

SVQ for IT Users (ITQ) — level 3 (SCQF level 6)

F9CG 04: Desktop Publishing Software 3

5 SCQF credit points at SCQF level 6

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, change, define, create and use appropriate page design and layout for publications in line with local guidelines , where relevant. 2 Select and use appropriate media for the publication.	1 Explain what types of information are needed. 2 Explain when and how to change page design and layout to increase effectiveness of a publication.
2 Input and combine text and other information within publications.	1 Find and input information into publications so that it is ready for editing and formatting. 2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software. 3 Store and retrieve publication files effectively, in line with local guidelines and conventions where available.	1 Provide guidance on how copyright constraints affect use of own and others' information. 2 Explain which file format to use for saving designs and images.
3 Use desktop publishing software techniques to edit and format publications.	1 Create styles, colours and font schemes to meet needs. 2 Select and use appropriate techniques to edit publications and format text . 3 Manipulate images and graphic elements accurately. 4 Control text flow within single and multiple columns and pages.	1 Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publication.

Outcome	Skills and Techniques	Knowledge and Understanding
<p>On completion of this Unit the candidate should be able to:</p>		
	<p>5 Check publications meet needs, using IT tools and making corrections as necessary.</p> <p>6 Identify and respond appropriately to quality problems with publications to ensure that Outcomes are fit for purpose and meet needs.</p>	

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 3. It has a stated number of SCQF credits = 5 at SCQF level 6.

Support Notes

Summary

A SCQF level 6 (ITQ level 3) user can select and use a wide range of advanced desktop publishing software tools and techniques effectively to produce publications that are at times non-routine or unfamiliar.

Publication tools and techniques will be described as 'advanced' because:

- ◆ the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying
- ◆ the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application
- ◆ the user will take full responsibility for inputting, structuring, editing and presenting the information

Examples of context: Typical documents may include — an interactive or multi-media publication for the web; multi-page magazine.

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, proportion, balance, symmetry.

Local guidelines: Templates, housestyle, branding, publication guidelines; existing styles and schemes, refinements to styles and schemes; new specially defined styles and schemes.

Publication media: Web, document, multimedia.

Outcome 2

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

Combine information for publications: Combine images with text and graphic elements (eg borders, lines, panels, shading, logos) import information produced using other software, reference external information with hyperlinks, object linking or embedding.

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

File formats for designs and images: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers)

- ◆ Digital picture format (eg jpeg. and psd)
- ◆ Bitmap or raster picture formats (eg raw bitmaps, bmp and compressed formats jpeg and png)
- ◆ Vector graphics (eg svg, wmf, eps, ai)

Store and retrieve: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; *file properties*; folders (eg create, name); *archive (backup, restore)*.

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.

IT tools to check text:

Check publications: Spell check; grammar check, word count; image size, alignment and orientation, suitability of file format; Completeness, accuracy, orientation, layout, text alignment and formatting.

Quality problems with publications: Will vary according to the content, for example, text (eg text wrapping, styles), images (eg levels, contrast, resolution, colour balance, unwanted content).

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1–3

Production of documents which could include an interactive or multi-media publication for the web or a multi-page magazine.

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