



cetb

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

Cork Education and Training Board

**Programme Module for
Graphic Design Skills**

leading to

Level 4 FETAC

Graphic Design 4N1117

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
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.

Cork Education and Training Board

1. Title of Programme Module Graphic Design Skills
2. Component Name and Code Graphic Design Skills 4N1117
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 introduce the learner to the basic elements of Graphic design, with a view to the effective use of graphic design ideas, through practical application, within a variety of contexts.
8. Objectives of the Programme Module <ul style="list-style-type: none">• To enable the learner to identify career opportunities locally and nationally.• To facilitate the learner's identification of graphic design applications and their ability to examine examples of graphic design and its uses with reference to its core elements, e.g. colour, scale, shape, contrast, line, pattern etc.• To facilitate the learner to develop the skills relevant to graphic design with the use of a range of materials, technologies and processes appropriate to graphic design.• To enable the learner to respond appropriately to a brief for a specified design solution.• To aid the learner in developing personal creativity and means of self expression.• To assist the learner to develop the language, literacy and numeracy skills related to Graphic Design 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 Graphic Design 4N1117

Learners will be able to:

1. Explain the processes involved in Graphic design
2. Discuss examples of graphic design to include colour, scale, shape, contrast, pattern and line.
3. Describe positive and negative attributes of selected graphic design examples to include logos, signage, packaging design, and advertising
4. Identify graphic design applications
5. Explain the sequential print production process
6. Describe the evolution of typography
7. Outline the roles of the graphic designer and the printer
8. Select image and typefaces appropriate to medium, target audience and purpose using primary or secondary sources
9. Construct with manipulation image and text using relevant conventions to include spacing, guttering and tramlines
10. Apply safe graphic design workshop practice
11. Produce a graphic design piece consisting of graphic and textual elements
12. Explore career opportunities in graphic design locally and nationally

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.

**Section 1 :
Graphic Design Research**

Facilitate the learner to explain the processes involved in Graphic design in a wide range of cultures:

Facilitate the learner to identify graphic design applications

- To design a poster or flyer for an advert or campaign
- Research the various applications of graphic design
- The learner will participate in discussing and researching local job opportunities focussing on a local paper(s), print shop and industrial needs

To facilitate the learner to explain the sequential print process and to describe the evolution of typography

- The learner will explore the history of Printing involving the various stages of the print process including a selection of some of those methods detailed below:

Woodblock printing,
Movable type,
The Guttenberg printing press,
Rotary printing press,
Offset printing,
Modern technology,
Intaglio/Gravure

- The learner will identify the contribution of each of the following
Letterpress,
Photopresss,
Digital printing,
Letraset

Facilitate the learner to outline the roles and responsibilities of the graphic designer, the printer, the client and their inter-relationships.

<ul style="list-style-type: none">• Through exercises
<p style="text-align: center;">Section 2: Use of graphic design elements for visual communication and expression (creative design ideas and development)</p>
<p>Facilitate the learner to discuss examples of graphic design to include colour, scale, shape, contrast, pattern and line.</p> <ul style="list-style-type: none">• Be aware of the need for an appreciation of an aesthetic quality in the finished product• Demonstrate how typeface, style, point size etc all affect the legibility of design• By focusing on the practical uses of graphic design, advertising, layout, book covers etc. <p>The learner will select and respond to examples / images of graphic design in the media by detailing the negative and positive aspects of design, including logos, signage, packaging design, advertising while giving due attention to colour, scale, shape, contrast, pattern and line.</p> <ul style="list-style-type: none">• The learner will demonstrate how to choose images, type-faces and techniques relevant to a specific design need.• <p>Facilitate the learner to demonstrate how to choose spacing, tramlines, guttering relevant to a specific design need</p> <ul style="list-style-type: none">• By familiarising learners with different media and demonstrating how to use the correct media for the correct job and familiarity with graphic design programmes e.g. Serif, Microsoft Publisher, Adobe, Photoshop etc.• The learner will display 3D packaging using images and text, whilst being aware of the use and need for registration marks in colour work
<p style="text-align: center;">Section 3: Graphic Design Tools, Techniques and Work Practice</p>
<p>Facilitate the learner to Select image and typefaces appropriate to medium, target audience and purpose using primary or secondary sources</p>

- Learners should become familiar with the tools needed for graphic design
- Learners should become familiar with the correct type of markers for rendering
- Learners should recognise and respond to the uses of graphic design in everyday life
- Learners should demonstrate computer manipulation of images to create a mood or a desired response as well as methods of enlarging and reducing images and text
- Learners should be familiar with the materials used to determine print methods, which affect the design outcome.
- Learners should demonstrate knowledge of the use of photography / library images and the legalities / copyright procedures for this

Learners should be familiar with the correct care for tools and safe graphic design workshop practice

- Do a health and safety risk assessment of graphic design area, identifying risks and methods to control these
- Cleanliness and responsibility for care of the space
- e.g. the correct use of scalpels, steel rulers, cutting mats
- Follow correct procedures for use of toxic materials and any with possible allergenic properties, protective clothing to combat negative reactions.
- Correct procedures for Caring for all equipment
- Everything in its place and a place for everything.

