CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Using a Desktop Publishing Application

leading to

Level 3 QQI Component: Desktop Publishing 3N0551

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
    1. **Level 3 QQI Certificate in General Learning 3M0874**
    2. **Level 3 QQI Certificate in Employability Skills 3M0935**
    3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**

- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.

- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.

- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.

- In assessing learners, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstrations.

- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.

- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.
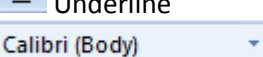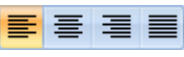
Programme Module	Award
1. Title of Programme Module Using a Desktop Publishing Application	**2. Component Name and Code** Level 3 Desktop Publishing 3N0551
3. Duration in Hours of Programme Module 100	**4. Credit Value** 10
5. Assessment Technique Collection of Work 60% Skills Demonstration 40%	**6. Special Requirements** The learner must have access to a fully functioning computer with the appropriate software applications

7. Aims and Objectives of the Programme Module

This programme module aims to equip the learner with the tools knowledge, skills and competence to use some of the facilities and functions available in a desktop publishing application to generate publications of interest to the learner.

8. Objectives:

- to learn about desktop publishing applications, the terminology associated with them, their functions and features
- to use a desktop publishing application to create publications for use in everyday life
- to explore a range of functions in the desktop publishing application and use these to enhance the appearance of the publications created.
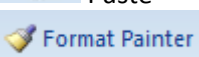
9. Learning Outcomes of Level 3 Desktop Publishing 3N0551

The learner will be able to:

1. outline the significance of using desktop publishing applications in terms of their common uses and features
2. explain rudimentary terminology associated with desktop publishing including, 'what you see is what you get (WYSIWYG)', file formats, image formats, page layout, clip art, borders, text wrapping
3. explain common icons and related functions found for basic desktop publishing
4. plan the basic design and layout for a variety of publications to include sequencing of tasks, material and resources, timescale
5. use a desktop publishing application to access new and existing publications
6. apply edit functions and formatting to publications to enhance the appearance of a publication to include inserting and manipulating images, graphics, text, borders, colour, and fonts
7. prepare a range of publications for hard or soft copy publication to include formatting, proofreading, and previewing layout
8. use a desktop application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file, and storing the file appropriately for subsequent retrieval
9. apply appropriate health, safety and personal hygiene procedures when working in an Information and Communications Technology environment.

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Getting to know about Desktop Publishing

- Explore with the learner:
  - o The significance of using a desktop publishing application, for example, it allows someone to use a personal computer at home or work to produce high quality, printable publications such as newsletters, greeting cards, business cards, flyers and so on
  - o Common uses of desktop publishing applications, for example:
    - ▪ Creating publications using a personal computer with desktop publishing software loaded onto it, without necessarily having any publication or design experience or qualifications
    - ▪ Creating documents for publication on the internet or in paper form
    - ▪ Creating publications that look attractive and professional in appearance, for example:
      - Business type publications, for example, business cards, Curriculum Vitaes, newsletters, advertising material, etc.
      - Craft and personal publications, for example, greeting cards, party invitations, thank you cards, etc.
  - o Common features of desktop publishing applications, for example:
    - ▪ The user can see on the computer screen exactly how the publication will appear once printed (What you see is what you get – WYSIWYG)
    - ▪ Publications can be created from scratch or by using templates for many different publication types that are built into the software
    - ▪ Text can be edited using specific tools
    - ▪ Pictures can be edited using specific tools
    - ▪ Pages can be designed and reorganised
    - ▪ Print settings can be adjusted in line with printer requirements
    - ▪ Colour schemes can be applied to the publications

- Consider with the learner some commonly used terms and terminology associated with a desktop publishing application, for example:
  - o File formats – publications may be saved in a number of different file formats depending on the software that was used to create the publication and the end use of the publication - for use on the internet or for printing. Examples of file formats are: pdf, pub, html, ps
  - o Image formats – images may also be saved in a number of different formats depending on the future use of the image, the use of the publication in which the image will be inserted or the software used to create the image. Examples of image formats are: jpg, gif, bmp, eps
  - o Page layout – the way in which things like text, lines, graphics, boxes, clip art, photos, logos etc. are laid out on a page to ensure the publication is balanced, attractive to look at and easy to read
  - o Clip art – pieces of graphic art that are used to decorate or add meaning to a publication. The clip art pieces can be inserted into any publication in any location and resized to the required dimensions. There are a number of clip art graphics already loaded in the desktop publishing software application. Others are available for download on the internet, for free or in other cases at a cost
  - o Borders – these can be used in a publication to emphasise that one piece of text is finishing and another beginning or to separate text from an image or logo and so on. A page may also have a border around it. Borders can be modified to change their colour, thickness and design
  - o Text wrapping – the way in which text wraps around or behind an image.

