

Unit 32: Desktop Publishing Computer Applications

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Today many people use a computer for word processing and have a basic knowledge of page layout conventions. By understanding more about the conventions used in word processing, page layout and typographic design, learners will be able to produce informed graphic design for desktop publishing outcomes. They will be able to understand more ways in which digital techniques can transform text from a simple document into a creative desktop publishing outcome. Learners will be able to produce informed graphic design using digital page layout with a degree of subtlety and sophistication.

In this unit, learners will be taught the correct usage of digital layout techniques and conventions which are part of accepted layout design practice. Learners will be able to use the correct terminology for a wide range of desktop publishing applications and use their knowledge to develop ideas for page layouts, posters, corporate identity, signage, advertisements and CD booklets. The teaching of page layout should include the use of computers to develop ideas such as the use of industry standard desktop publishing, image manipulation and vector graphics software.

Learners will be able to design layouts, in appropriate forms, for magazines, posters, CD ROMs and flyers. They will present final designs for desktop publishing outcomes in a variety of ways such as portfolio presentation, exhibition of work, seminar presentations and critiques.

Learners will, at the same time, be extending their knowledge gained in *Unit 4: Visual Communication*. This unit could be taught with many of the specialist units, including *Unit 29: Image Manipulation Computer Applications*, *Unit 37: Information Graphics* or *Unit 34: Typographic Design*.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to identify and use text editors
- 2 Understand and use digital page layout techniques in developing own ideas
- 3 Be able to present and review desktop publishing outcomes.

Unit content

1 Be able to identify and use text editors

Text editors: preparing text for page layouts, eg spell-check, grammar check, word count, character count, thesaurus, dictionaries, and hyphenation

2 Understand and use digital page layout techniques in developing own ideas

Digital page layout: correct practice of page layout design, eg margins, header, footer, left, right; grids and columns; gutters; folios

Techniques: eg paragraph styles, character styles, formatting, text flow, linked text, text wrap, picture frames, rulers, colour attributes, rotate text

Software applications: digital page layout environments, eg InDesign, Quark Express; text manipulation applications, eg Photoshop, Illustrator; web design applications, eg Dreamweaver

3 Be able to present and review desktop publishing outcomes

Present: show designs to an audience in a variety of ways, eg portfolio presentation, exhibition, seminar presentation; and to an acceptable standard of presentation, eg finished maquettes, models, mounted prints, mounted artefacts, video, digital and audio visual presentations

Review: critically analyse work using appropriate technical language to describe technical and aesthetic qualities, opportunities for further work and fitness for purpose

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify and use text editors to prepare text for page layout	M1 purposefully demonstrate knowledge and use of text editors to prepare text for page layout	D1 independently use text editors and digital page layout techniques to prepare informed desktop publishing outcomes that demonstrate high levels of skill and flair
P2 use digital page layout techniques to develop own work	M2 demonstrate a coherent understanding and use of digital page layout techniques in own work	D2 confidently present and review creative and original desktop publishing outcomes.
P3 present and review desktop publishing outcomes.	M3 present and review individual desktop publishing outcomes effectively.	

Essential guidance for tutors

Delivery

Tutors delivering this unit should give learners the opportunities to investigate all aspects relevant to desktop publishing design briefs. They should be given a variety of specific tasks so that they can familiarise themselves with DTP conventions and terminology in given situations.

The majority of learners' work will be carried out in a studio or workshop environment where they should be able to participate in directed sessions and will benefit from demonstrations and discussions.

To contextualise this investigation, and to reinforce learning, teaching should include visits to galleries, field trips and if possible visits from professional practitioners. Learners should be directed towards examples of others' work and encouraged to research these and their own examples using the internet, libraries and multi-media sources, which will encourage analytical skills.

This unit should be delivered by providing assignment briefs that mirror those given in the workplace. There should be constraints which place the work in the context of a client based scenario such as deadlines, specific approaches, ethical considerations, a target audience, colour limitations or a particular product. It may be useful to take a competition brief or one sponsored by a local or national company and adapt it to address the learning outcomes of the unit or units being covered by the assignment.

