National Unit Specification: general information

SQA

UNIT   Media: Page Layout and Design for Print (SCQF level 6)

CODE   F57N 12

SUMMARY

The purpose of this Unit is to enable candidates to develop knowledge and understanding of the basic elements of page layout and design. Candidates will have the opportunity to evaluate a range of page layouts in terms of purpose, target market, and general layout etc. This is practical Unit in which candidates will have the opportunity to plan and produce a document suitable for commercial print media.

The Unit is aimed at candidates who have an interest in page layout and design for print media. While the Unit is suitable for candidates who have no prior experience of page layout and production, it is recommended that they have basic ICT skills.

OUTCOMES

1   Analyse the basic elements of a range of page layouts.
2   Plan a market-related publication for commercial print media in accordance with a given brief.
3   Produce a market-related publication for commercial print media in accordance with a given brief.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have some experience of using computer application software and to be familiar with managing computer files.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

There are opportunities for Core Skill development; these are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Analyse the basic elements of a range of page layouts.

Performance Criteria

(a) Identify the basic content elements of a page layout.
(b) Identify the target market and purpose of a range of page layouts.
(c) Analyse the layout of a range of page layouts.
(d) Analyse the typography, graphics and colour in a range of page layouts.

OUTCOME 2

Plan a market-related publication for commercial print media in accordance with a given brief.

Performance Criteria

(a) Identify the target market and purpose of the publication.
(b) Identify suitable content elements for the publication.
(c) Produce a suitable time schedule for the publication.
(d) Create a project folder for the publication.
(e) Create hand-produced page layouts for the publication in accordance with the brief.

OUTCOME 3

Produce a market-related publication for commercial print media in accordance with a given brief.

Performance Criteria

(a) Create, import and format text.
(b) Create, import, resize and crop images and graphics.
(c) Use colour effectively.
(d) Organise electronic data and assets effectively using appropriate file management and naming conventions.
(e) Correctly print the publication to a suitable output device.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1 — Written and/or Oral Evidence

For PC (a) candidates are required to identify the following basic content elements of a page layout:

♦ layout — grid, columns, margins, and double spread
♦ text — display heading, sub-heading, pull quote, body text, folio, serif, sans-serif, bold, and italic
♦ image — photograph, illustration, diagram, and graphic element (including rule and shape)
♦ colour — full, limited, and black and white

For PC (b), (c) and (d) candidates are required to analyse a minimum of two different publications. Candidates will analyse a minimum of two different page layouts from each publication, in terms of:

♦ target market and purpose
♦ layout
♦ typography
♦ graphics
♦ colour

This assessment will take place at appropriate points in the Unit. Candidates may have access to notes, books and on-line help.

For Outcomes 2 and 3 candidates will be provided with a brief which asks them to plan and produce a minimum of two page layouts for a publication.

Outcome 2 — Product Evidence

Candidates are required to produce product evidence in the form of a project folder which:

♦ identifies the target market and purpose of the publication.
♦ identifies suitable content elements for the publication (recording sources and research activities carried out).
♦ includes a suitable time schedule for the publication (detailing the key milestones and when they should be achieved).
♦ includes a minimum of two appropriate hand-produced page layouts which have been created by the candidate for the publication. These page layouts should show the grid, position of content elements and should give an indication of the look and feel of each page with regards to layout, colour, type and imagery.

The project folder submitted can be digital and/or paper-based.

This evidence should be gathered at appropriate points throughout the Unit.

National Unit Specification: statement of standards (cont)

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Outcome 3 — Performance and Product Evidence

Performance evidence, supported by an assessor observation checklist, is required to show that candidates can individually carry out the following tasks for a minimum of two page layouts for a publication:

♦ create, import and format text
♦ create, import, resize and crop images and graphics
♦ use colour effectively
♦ organise electronic data and assets effectively using appropriate file management and naming conventions
♦ correctly print the publication to a suitable output device

Product evidence is also required in the form of a printed proof copy and a final version of a minimum of two pages for the publication that have been produced by the individual candidate.

This evidence should be gathered under supervised conditions at appropriate points throughout the Unit. Candidates may have access to notes, books and on-line help.

National Unit Specification: support notes

UNIT   Media: Page Layout and Design for Print (SCQF level 6)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is an optional Unit within the National Certificate Group Award in Media (SCQF level 6), but may also be taken as a freestanding Unit.

This Unit is primarily intended to develop the candidate's awareness of page layout and design for print media. In addition, candidates will have the opportunity to develop their planning and technical skills through the creation of simple page layouts using available software.

Centres are encouraged to use up-to-date features as software evolves.

In Outcome 1 candidates are asked to evaluate a range of publications in terms of target market, purpose and layout. This activity could be undertaken individually or as a group. A selection of print media could be given to the candidates for appraisal. Candidates should be encouraged to think about the following:

♦ who is the target market/audience?
♦ what is the purpose? eg magazine feature, newsletter, leaflet, brochure, advertorial etc
♦ is the page layout and design consistent?
♦ is the text size and styling suitable and legible?
♦ imagery — quality, suitability, impact, use of graphic elements such as boxes/borders
♦ colour — effectiveness, effect on legibility

In Outcome 2 candidates are required to undertake the various stages involved in planning a simple publication. It is anticipated that teacher/lecturer guidance will be necessary regarding the choice of project undertaken by the candidate. There could be opportunities for group work and for integration with other Media units such as F57R 11 *Media: News Writing for Print* or F57M 12 *Media*: *Feature Writing*.