**Section 4:
Visual presentation and evaluation**

Facilitate the learner to produce a graphic design piece consisting of graphic textual elements

- The art of presentation is most important as a tool for the graphic designer so presentation of mood boards and mock ups for clients is most important.
- Learners must include examples of finished, well mounted work which must be professional looking in all aspects.
- Learners will analyse various methods of displaying layouts and finished pieces appropriate to a specific brief.
- Demonstration of knowledge of design elements

11. Assessment

11a. Assessment Techniques

Collection of Work 100%

11b. Mapping of Learning Outcomes to Assessment Techniques

Learning Outcome	Assessment Technique
1. Explain the processes involved in graphic design	Collection of work
2. Discuss examples of graphic design to include colour, scale, shape, contrast, pattern and line.	Collection of work
3. Describe positive and negative attributes of selected graphic design examples to include logos, signage, packaging design, and advertising	Collection of work
4. Identify graphic design applications	Collection of work
5. Explain the sequential print production process	Collection of work
6. Describe the evolution of typography	Collection of work
7. Outline the roles of the graphic designer and the printer	Collection of work
8. Select image and typefaces appropriate to medium, target audience and purpose using primary or secondary sources	Collection of work
9. Construct with manipulation image and text using relevant conventions to include spacing, guttering and tramlines	Collection of work
10. Apply safe graphic design workshop practice	Collection of work
11. Produce a graphic design piece consisting of graphic and textual elements	Collection of work
12. Explore career opportunities in graphic design locally and nationally	Collection of work

11c. Guidelines for Assessment Activities

Portfolio/Collection of Work	100%
The Portfolio/Collection of Work may be produced throughout the duration of this module.	
<p>The learner will compile one finished graphic design piece not less than A3 size and a portfolio of work to include assignments that demonstrates the following</p> <p>Evidence of Graphic Design Research to include The history of printing and typesetting to include a knowledge of the various stages of print processing -typesetting, Letterpress, Photopress, Digital printing, letraset.</p> <p>Select and respond to examples of graphic design in everyday life and the negative and positive attributes of selected graphic design examples to include logos, signage, packaging design and advertising.</p> <p>The relationship between the graphic designer, the printer and the client.</p> <p>Discuss and research local and national job opportunities e.g. local paper, print shop, industrial needs</p> <p>Evidence of the use of graphic design elements for visual communication and expression (creative design ideas and development)</p> <p>Learners will understand the elements of graphic design necessary for the designer to produce designs</p> <p>Explain and understand the various elements and processes involved in the work of a graphic designer in selected everyday items and discuss these with reference to colour, scale, shape, contrast, pattern and line.</p> <p>Be aware and capable of designing graphic products with reference to graphic design elements</p> <p>Evidence of Graphic design tools, techniques and work practice</p> <p>Learners should demonstrate familiarity with the appropriate tools and how to care for these.</p> <p>Knowledge of appropriate health and safety procedures and good studio practice.</p> <p>Evidence of Visual Presentation and evaluation</p> <p>To follow a brief showing an understanding of the role of the client, graphic designer and printer.</p> <p>Good presentation of mood boards and mock ups for clients</p> <p>Learners must produce one finished graphic design piece not less than A3 size to include examples of finished, well mounted work.</p>	

A portfolio of work to include

- accumulated support studies
- note books and visual diary
- preparatory sketches
- career opportunity research

Visual communication with graphics will normally be in visual format. Learners may however, Use written/oral or other appropriate forms of communication to demonstrate evidence of their knowledge and of their own and or that of others, or to outline the development of their work and the processes involved.

All instructions for the learner must be clearly outlined in an assessment brief

13. 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.

Graphic Design 4N1118	Learner Marking Sheet Portfolio/Collection of Work 100%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
Graphic Design Research <ul style="list-style-type: none"> • Show evidence of knowledge of the evolution of printing, type and its uses over time. • Show evidence of research into the everyday uses of graphic design. • Show understanding of the role of the graphic designer, the client and the printer. • Discuss and research local and national job opportunities e.g. local paper, print shop, industrial needs etc 	20	
Use of graphic design elements for visual communication and expression (creative design ideas and development) <ul style="list-style-type: none"> • Use of graphic design elements and processes involved in the work of a graphic designer in selected everyday items and discuss these with reference to colour, scale, shape, contrast, pattern and line. • Typeface, style point size etc all these affect legibility and must be fit for purpose. • Design a piece of graphics in response to a brief, either 2d or 3d 	30	
Graphic design tools, techniques and work practice <ul style="list-style-type: none"> • Show knowledge and familiarity with tools needed and their care. • Familiarity with different media and the ability to use the correct media for the job • Familiarity with graphic design programmes recognise and respond to the uses of graphic design in everyday life • Experiment with a wide range of media to produce work that uses text and visuals in an imaginative way, with reference to different print methods 	30	

<p>Visual Presentation and evaluation</p> <ul style="list-style-type: none"> • Evidence of reviewing, modifying and refining work as it progresses. • Graphic design skills evident in finished pieces, showing an understanding of the role of the chosen graphic piece. • Work included must show an understanding of the importance of a professional finish in all work. • Written record of personal evaluation. • Students must produce one finished graphic design piece not less than A3 size to include examples of finished, well mounted work. 	<p>20</p>	
<p style="text-align: right;">Total Marks</p>	<p>100</p>	

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: _____