Tutors could consider integrating the delivery and assessment of this unit with any other relevant units learners' are taking as part of their programme of study, especially those which use typographic design in the production of outcomes, such as *Unit 38: Information Graphics* and *Unit 43: Design for Advertising*. This unit would also integrate well with *Unit 7: Design Methods* which requires learners to use a design methodology, or process, in undertaking the learning objectives of an assignment. In planning delivery of the assignment briefs, tutors should be aware of the need to track the relevant learning outcomes of the units being covered.

For learning outcome 1 learners should be shown how to word process given examples of text, to source text from the internet and to write examples of their own, for example a CV or personal statement. These sorts of documents can provide a good starting point for using text editors as the content is familiar and can include lists, paragraphs of text, headings and picture files. Learners will need to gain confidence in keyboard skills, importing text and picture files, editing their work and the work of others, proof-reading, creating a series of drafts, and checking grammar and accuracy of statements. They must be taught basic DTP housekeeping in terms of the saving and backing up of work and will need to be familiar with appropriate systems: file server, hard disc, flash drives, CD/DVD, external hard drives.

For learning outcomes 2 learners should be shown the main DTP conventions and accepted practices used within page layout design, such as setting up margins, grids, columns and folios. It may be useful to analyse a variety of examples of typographic design applications to further emphasise how conventions have been applied.

Learners should be taught that whilst these follow a set of rules, these rules may be 'broken' provided that aesthetics and legibility are considered.

Learners will need to be given opportunities to apply this knowledge in developing their own work using a range of software applications. Desktop publishing outcomes can be created using image manipulation software as these have font menus, text box functions, import or place functions but they are not designed to perform the full range of functions of a full DTP software application. The same applies to vector or illustration graphics and web design applications. If learners are creating a complex, multi-page, text-heavy DTP design outcome, such as a magazine, it is better to create it in the DTP programme and import image manipulation or vector files.

For learning outcome 3 learners should be shown how to effectively present their outcomes in a variety of ways, including: the preparation of a suitable portfolio of work; the ways in which work can be mounted for an exhibition; how to video or photograph work and present it verbally in a short seminar presentation, to peers and tutor, using a projector or computer software such as *PowerPoint*.

Learners will also have been taught how to critically analyse their work, during the development and production stages, and to use appropriate technical language to describe any modifications made, thoughts about aesthetic qualities and fitness for purpose. When presenting work, learners should be encouraged to discuss this process and possibly state what opportunities there may be for further modifications or to create extended pieces of related work.

Assessment

To achieve a **pass** grade a learner must achieve all the pass criteria listed in the grading grid.

For P1, learners will be expected to provide evidence to show that they know how to use text editors appropriately to prepare text for page layout.

For P2, learners should evidence basic experimentation with layout techniques that demonstrates understanding of a limited range of DTP conventions to create basic examples of page layout design.

For P3, learners should present basic examples of desktop publishing design and techniques.

When presenting work for P3, learners should discuss and review, in limited way, the processes used and state what opportunities there may be for further modifications or to create extended pieces of related work. If assessed directly by the tutor, observation records may be completed by both the tutor and the learner. If assessed during a work placement or other external activity, witness statements can be provided by a suitable representative and verified by the tutor. (Guidance on the use of observation records and witness statements is provided on the Edexcel website.)

To achieve a **merit** grade, the learner must achieve all of the pass grade criteria plus the three merit grade criteria.

For M1, learners will be expected to provide a variety of evidence showing that they know how to competently use text editors and effectively prepare text for page layout. They should provide the original unedited text, printed drafts showing text edits and spelling or proof corrections and effective finished examples of edited text annotating the process using the appropriate terminology.

For M2, learners should import the edited text into a desktop publishing software application and competently experiment with a variety of layout techniques. Work should be purposefully annotated throughout the process using appropriate technical language.

Learners should be able to demonstrate a competent understanding of digital page layout techniques and DTP software to create basic examples of typographic design, with limited guidance.