- Review with the learner the commonly used desktop publishing icons and their functions, to include:
  - o Text Box

- o Create Text Box Link
- o Break Text Box Link
- o Previous Text Box
- o Next Text Box
- o Insert Word Art
- o Insert Picture
- o Text Wrapping
- o Format Picture
- o Line/Border Style
- o Bold
- o Italic
- o Underline
- o Calibri (Body) Font Name
- o 11 Font Size
- o Font Colour
- o Text and Image Alignment
- o Bullets
- o Numbering
- o Cut
- o Copy
- o Paste
- o Format Painter

Health and Safety in Using Computers
- Discuss with the learner the measures that can be taken to help create a healthy, safe and hygienic working environment when using computers, for example:
  - o Ensure the appropriate positioning of monitor, keyboard and mouse
  - o Ensure the appropriate positioning of the material being worked from
  - o Ensure correct posture when sitting in front of a computer
  - o Use an adjustable height chair
  - o Ensure there is adequate light where work is being undertaken
  - o Ensure there is adequate ventilation
  - o Take frequent breaks away from the computer
  - o Ensure that power cables are carefully placed so as not to be in the way of others
  - o Ensure that power points are not overloaded
  - o Place personal belongings such as bags out of the way of others when using the computer
  - o Maintain all I.T. equipment appropriately and any equipment not working correctly should be removed until it is fixed
  - o Do not consume any food or drink when around the computer

- o Clean the keyboard, mouse and other computer hardware elements regularly
- o Wash your hands before handling the keyboard or mouse
- Facilitate the Learner to apply these measures when using the desktop publishing application to create publications.

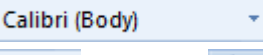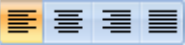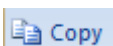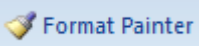**Accessing the Desktop Publishing Application**
- Facilitate the learner to access an appropriate desktop publishing application, for example, Microsoft Publisher, Adobe Indesign, Adobe Pagemaker or Quark Xpress
- Facilitate the Learner to access the application from a shortcut on the desktop or from the Start Menu.

Creating New Publications:
- Consider with the learner the sequence of steps involved in producing a publication, to include the following:
  - o Plan the basic design and layout of the publication to be created, for example:
    - Consider the type of publication to be produced and the audience it is targeted at
    - Decide how to best use the space available in terms of how much and where will text be placed and how will images or graphics be used to enhance the meaning and appearance of the publication
    - Consider a colour scheme for the publication
    - Decide what font settings to use to make the publication easy to read
  - o Review the templates available in the software application to choose one that matches the design required or alternatively modify an existing template design
  - o Identify what resources will be needed to produce the publication and consider where the information or graphics needed will be sourced
  - o Consider if there are any copyright issues with any information or graphics that you source
  - o Estimate a timescale for completing the publication
- Facilitate the Learner to plan the design of personally relevant publications that s/he will produce, to include the sequence of steps outlined above.

Entering Text into a New Publication
Complete the following tasks with the learner:

- Create a text box and enter text into it

- Create a text box link to another text box to allow the text overflow from one text box move into the linked text box
- Format the text to enhance its appearance and clarity using the following tools:
  - o **B** Bold, *I* Italic, U Underline
  - o Calibri (Body) Font Name
  - o 11 Font Size, A Font Colour
  - o Text Alignment
  - o Bullets and/or Numbering

  - o Cut and/or Copy and/or Paste
  - o Format Painter Format Painter
- Use WordArt to format one of the headings in the publication
- Use the Bring to Front or Send to Back functions if required
- Use the Line/Border Style function to add an appropriate border around the text box

Inserting a Graphic into a New Publication
Complete the following tasks with the learner:

- Insert an image or piece of clip art that will add meaning to the publication

- Use the Text Wrapping function to ensure that the text flows around the graphic in an appropriate manner

- Format the image or piece of clip art to alter the size of it

- Use the Line/Border Style function to add an appropriate border around the image.

Printing a New Publication

Complete the following tasks with the learner:

- Proofread the publications to ensure correct spelling, clarity of meaning and consistency of appearance
  - o Print Preview the publications before printing to ensure the layout is correct
  - o Print the publications and consider printer settings, for example:
    - Select the appropriate printer to use
    - Select the number of copies needed
    - Select the range of pages to be printed, for example, All Pages, Current Page or a Selection of Pages.

