report or a presentation. In the case of the presentation, where necessary, additional information to ensure appropriate coverage of the Evidence Requirements may be added to the Notes section of the related slide. The evidence may be used to form the content of Outcome 4.

### Outcome 4

Learners should develop their presentation using appropriate language and with sufficient clarity, particularly if the content is intended to provide evidence for Outcome 3, as the presentation content will then have to demonstrate that they have met the knowledge requirements regarding the impact of legislation. Where this is the case, learners should be encouraged to use the speaker's notes facility of the presentation software to expand upon the key points to the necessary depth to meet the Evidence Requirements for Outcome 3. If there are gaps in knowledge trying to combine assessment in this way, verbal or written questioning may be used to cover these. Where this is the case, a record of the specific questions and responses should be taken rather than a generic checklist.

The presentation must be well structured with a clear introduction, main presentation and conclusion; language should be business-like and the presentation should have a professional appearance. Master slides may be used to ensure a consistent approach to all slides.

Suggestions for ways in which learners may use hyperlinks within their presentation include: demonstrating sources of information, create routes between slides, or to access other files. Where organisations use presentation software, house styles may also be set to ensure a consistent, professional approach. When setting the house style, consideration should also be given to font, font size, use of white space, use of organisational information/logos etc.

It may be possible to assess Outcomes 3 and 4 together. Assessments could be based on real-workplace scenarios. There may be opportunities to assess this Outcome using VLE.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of

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assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

### **Opportunities for e-assessment**

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### **Opportunities for developing Core and other essential skills**

#### **Information and Communication Technology (ICT) at SCQF level 6**

As learners work through the assessments for this unit, they will be selecting and launching at least two types of software — word processing and presentation software, they will also need to find information which may be held on the student network or other electronic location. Learners will be required to manage their personal file areas and could be encouraged to organise their work in folders, use anti-virus software and create back-ups as a natural part of their learning. Learners will have to carry out searches/filters when completing the mail merge. They will also need to find information from a range of sources which may include the internet.

#### **Written Communication (Writing) at SCQF level 5**

For Outcome 1, learners have to produce a range of documents including composing a letter, writing action minutes and producing a multi-page document. Depending on the size of this document, learners will develop skills in relation to producing written communication which is presented in a logical and effective structure, with good use of grammar, spelling, appropriate linking of sentences, paragraphs, etc. The learners will be required to adhere to a number of document conventions and must meet a standard of mailable copy.

This unit has the Critical Thinking component of Problem Solving and the Providing/Creating Information component of Information and Communication Technology embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Providing/Creating Information at SCQF level 5.

## Administrative information

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### General information for candidates

**Unit title:** IT in Business: Word Processing and Presentation Applications (SCQF level 7)

This unit will enable you to prepare of a range of business documents to an agreed standard efficiently and effectively. It will build your skills in both familiar and unfamiliar contexts thus equipping you to meet a range of demands faced by many employees in today's administrative environment.

Outcome 1 develops the skills required to use word processing functions to create and present a range of business documents to meet an agreed house style of a standard acceptable for business use.

Outcome 2 develops the skills required to use mail merge as an efficient and effective way of producing bulk communications according to the demands and requirements of a business organisation.

Outcome 3 develops your knowledge of the relevant legislation regulating the security, confidentiality and proper use of information and equipment in the working environment. You will be required to demonstrate knowledge of relevant information either through evaluating a real or potential scenario, or through investigation of a real-life example.

Outcome 4 develops your skills to create presentations for business use, via presentation software. You are not required to present the content verbally but the presentation must conform to business standards and provide a coherent summary of a topic. You may choose to cover content within other Outcomes of this unit as a topic for your presentation.

There are opportunities to develop the Core Skill Information and Communication Technology (ICT) at SCQF level 6 and the Written Communication (Writing) component of the Core Skill Communication at SCQF level 5.

This unit has the Critical Thinking component of Problem Solving and the Providing/Creating Information component of Information and Communication Technology embedded in it. This means that when you achieve the unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5 and Providing/Creating Information at SCQF level 5.