For M3, learners should competently present effective examples of desktop publishing using a variety of DTP design techniques. Ideas and finished work may be presented informally to the tutor or formally to the group for peer assessment. When presenting work for M3, learners should be able to discuss and competently review the processes used and put forward suggestions for further modifications or for creating extended pieces of related work.

To achieve a **distinction** grade, the learner must achieve all the pass and merit grade criteria plus the two distinction grade criteria.

For D1, learners will be expected to provide a wide variety of evidence to show that they are able to use text editors and digital page layout techniques with confidence. They should provide the original unedited text, printed drafts showing text edits and spelling or proof corrections and confident finished examples of edited text in a presentation folder. This process should be annotated using the appropriate terminology. Learners will also provide examples of experimentation with page layout techniques which demonstrate high levels of skill and flair when using DTP applications.

For D2, learners should fluently present examples of desktop publishing ideas and outcomes that demonstrate high levels of skill, sophistication and control in the use of a wide variety of page layout design techniques. Ideas and finished work may be presented informally to the tutor or formally to the group for peer assessment. When presenting work, learners should discuss and confidently review the processes used and put forward suggestions for further modifications or for creating extended pieces of related work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

Although this unit could be linked with most art and design units, particularly constructive links include:

- *Unit 29: Image Manipulation Computer Applications*
- *Unit 34: Typographic Design*
- *Unit 39: Website Design*
- *Unit 41: Mixed Media Image Making*
- *Unit 42: Design for Advertising*
- *Unit 44: Narrative Image Making.*

There are opportunities for the development of key skills in this unit.

Essential resources

The computer software and hardware resources required will vary according to the specific pathway/specialism, but are likely to include:

- computers with appropriate software and hardware
- projectors
- monitors
- digital cameras
- printers
- scanners
- graphics tablets
- external storage devices
- internet access.

Learners will also need access to a range of traditional media and associated tools and equipment, together with adequate work and storage space. Library and learning facilities that enable learners to access examples of digital media should also be available.

Indicative reading for learners

Books

Berger W – *Advertising Today* (Phaidon Press, 2001)

Bernstein D – *Advertising Outdoors* (Phaidon Press, 1997)

Cullen K – *Layout Workbook: A Real-world Guide to Creating Powerful Pieces* (Rockport Publishers Inc, 2005)

Fletcher A – *The Art of Looking Sideways* (Phaidon Press, 2001)

Gibbs D – *Pentagram: The Compendium* (Phaidon Press, 1993)

- Hollis R – *Graphic Design – A Concise History* (Thames & Hudson, 1992)
- Lupton E – *DIY: Design It Yourself* (Princeton Architectural Press, 2006)
- McAlhone B and Stuart D – *A Smile in the Mind* (Phaidon Press, 1998)
- McClelland D and Fuller L – *Photoshop CS2 Bible* (Hungry Minds Inc, 2005)
- Plazm – *100 Habits of Successful Graphic Designers: Insider Secrets from Top Designers on Working Smart and Staying Creative* (Rockport Publishers Inc, 2003)
- Saunders D – *20th Century Advertising* (Carlton, 1999)
- Sparke P – *Design in Context* (Bloomsbury, 1991)
- Swann A – *Graphic Design School* (Bloomsbury, 1991)

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing finished project work and ideas for extended pieces of related work undertaking timed presentations at a critique, using resources including an image(s) researching examples of professional work in relation to desktop publishing design synthesising information from research effectively producing an evaluative report on desktop publishing outcomes producing a handout, poster or synthesis or presentation resources with image(s). 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • planning how to obtain information on creative desktop publishing design projects • choosing appropriate IT and non-IT sources when selecting information to present the analysis of the outcomes of the research • producing the draft report and handout/synthesis/poster or presentation in appropriate formats, using software features to improve efficiency of their work • emailing draft copy of work to tutor for feedback • refining and producing the final report and presentation resources • annotating work to identify any changes made. 	<p>IT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>IT3.2 Enter and develop the information and derive new information.</p> <p>IT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • working with tutor to agree approaches to project planning skills • planning and target setting • using their plans to produce work within the set time constraints of the project • reflecting on and recording stages of learning • reviewing progress with tutor • evaluating finished work at close of the project. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan, to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>