Storing a New Publication for Subsequent Retrieval

Complete the following tasks with the learner:

- Use the Save As function initially to save the publication to an appropriate location, for example, a memory stick, or a folder on the desktop
- Consider the best format in which to save the publication, for example, .pdf or .jpg or.pub
- Use the Save function to systematically and periodically save work as it is being produced
- Close the publication once it has been saved

Modifying Existing Publications:

- Using the desktop publishing application, demonstrate for the learner how to:
  - o Open the existing publications from either the desktop or from a file storage device such as a CD or a memory stick
  - o Insert an image or clip art graphic into the publication in an appropriate location
  - o Resize the image or clip art graphic to make it bigger or smaller, as appropriate
  - o Set the text wrapping to an appropriate style
  - o Insert a border around the image or clip art graphic
  - o Insert text into an existing text box
  - o Format the text to enhance its appearance by changing the font type, size, colour, adding bullets or numbering, and changing the alignment of the text
  - o Insert a border around the text box or the page
  - o Apply any other formatting or editing functions to the existing publications to enhance their appearance
  - o Proofread and preview the publications to ensure they are:
    - Free from spelling errors
    - Consistent in appearance
    - Balanced and clear in layout and message
    - Attractive to look at
  - o Save the publication in a format suitable for printing to a local printer and for uploading to the internet
  - o Print the publication
- Allow the learner to apply the above editing and formatting functions to existing publications.

Exiting the Desktop Publishing Application

Complete the following task with the learner:

- Exit the Desktop Publishing Application, for example, using the Close (Quit) button or by using the Exit option in the application.

11.a   **Specific Information Relating to the Assessment Techniques**

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	60%

The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.

The learner will compile a Collection of Work to include a minimum of **5 new publications** prepared for soft and hard copy. The collection should include some publications that could be work related and some publications for personal use.

In producing the publications for the Collection of Work, the learner should demonstrate the following:

- Sequencing of the tasks involved in creating the publication
- Identifying the materials and resources required for producing the publication
- Decide on a colour scheme to be applied to the publication
- Estimating the timescale involved in producing the publication
- Accessing an appropriate desktop publishing application
- Choosing an appropriate template for the publication
- Entering and formatting text (linking text boxes, Bold, Italic, Underline, Font Name, Font Size, Font Colour, Text Alignment, Bullets/Numbering, Cut, Copy, Paste, Format Painter, Border)
- Inserting WordArt (ordering the WordArt to the front or the back as appropriate)
- Inserting and formatting graphics or images using the mouse (Text Wrapping, Resizing, inserting a Border)
- Printing the publication
- Saving the publication for subsequent retrieval
- The ability to create a safe, healthy and hygienic work environment when using the computer.

In the Collection of Work the learner will also include evidence of being able to:

- Outline the significance of using a desktop publishing application
- Outline the common uses and features of a desktop publishing application
- Explain the key terminology associated with desktop publishing
- Explain the functions of the icons associated with using a desktop publishing application.

Skills Demonstration	40%

The learner should be allowed a minimum of **30 minutes** to complete the demonstration. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.

The learner will complete a Skills Demonstration, requiring him/her to complete the following tasks:

- Accessing the desktop publishing application
- Opening an existing publication from the CD, memory stick, or similar source
- Inserting an image or clip art graphic into the publication in an appropriate location
- Resizing the image or clip art graphic to make it bigger or smaller, as appropriate
- Setting the text wrapping to an appropriate style
- Inserting a border around the image or clip art graphic
- Inserting text into an existing text box
- Formatting the text to enhance its appearance by changing the font type, size, colour, adding bullets or numbering, and changing the alignment of the text
- Inserting a border around the text box or the page
- Applying any other formatting or editing functions to the existing publication to enhance its appearance
- Proofreading and previewing the publication to ensure it is:
    - Free from spelling errors
    - Consistent in appearance
    - Balanced and clear in layout and message
    - Attractive to look at
- Saving the publication in a format suitable for printing to a local printer
- Printing the publication.

In completing the Skills Demonstration the learner should demonstrate the ability to create a safe, healthy and hygienic work environment when using the computer.

The learner should be given the original publication on either a CD, memory stick, or similar. The required modifications should be communicated clearly to the learner.

