

**The Further Education and Training Awards Council (FETAC)
was set up as a statutory body on 11 June 2001
by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999,
FETAC now has responsibility for making awards
previously made by NCVA.**



Module Descriptor

Desktop Publishing

Level 5 E20003

September 2001

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Desktop Publishing
2	Module Code	E20003
3	Level	5
4	Credit Value	1 credit
5	Purpose	<p>This module is intended to enable the learner to produce various printed documents containing text and graphic images (in monochrome) from design briefing to printing, using a desktop publishing system. It incorporates analysis, process, craft, technology and design elements, thus ensuring a comprehensive treatment of the subject.</p> <p>This module is one of the mandatory modules on the Level 5 Certificate in Media Production award.</p>
6	Preferred Entry Level	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 appreciate the impact of the print medium in our lives</p> <p>8.2 develop creativity and visual awareness</p> <p>8.3 analyse critically the layout of printed publications from the points of view of design, style and harmony</p> <p>8.4 develop a knowledge of the complete desktop publishing process incorporating briefing, concept, design and production</p> <p>8.5 acquire basic technological skills and key crafts to process text and graphic images on an electronic page and reproduce them as a printed page</p>

- 8.6 recognise appropriate hardware/software configurations, and the potential and limitations of the desktop publishing technology to which the learner has access
- 8.7 develop an awareness of security, legal and cost considerations.
- 9 Units** **The specific learning outcomes are grouped into 6 units.**
- Unit 1** **Design and Process**
Unit 2 **Technology**
Unit 3 **Craft - Preliminary Text/Graphics**
Unit 4 **Craft - Electronic Page Set-up**
Unit 5 **Craft - Text/Graphic Integration**
Unit 6 **Analysis**
- 10 Specific Learning Outcomes**
- Unit 1** **Design and Process**
- Learners should be able to:*
- 10.1.1** define a brief for a publication in communication with a client/Assessor
- 10.1.2** present a number of design solutions for a given brief
- 10.1.3** sketch thumbnails and rough visuals, using greeking (as appropriate), for document design and page layouts
- 10.1.4** identify the human and technical resources required to produce the publication
- 10.1.5** draw up a production plan and schedule/timetable representing all the stages of the publication process
- 10.1.6** identify some of the legal implications involved in the publishing process e.g. copyright, licensing etc.
- 10.1.7** identify the cost factors associated with a publication
- 10.1.8** produce printouts which adhere to the brief.

Unit 2

Technology

Learners should be able to:

- 10.2.1** identify the essential hardware elements of a DTP system
- 10.2.2** distinguish between the functions of system and applications software as they apply to DTP
- 10.2.3** distinguish between auxiliary storage units in terms of function, capacity, speed, price and suitability
- 10.2.4** outline the significance of resolution in printing, VDU and scanning
- 10.2.5** distinguish between different types of printers such as ink-jet printers and laser printers in terms of price, print quality, print medium and speed
- 10.2.6** distinguish VDUs in terms of resolution, price, quality and size
- 10.2.7** identify paper sizes with a reference to the ISO A-series i.e. A0, A1, A2, A3, A4 etc.
- 10.2.8** perform routine disk and file management operations including appropriate data security measures
- 10.2.9** perform routine hardware maintenance such as toner/ink and paper replenishment
- 10.2.10** identify environments which could be harmful to hardware units and storage media
- 10.2.11** access and operate certain peripherals e.g.
 - printers – to set such parameters as choice of printer, print resolution, no. of copies, scaling etc
 - scanners - to scan graphics in line-art (1 bit), grey scale and in conjunction with OCR software
- 10.2.12** describe a typical DTP system specification such as; operating system, RAM capacity, disk formats and capacities, CPU speed, VDU type, printer type and resolution, scanner type and maximum possible resolution.

Unit 3

Craft - Preliminary Text/Graphics

Learners should be able to:

- 10.3.1** access a word processor and perform text entry, editing, spell-checking and saving routines etc.

- 10.3.2 identify how incompatibility problems might arise between DTP and WP files
- 10.3.3 distinguish between line-art (1 bit), grey scale and continuous tone (photographic) images
- 10.3.4 distinguish between bit-map and vector images
- 10.3.5 draw, with the aid of vector-drawing software and bit-map software, simple graphic shapes such as lines, rectangles, ovals and polygons etc., with variations in line-styles and fills
- 10.3.6 perform (within system limitations) basic editing of, and transformations on, drawn and painted graphic images e.g. to delete, copy, pixel-edit, rescale, reflect (vertically, horizontally), rotate etc.
- 10.3.7 save graphics in a format compatible with DTP software.

Unit 4 **Craft - Electronic Page Set-up**

Learners should be able to:

- 10.4.1 create a new document specifying page size, page orientation, margins, columns and gutters
- 10.4.2 plan/design for folded documents
- 10.4.3 import text and graphic files, placing them accurately on the page with the help of grids and rulers
- 10.4.4 save documents in appropriate formats
- 10.4.5 employ basic typographic tools to specify features such as:
 - fonts, sizes, styles and horizontal scaling
 - spacing between characters (kerning, tracking) and between lines (leading)
- 10.4.6 identify and set margins, indents, tabs, rules (lines), headers, footers, automatic page-numbering, and text alignment
- 10.4.7 create master pages and text styles to maintain consistency in a single document, a folded document and in a range of related documents
- 10.4.8 interpret standard typographic terminology.