In Outcome 2 candidates have the option of identifying pre-existing content to include in their publication or creating their own suitable content. It is acceptable to use images obtained from CD-ROM, and text sourced from the Internet, at the tutor's discretion. However, it is recommended that candidates use text they have written themselves as this gives them the opportunity to scan images and/or use their own digital photography.

For Outcome 3 candidates are required to create a minimum two-page publication using available desktop publishing software. Candidates are required to prepare the publication for commercial printing, print out proof copies and a final version, preferably in full colour, on a suitable output device. Digital files associated with the document should be managed effectively.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit should be delivered in a way that enables candidates to appreciate its relevance within the Media Industry. As such, the emphasis should be more on the effective planning and design of publications, rather than on the technical aspects of commercial print production and terminology. A talk or involvement from an industry representative would be beneficial to put the Unit into context and to provide real-world relevance for the candidate. There are also many design magazines, books and websites available for case studies, up-to-date technical information and design inspiration.

Formative work for Outcome 1 could take the form of tutor-led class discussions to investigate a range of publications, identifying the fundamental elements of layout, text, colour and imagery. A glossary of terms could then be created or given as a handout, for use by candidates to label these key elements on appropriate print media. An extension activity could involve cutting text and images from newspapers/magazines to create a text.

Formative work for Outcome 1 could also involve researching and discussing a given range of well and badly designed documents. Here the purpose is to help develop some awareness of aspects such as target market, layout, colour, typography and graphics. Some candidates may find this difficult and it is envisaged that evaluations would be undertaken after class lectures on basic design fundamentals, with access to appropriate handouts. The tutor should make examples available.

A group activity could involve role-play, with a client (tutor) asking the design team (group) to consider how they would redesign an existing publication. This task could involve appraising the publication to produce a short client report, which would then form the basis for class discussion. An extension activity could involve a group discussion of good/bad examples of publications that candidates bring to class each week.

Evaluating print media will help candidates understand what makes an effective page layout and should help when they come to design and produce their own publication for Outcomes 2 and 3.

Outcomes 2 and 3 combine in a practical project that allows candidates to consider the planning, design and production stages required to create a basic publication. This could take the form of a magazine feature spread, newsletter or leaflet on a market-related topic. Opportunities could be taken to link Outcomes 2 and 3 with other Media units, such as F57R 11 *Media: News Writing for Print* or F57M 12 *Media: Feature Writing,* using a thematic approach for both delivery and assessment. The candidate should create a project folder, for use as evidence for Outcome 2. The tutor should make examples available and give some time for discussion of how to compile a suitable project folder and specific items such as a time schedule.

National Unit Specification: support notes (cont)

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Getting candidates to identify potential problems and resources at the planning stage will help them to work effectively with text and imagery at the production stage. Planning and research could be done as group work but each candidate should then produce their own unique publication.

Time should be spent encouraging candidates to plan their design ideas on paper and to explore a variety of layout options before using the computer. Some candidates may lack confidence in their own drawing ability, so a formative exercise could involve cutting out text and images from newspapers and magazines, then sticking them onto a blank grid. The elements could then be photocopied and rearranged to create a variety of layout options.

It is anticipated that a series of formative exercises using desktop publishing software will be undertaken before attempting Outcome 3. It may also be helpful to the candidate to recreate a fully specified, basic page layout provided by the tutor. Tuition in use of a scanner and/or digital camera may be required, combined with a basic explanation of the importance of resolution, file formats, file management and copyright. Examples of appropriate publications should be shown to candidates as a guide as to the complexity and content required when producing their own publication.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are opportunities for candidates to develop the Core Skill of *Problem Solving* through reviewing and evaluating a range of print media for Outcome 1. Class discussions, formative group work and report writing could also enhance Communication skills and encourage Working with Others.

Opportunities exist to enhance skills of Critical Thinking, Planning and Organising, *Problem Solving* and *Working with Others*, through planning and preparing a publication for Outcomes 2 and 3.

Opportunities also exist for candidates to develop skills in the use of Information Technology in the process of creating a simple page layout. They will be advised on effective and responsible use of computer equipment and methods to manage and back-up files correctly. Candidates may also have opportunities to capture and/or create and edit their own content, using appropriate hardware and graphic software applications.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In order to assess the candidate's knowledge of the basic content elements of a page layout they should undertake a series of short answer questions or annotate a page layout provided by the tutor. The assessment should be carried out under closed-book conditions and last no more than 45 minutes.

For Outcome 1, PC (b), (c) and (d) candidates should produce a short evaluative report of two publications, either provided by the tutor, or chosen by the candidate with guidance from the tutor as to their suitability.

National Unit Specification: support notes (cont)

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For Outcomes 2 and 3 candidates should be assessed via a practical project in which they are provided with a brief which asks them to plan and produce a minimum of two page layouts for a publication. Candidates may work on Outcome 2 in their own time, but Outcome 3 should be undertaken in supervised class time.

Time should be allowed for any necessary re-assessment.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005).*

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).