



cetb

Bord Oideachais agus
Oiliúna Chorcaí
*Cork Education and
Training Board*

Cork Education and Training Board

**Programme Module for
Desktop Publishing**

leading to

Level 4 FETAC

Desktop Publishing 4N1854

Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none">a. Assessment Technique(s)b. Mapping of Learning Outcomes to Assessment Technique(s)c. Guidelines for Assessment Activities
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

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1. Title of Programme Module Desktop Publishing
2. Component Name and Code Desktop Publishing 4N1854
3. Duration in Hours 100 hours (typical learner effort, to include both directed and self directed learning)
4. Credit Value 10 Credits
5. Status This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure
6. Special Requirements None
7. Aim of the Programme Module This programme module aims to expand on the learners' basic desktop publishing skills to enable them to successfully navigate a desktop publishing programme to create a variety of publications. It also encourages the learner to develop their understanding and use of the tools and options available within the desktop publishing application.
8. Objectives of the Programme Module <ul style="list-style-type: none">• To develop the learners understanding of a desktop publishing programme and the terminology associated with it. • To enable the learner to successfully employ a variety of tools, functions and options within the programme. • To facilitate the learner to develop the skills and knowledge to support the practical use of a desktop publishing application to create high quality, printable publications. • To assist the learner to develop the language, literacy and numeracy skills related to desktop publishing through the medium of the module themes and content • To enable the learner to take responsibility for his/her own learning.

9. Learning Outcomes of Level 4 Desktop Publishing 4N1854

Learners will be able to:

1. Identify desktop publishing software applications
2. Explain the difference between desktop publishing and graphic design including their uses
3. Describe the processes involved in desktop publishing from brief to document publication
4. Explain print design principles including page layout, typography, graphics or images, alignment, emphasis, balance, colour and space
5. Create a range of single page unfolded documents specifying page size, page orientation, margins, columns and gutters
6. Import text and graphic files placing them accurately on the page using grids and rulers
7. Use basic typographic tools to specify fonts, sizes, styles, horizontal scaling and spacing between characters and lines
8. Select image and type faces appropriate to medium, target audience and purpose using primary or secondary sources
9. Set margins, indents, tabs, rules (lines), headers, footers and text alignment
10. Enhance documents using lines, boxes (frames), titles, moving and sizing graphics, and controlling the white space around graphics and between frames and text
11. Proof read and correct documents
12. Construct with manipulation image and text using relevant conventions to include spacing
13. Create a range of single page unfolded documents consisting of graphic and textual elements to specific requirements
14. Explore the effectiveness of the layout of the documents.

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

Identify desktop publishing software applications

Discuss with the learner some of the similarities/differences, advantages/disadvantages of using a variety of desktop publishing applications for example:

- Microsoft Publisher
- Quark Express
- Adobe Indesign
- Adobe Pagemaker

Explain the difference between desktop publishing and graphic design including their uses

Assist the learner through discussion and exploration to understand the difference between desktop publishing and graphic design and how they are used today. For example, use definitions such as:

- **What is Desktop Publishing?** - It is the process of using the computer and specific types of software to combine text and graphics to produce documents such as newsletters, brochures, books, etc.
- **What is Graphic Design?** - It is the process and art of combining text and graphics and communicating an effective message in the design of logos, graphics, brochures, newsletters, posters, signs, and any other type of visual communication.

Describe the processes involved in desktop publishing from brief to document publication

Consider with the Learner the sequence of steps involved in producing a publication, to include the following:

- Plan the basic design and layout of the publication to be created, for example:
 - Carefully read the brief provided and allow time for ideas to formulate
 - Consider the type of publication to be produced and the audience targeted
 - Decide how to best use the space available in terms of how much and where will text be placed and how will images or graphics be used to enhance the meaning and appearance of the publication

- Consider the use of 'white space' (unused area of the page) to minimise clutter and allow for ease of absorption of the message of the publication
- Consider a colour scheme for the publication
- Decide what font settings to use to make the publication easy to read
- Review the templates available in the software application to choose one that matches the design required or alternatively modify an existing template design, or create a new publication from a blank page
- Identify what resources will be needed to produce the publication and consider where the information or graphics needed will be sourced
- Consider if there are any copyright issues with any information or graphics sourced
- Estimate a timescale for completing the publication
- Create the publication
- Proof read the publication to ensure correct spelling, clarity of meaning and consistency of appearance
- Save the publication for future retrieval
- Print preview and then print a copy of the publication
- Check the hard copy for any errors or inconsistencies before printing the required amount of copies of the publication

Explain print design principles including page layout, typography, graphics or images, alignment, emphasis, balance, colour and space

Explore with the learner the effect of print design principles on the finished publication for example:

- Page layout: What size page is needed? How should margins be set? Portrait or landscape? Use guides, background colours/designs, master page, guides, columns and gutters etc.?
- Typography: Is the text clear? Is the Font the right choice/size/colour, easy to read, impressive?
- Graphics or images: Do they enhance the publication? Are they the right size? Are they placed correctly i.e. in front/behind/tight with text?
- Alignment: Is the text/image alignment set to best enhance the publication?
- Emphasis, balance, colour and space: All three should be combined to produce a quality publication. Emphasise the message of the publication by employing consistency through balance, colour and space

Create a range of single page unfolded documents specifying page size, page orientation, margins,

columns and gutters

Through demonstration, practice and supportive exercises facilitate the learner to create a range of single page unfolded documents while observing the effect of the print design principles and taking into consideration the steps outlined in preparing a document from brief to publication.

Select image and type faces appropriate to medium, target audience and purpose using primary or secondary sources

Explore with the learner a variety of mediums including printed publications, the Internet, templates etc. to select images and typefaces appropriate to the publication being designed. Discuss the suitability of the chosen images and typefaces for the chosen publication.

Use basic typographic tools to specify fonts, sizes, styles, horizontal scaling and spacing between characters and lines

Assist the learner to use the formatting toolbar in earlier editions and the Home Tab ribbon and Mini Toolbar to make choices about how they would like their publication text to look. Show the learner how to use the zoom functions to view typing up close and as the text will look in the finished publication.

Set margins, indents, tabs, rules (lines), headers, footers and text alignment

Use the desktop publishing application with the learner to set margins, indents, tabs, rules (lines), headers, footers and text alignment to produce a variety of publications.

Import text and graphic files placing them accurately on the page using grids and rulers

Facilitate the learner to import text and graphic files from a word processing application, Paint and from the Internet. Show the learner how they can arrange the text and graphics using text boxes, pictures, AutoShapes, and drawing objects so that they line up with margin guides, ruler guides, and grid guides using the options available in the Arrange Group of the Drawing Tools Tab (2010) or manually by dragging the objects.

Enhance documents using lines, boxes (frames), titles, moving and sizing graphics, and controlling the white space around graphics and between frames and text

Through demonstration, practice and supportive exercises facilitate the learner to enhance documents using lines, boxes (frames) , titles, moving and sizing graphics, and controlling the white space around graphics and between frames and text

Construct with manipulation image and text using relevant conventions to include spacing

Through demonstration, practice and supportive exercises, assist the learners to manipulate text and images to create effective documents. This could include using Word Art; editing shape, colour, direction etc., inserting graphics for example Clip Art: resizing, cropping, text wrapping etc., using text boxes; using columns, alignment, wrapping, enhancing text etc. , while always encouraging the learner to look critically at the document to ensure effective spacing and layout.

Proof read and correct documents

Facilitate the learner to proof read and correct documents before printing the final document.

Encourage the learner to always proof read the document before printing to save ink and paper.

Create a range of single page unfolded documents consisting of graphic and textual elements to specific requirements

Facilitate the learner to create a range of single page unfolded documents consisting of graphic and textual elements to specific requirements by providing detailed exercises/briefs. Ensure that these exercises/briefs provide clear instructions for the learner and allow for the learner to show competence in completing the required tasks.

Explore the effectiveness of the layout of the documents.

Before embarking on, during the creation of, and on completion of the documents created, explore with the learner the effectiveness of the layout of the document, encouraging the learner to edit and enhance their publication to the best of their ability.

11. Assessment**11a. Assessment Techniques**

Project 40%

Portfolio / Collection of Work 60%

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcome	Assessment Technique
1. Identify desktop publishing software applications	Portfolio / Collection of work
2. Explain the difference between desktop publishing and graphic design including their uses	Portfolio / Collection of work
3. Describe the processes involved in desktop publishing from brief to document publication	Project
4. Explain print design principles including page layout, typography, graphics or images, alignment, emphasis, balance, colour and space	Project
5. Create a range of single page unfolded documents specifying page size, page orientation, margins, columns and gutters	Portfolio / Collection of work
6. Import text and graphic files placing them accurately on the page using grids and rulers	Portfolio / Collection of work
7. Use basic typographic tools to specify fonts, sizes, styles, horizontal scaling and spacing between characters and lines	Portfolio / Collection of work
8. Select image and type faces appropriate to medium, target audience and purpose using primary or secondary sources	Portfolio / Collection of work
9. Set margins, indents, tabs, rules (lines), headers, footers and text alignment	Portfolio / Collection of work
10. Enhance documents using lines, boxes (frames), titles, moving and sizing graphics, and controlling the white space around graphics and between frames and text	Portfolio / Collection of work
11. Proof read and correct documents	Portfolio / Collection of work
12. Construct with manipulation image and text using relevant conventions to include spacing	Portfolio / Collection of work
13. Create a range of single page unfolded documents consisting of graphic and textual elements to specific requirements	Project