Unit 5 **Craft - Text/Graphic Integration**

Learners should be able to:

- 10.5.1** add lines (rules), frames (boxes) to the electronic page, adjusting position, line-thickness, shade and box in-fills
- 10.5.2** create eye-catching titles and headlines
- 10.5.3** utilise appropriate graphic control features to import, delete, re-scale, alter the shading and crop graphic images
- 10.5.4** control the white space around graphics (run-around/wrap)
- 10.5.5** place text inside frames and control the white space between frame and text (inset)
- 10.5.6** use grids, rulers, guides and other system features for precision placement of text and graphics
- 10.5.7** employ a number of text enhancing features, such as inverse print, banner print, raised caps, drop caps, text rotation, special characters.

Unit 6 **Analysis**

Learners should be able to:

- 10.6.1** analyse page layout on a variety of print media for balanced layout, style, ease of reading, effectiveness in attracting attention and aesthetics
- 10.6.2** outline a range of potentially useful ideas which could be used or should be avoided in specific publications, advertisements etc
- 10.6.3** compare the relative costs of different printing options.

11 **Portfolio of Assessment**

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary	Collection of Work	60%
	Project	40%

11.1 Collection of Work

The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of a range of specific learning outcomes.

The collection will include:

- forms using lines, boxes (hollow and shaded) and text
- landscape brochure (A4) incorporating panels and folds, with printable elements such as text, borders and graphics elements
- logo for an organisation, based on a bitmap image
- house style design for an organisation, including business letterhead for A4 stationary, compliment slip, business card. All items should contain the logo for the organisation. Crop marks for printing should be shown where appropriate.
- evidence of pixel editing, rescaling images, vector based graphics
- document analysis of one page from a newspaper, magazine, newsletter etc. The analysis should be carried out under the following headings:
 - technical details: paper size, margins, column widths, gutters, rules, text alignment, font sizes and styles etc
 - visual impact: identifying good features of design
 - design improvement: suggestions for alternative treatment of one aspect of the page design.

Candidates should provide evidence of design and development of ideas, sketches, rough visuals, as well as laser printouts of the finished products. All electronic files must be retained and made available as evidence.

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate:

- mastery of tools and techniques
- design skills
- planning skills.

The project brief will require the candidate to design, plan and produce a multi-page document, in consultation with a client. The document may be a newspaper, magazine, newsletter, annual report, catalogue etc., and should consist of at least 4 pages. The document should include the following elements: scanned graphics, header/footer, rules and boxes, text offsets and/or insets, bordered text frames, page numbering, document title/mast head/name plate, table of contents.

The content of the document does not require original research.

The form in which the document is presented will be suitable for presentation to a client, and be ready for printing.


Evidence presented will include:

- monochrome laser printouts, with crop marks as appropriate
- master page definition(s) and character stylesheets
- file listings, hardware and software specifications
- notes and sketches indicating document planning and design
- production plan/schedule
- project log documenting progress and alterations to production plan
- cost analysis for printing 100, 1,000 and 5,000 copies by photocopying, laser printing and commercial printing.

Candidates should provide evidence of design and development of ideas, sketches, rough visuals, as well as laser printouts of the finished products. All electronic files must be retained and made available as evidence.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1		Desktop Publishing E20003 Collection of Work 60%
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Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<p>Mastery of Tools and Techniques</p> <ul style="list-style-type: none"> • components of collection completed as specified • suitable and efficient tools/techniques selected • wide range of tools/techniques used • masterpages/stylesheets set up and implemented correctly • text and graphics integrated successfully 	25	
<p>Design</p> <ul style="list-style-type: none"> • thorough research and planning evident in notes and sketches • development of ideas clearly demonstrated • placement and specification of text and graphics clearly outlined • logo, house style and brochure design consistent and suited to purpose • white space, framing, typefaces, graphics effectively used to enhance visual impact 	25	
<p>Document Analysis</p> <ul style="list-style-type: none"> • good features of design clearly identified • appropriate suggestions for design improvement presented 	10	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	60	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2		Desktop Publishing E20003 Project 40%
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Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<p>Mastery of Tools and Techniques</p> <ul style="list-style-type: none"> • components of project completed as specified • a wide range of suitable and efficient tools/techniques used • text and graphics integrated successfully • master page, stylesheets fully defined, carefully implemented • hardware, software fully specified and files managed successfully 	15	
<p>Design and Presentation</p> <ul style="list-style-type: none"> • brief imaginatively interpreted • clear development of ideas evident in notes, sketches and rough visuals • typography, framing and white space effectively used to make visual impact • style consistent within document and suited to purpose • final product carefully presented 	15	
<p>Planning Skills</p> <ul style="list-style-type: none"> • production plan/schedule realistically drawn up • stages of project efficiently scheduled • progress/alterations carefully documented in log • cost analysis comprehensively and accurately completed • project completed on time 	10	
TOTAL MARKS	40	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

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