11.b   Assessment - **General Information – Desktop Publishing 3N0551**

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcomes to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1. Outline the significance of using desktop publishing applications in terms of their common uses and features	Collection of Work
2. Explain rudimentary terminology associated with desktop publishing including, What you see is what you get (WYSIWYG), file formats, image formats, page layout, clip art, borders, text wrapping	Collection of Work
3. Explain common icons and related functions found for basic desktop publishing	Collection of Work
4. Plan the basic design and layout for a variety of publications to include sequencing of tasks, material and resources, timescale	Collection of Work
5. Use a desktop publishing application to access: • new publications • and existing publications	Collection of Work Skills Demonstration
6. Apply edit functions and formatting to publications to enhance the appearance of a publication to include inserting and manipulating images, graphics, text, borders, colour, and fonts	Collection of Work Skills Demonstration
7. Prepare a range of publications for hard or soft copy publication to include formatting, proofreading, and previewing layout	Collection of Work Skills Demonstration
8. Use a desktop application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file, and storing the file appropriately for subsequent retrieval	Collection of Work
9. Apply appropriate health, safety and personal hygiene procedures when working in an Information and Communications Technology environment	Collection of Work Skills Demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the Learner before s/he can demonstrate the standard and achieve certification from QQI.
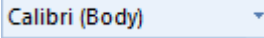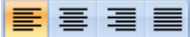
Level 3 Desktop Publishing 3N0551	Learner Marking Sheet

Learner's Name: _____ Learner's PPSN: _____

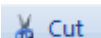| Learners will be able to:	Evidence of the following is included in the assessment portfolio:	✔ If present in portfolio	Please indicate where evidence is to be found
1. Outline the significance of using desktop publishing applications in terms of their common uses and features	• Outline the significance of using a desktop publishing application • Outline common uses of a desktop publishing application • Outline common features of a desktop publishing application		
2. Explain rudimentary terminology associated with desktop publishing including, What you see is what you get (WYSIWYG), file formats, image formats, page layout, clip art, borders, text wrapping	• Explain the following terminology: o WYSIWYG o File formats o Image formats o Page layout o Clip art o Borders o Text wrapping		
3. Explain common icons and related functions found for basic desktop publishing	• Explain the following file handling icons and their associated functions: o Text Box o Create Text Box Link, Break Text Box Link o Previous Text Box, Next Text Box o Insert Word Art o Insert Picture, Text Wrapping, Format Picture o Line/Border Style o Bold, Italic, Underline		

	o Calibri (Body) Font Name, 11 Font Size, A Font Colour		
	o ⬛⬛⬛⬛ Text and Image Alignment		
	o ☰ Bullets, ☰ Numbering		
	o ✂ Cut Cut, Copy Copy, Paste Paste		
	o Format Painter Format Painter		

4. Plan the basic design and layout for a variety of publications to include sequencing of tasks, material and resources, timescale	• Plan the design and layout of a minimum of 5 new publications to include:
	  o Sequencing the tasks
	  o Identifying the materials and resources required for the publications
	  o Estimating the timescale involved in producing the publications		

5. Use a desktop publishing application to access new and existing publications	• Access existing publications • Create a minimum of 5 new publications using templates available in the desktop publishing application		

6. Apply edit functions and formatting to publications to enhance the appearance of a publication to include inserting and manipulating images, graphics, text, borders, colour, and fonts	• Edit and format an existing publication to include:
	  o Inserting text
	  o Formatting and editing text
	  o Inserting WordArt
	  o Inserting images and/or clip art graphics
	  o Manipulating images and/or clip art graphics
	  o Placing borders
	  o Apply an appropriate colour scheme to the publication		

7. Prepare a range of publications for hard or soft copy publication to include formatting, proofreading, and previewing layout	• Produce new and existing publications in both hard and soft copy following:
	  o Proofreading to ensure clarity of message and consistency of spelling
	  o Previewing of the layout to ensure consistency of appearance		

8. Use a desktop application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file, and storing the file appropriately for subsequent retrieval	• Create a minimum of 5 new publications using the templates included in the desktop publishing application to include the following steps:
	  o Access the application
	  o Enter text using the keyboard
	  o Insert graphics and/or clip art using the mouse
	  o Print the publications for inclusion in the portfolio of assessment
	  o Save the publications in an appropriate location for future retrieval		

9. Apply appropriate health, safety and personal hygiene procedures when working in an Information and Communications Technology environment	• Apply appropriate health procedures when working with a computer • Apply appropriate safety procedure when working with a computer • Apply appropriate personal hygiene procedures when working with a computer		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____ Date: _____

Assessor's Signature: _____ Date: _____

External Authenticator's Signature: _____ Date: _____