14. Explore the effectiveness of the layout of the documents.	Project
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11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes and outline solutions for the Project (40%) and Portfolio / Collection of work (60%). In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

Project	Weighting 40%
<p>The allocated time for this assessment is to be decided by the assessor, taking into account the nature of the project devised. The project brief should give very clear instructions as well as a deadline for submission of the project. In general projects should be carried out over a period of not less than 3 – 6 weeks.</p>	
<p>This assessment takes the form of a project. The project must allow the learner show proof of acquiring learning outcomes 3, 4, 13 and 14. The project should allow the learner to show examples of independent work that is supported by the contents of the Portfolio / Collection of work gathered over the duration of the course.</p> <p>A Desktop publishing software application must be used in the production of the project.</p> <p>This assessment affords the assessor the opportunity to work with other tutors on the programme to coordinate assessment techniques and avoid over assessment of the learner.</p> <p>The learner will be required to produce the following “print ready” single page documents:</p> <ul style="list-style-type: none"> • An advertising flyer • A club/school newsletter <p>Each document will require the learner to show evidence of the following:</p> <ul style="list-style-type: none"> • Appropriate layout • Use of frames for text and graphic elements • Use of appropriate fonts and line spacing • Application of a range of styles to text elements • Importation of text from external files • Insertion and alignment of graphics within the document <p>Learners must complete this work individually. No group work accepted for this assessment.</p> <p>Evidence for this assessment technique may take the form of written, graphic, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.</p> <p>All instructions for the learner must be clearly outlined in a Project brief.</p>	

Portfolio / Collection of work	Weighting 60%
<p>This assessment comprises of a Portfolio / Collection of work produced by the learner over the duration of the course. The final date for submission of completed work should be decided by the assessor.</p>	
<p>This assessment takes the form of a Portfolio / Collection of work produced by the learner over the duration of the course. It should contain examples of the learners' work that show the learners progress throughout the course. Not all work carried out needs to be included but evidence of achieving learning outcomes 1,2, 5, 6, 7, 8, 9,10,11 and 12 must be included. This evidence may take the form of completed worksheets, exercises, briefs etc.</p> <p>The assessment will enable the learner to show competence in desktop publishing skills from planning through to printing publications. The portfolio/collection of work should also include evidence of the learners understanding of the processes involved in desktop publishing from software selection through to designing effective documents.</p> <p>When designing the course, the assessor should include assessment briefs with assigned marking schemes and outline solutions that accurately measure each learning outcome at least once. Marks should be applied to individual tasks / briefs to a maximum of 60 points for the complete Portfolio / Collection of work.</p> <p>Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.</p> <p>All instructions for the learner must be clearly outlined in any worksheets, exercises and assessment briefs provided.</p>	

12. Grading

Distinction:	80% - 100%
Merit:	65% - 79%
Pass:	50% - 64%
Unsuccessful:	0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

Desktop Publishing 4N1854	Learner Marking Sheet Project 40%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark	
		Flyer	Newsletter
<ul style="list-style-type: none"> • Appropriate document layout, page size and setup, margins, columns 	8 (4x2)		
<ul style="list-style-type: none"> • Good use of frames for text and graphic elements to provide clear visual impact 	6 (3x2)		
<ul style="list-style-type: none"> • Appropriate use of fonts and line spacing 	6 (3x2)		
<ul style="list-style-type: none"> • Application of a range of styles to text elements 	6 (3x2)		
<ul style="list-style-type: none"> • Importation of text from external files 	6 (3x2)		
<ul style="list-style-type: none"> • Good use of graphics within the document, structured alignments, use of colour, borders 	8 (4x2)		
Total Mark	40		

This is to state that the evidence presented in the attached project work is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

Desktop Publishing 4N1854	Learner Marking Sheet Portfolio / Collection of work 60%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark	Evidence
<ul style="list-style-type: none"> • Clear understanding of desktop publishing software and graphic design applications and their appropriate use • Appropriate document creation, including page size, page orientation, margins, use of columns and gutters • Importation of text and graphic files and their correct placement within the document, using grids, rulers and text wrapping • Appropriate use of fonts, sizes, styles, horizontal scaling and spacing between characters and lines • Good selection of images and typefaces appropriate to the medium, target audience and purpose of documents • Good use of document tools and features, including margins, indents, tabs, rules (lines), headers, footers and text alignment • Appropriate use of document elements lines, frames, titles, the controlling of white space around graphics and between frames and text • Correct proofing of documents 	6		
	8		
	8		
	8		
	8		
	8		
	8		
	6		
Total Mark	60		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____