

SVQ for IT Users (ITQ) — level 1 (SCQF level 4)

F9CE 04 Desktop Publishing Software 1

3 SCQF credit points at SCQF level 4

Description: This is the ability to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or print.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Select and use appropriate designs and page layouts for publications.	1 Select and use an appropriate page design and layout for publications in line with local guidelines , where relevant. 2 Select and use appropriate media for the publication.	1 Identify what types of information are needed. 2 Identify what page design and layout will be required.
2 Input and combine text and other information within publications.	1 Input information into publications so that it is ready for editing and formatting. 2 Organise and combine information of different types or from different sources in line with any copyright constraints. 3 Store and retrieve publication files effectively, in line with local guidelines and conventions where available.	1 Identify copyright constraints on using others' information.
3 Use desktop publishing software techniques to edit and format publications.	1 Select and use appropriate techniques to edit publications and format text . 2 Manipulate images and graphic elements accurately. 3 Control text flow within single and multiple columns and pages. 4 Check publications meet needs, using IT tools and making corrections as necessary.	1 Identify what editing and formatting to use for the publication.

Note: The **emboldened** items are exemplified in the Support Notes.

Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

NB: It is possible to achieve this Unit by Accreditation of Prior Achievement (APA), however, the relevant evidence must be referenced within the portfolio.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) code DTP: Desktop Publishing Software level 1. It has a stated number of SCQF credit points = 3 at SCQF level 4.

Support Notes

Summary

A SCQF level 4 (ITQ level 1) user can use a range of basic desktop publishing software tools and techniques to produce straightforward or routine publications. Any aspect that is unfamiliar will require support and advice from others.

Publication tools and techniques will be described as 'basic' (foundation level) because: the software tools and functions will be predefined or commonly used; the range of entry, manipulation and outputting techniques will be straightforward or routine; and the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Examples of context: Typical documents may include — invitation, poster, menu, greetings card, business card.

Examples of content are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.

Outcome 1

Types of information: Text, images, graphics, video, sound.

Page design and layout: Organisation of information, size, white space, columns, consistency, orientation.

Local guidelines: Templates, housestyle, branding, publication guidelines, styles, colours and font schemes.

Publication media: Web, document, multimedia.

Outcome 2

Input information: Using keyboard, mouse, scanner, voice recognition, touch screen, stylus.

Copyright constraints: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions.

Combine presentation information: Insert, size, position, wrap, order, group.

Forms: images, text, graphic elements (eg borders, lines, panels, shading, logos).

Store and retrieve: Files (eg create, name, open, save, save as, print, close, find).

Outcome 3

Edit publications: Drag and drop, find, replace, undo redo, size, crop and position, use layout guides.

Format text: Existing styles and schemes for font (typeface), size, orientation, colour, alignment.

Manipulate images and graphic elements: Size, crop, position, maintain proportion, border.

Control text flow: In columns, around images and graphic elements, between pages.

Check publications: Spell check; grammar check, word count, completeness, accuracy, orientation, layout, text alignment and formatting.

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1–3

Production of documents which might include an invitation, poster, menu, greetings card, business card.

To assess competence in the Knowledge and Understanding sections for all of the Outcomes a knowledge test in the form of multiple-choice questions (say 16–20 questions) or candidate statement or expert witness testimonial statements or a semi structured interview could be employed. Either one or a combination of these methods would be appropriate. If oral questioning techniques are employed it is essential to keep a record of the questions asked, together with a record in a suitable format of the candidate's responses to these for evidence purposes.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements