



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

Programme Module

Graphic Design

leading to

Level 3 QQI Component: Graphic Design 3N0584

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 a learner will achieve 5 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
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- In assessing the learner, 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 Demonstration
- 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 learners 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 Graphic Design	2. Component Name and Code Level 3 Graphic Design 3N0584
3. Duration in Hours of Programme Module 50	4. Credit Value 5
5. Assessment Technique Collection of Work 100%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities
7. Aims of the Programme Module This programme module aims to equip the learner with the knowledge, skill and competence to use text and images to produce simple items of print communication, to communicate an idea.	
8. Objectives <ul style="list-style-type: none"> • to acquire an understanding of graphic design vocabulary • to develop an understanding of the processes involved in creating a graphic and textual image • to develop the skills to use images and text to convey a message. 	
9. Learning Outcomes of Level 3 Graphic Design Code 3N0584 The learner will be able to: <ol style="list-style-type: none"> 1. describe the processes involved in the production of graphic and textual printed materials 2. identify a range of printed material which combines text and image to communicate an idea or information 3. use a range of typographical standards including different typefaces, spacing of words, columns, gutters 4. use a variety of graphic design techniques including tracing, enlarging and reducing images, overlaying or shadowing to manipulate an image, letter-form or word 5. construct simple graphic images which clearly communicate an idea using a variety of media techniques 6. produce written text for publication using correct spelling, punctuation, sentences, paragraphs and layout 7. use a range of printing techniques to produce items which are appropriate to content, target audience and purpose and clearly communicate a message or idea 8. produce a document consisting of graphic and textual elements within an agreed time scale and with due regard to cost. 	
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 as outlined in section 9.

The production of graphic and textual printed materials

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

Explore with the learner the processes involved in the production of graphic and textual printed materials. Discuss the role of the Graphic Designer and or/other professionals that maybe involved at the various stages of producing from idea to finished print.

Meaning

Graphic = image, picture (drawing, photograph, painting, print etc)

Textual = text, type, printed word.

Processes

1. Identify a Client

- Who are they? (school, sports club, florist, music band, gardener, baby sitter)
- What do they want to promote? (classes in maths for adults, archery, mother's day, gig/Cd cover design, gardener specialising in bamboo, available for week end baby sitting)
- Why? To make people aware of their service, special offer or even existence.
- How? Identify how best to promote themselves.

2. Creating a 'Brief'.

- This is a written document that should include a description of the client's aims, what they want to promote and their intended audience before they meet with and commission a Graphic Designer.

3. Graphic Designer.

- A person who has acquired the skills of producing and developing visual commercial design.
- Will generally have had third level education. Has a working knowledge of 'Graphic Design' computer programmes. Apple Mac / iMac, and the iDesign programme are the favoured computing systems throughout the graphic and print industries.
- May work freelance or within a design group/company/advertising agency/or printers.
- Have a working knowledge of marketing, current trends in culture, colour, image manipulation and printing processes.

4. Printers

- Off-set lithographic printers. More cost effective when you require a large quantity.
- Silk screen printers. For very large posters.
- A photocopy shop. Laser or inkjet for a medium size run.
- Computer printer. Used for very small print runs at home or work.

5. The Design Process.

1. The Client and Designer meet.
 - The 'brief' requirements of the client will be discussed.
 - If the client already has a visual cooperate identity i.e. Logo or identifiable colours, this will have to be incorporated or improved upon.
 - Decision made about the most cost effective way of reaching the target group.
 - An outline budget will be agreed.
2. The Designer will produce 'scamps', 'thumb nails', (visual doodles) during a 'brain storming' session where ideas are worked out.

3. The designer will progress the ideal chosen design solution further by creating a 'proposed design' on computer.
 - Including all the clients' message requirements.
 - Checking spelling in particular.
 - Using a 'stock' photograph as an intermediate visual substitute for design purposes.
 - Selecting the most appropriate type face.
 - Produce a computer print out of the proposed design.
4. Contact by phone and email or send a sample printout of the proposed design to an illustrator or photographer and printers with outline specifications and request estimated costings.
5. The client's approval of the design and costings is required before the designer will progress any further with the final design.
6. A print out of this final design will be forwarded to the client for final approval and 'sign-off'.
7. After client approval and spell checking the designer will notify the printers along with an 'order sheet' specifying finished size, number in print run, weight and type of paper, spot colour or full process and the expected delivery date.

Printed material which combines text and image to communicate an idea or information.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

Explore with the learner the varying formats of printed material which can be seen in common situations and daily life. By distributing samples of any of the following along with printout worksheets, identify the message and evaluate how and why particular pieces work effectively. Highlight who is the intended target market (skate boarding teenagers, mid week break for grannies). Discuss what the message is and how it is conveyed.

For example: (this list is not exhaustive and can be added to).

- **Poster** – Music band promotion. Bus side advertisement.
- **Direct mail** – flyers which are posted in through doors.
- **Postage stamp** – celebrating a national event, flora and fauna.
- **Banner** for an event –sports, festival.
- **Packaging** – Hair dyes. Roasted peanuts v bird food.
- **Supermarket** receipt with advertising on the rear side.
- Front page-**newspaper** v **magazines**.
- **Golden pages**.
- **Text book**, manual.

Meaning

Text = any form of written information.

Image = photograph, illustration either generated by computer or manually.

Target Market = a group of people with common interests.

Typographical standards

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

Explore with the learner a range of typographical standards including different typefaces, spacing of words, columns, gutters. Explain the definitions of typographical terminologies. Worksheets which illustrate each definition with accompanying questionnaire to be used in conjunction with the learners own generated work pieces.

Meanings / Definitions:

Typeface

= The characteristics and style of serif, sans serif, italic, bold and script.

Spacing

= Can refer to the spacing between letters, words and lines of body type.

Columns

= Where a large body of text exists, columns of body type are created. Generally found in newspapers and magazines. Designer will decide on number of columns required to fit the width of a page.

Gutters

= The vertical width of a space between columns of type which enable the reader to read more comfortably across the page.

Layout

= The working out of the design of all the elements within a page.

Paste up

= The putting together of all the elements contained within the design in flat format.

Tutor to explain by open discussion, how different styles of typeface and layout can project a certain image. Tutor may select other examples:

e.g. Comparison of the Sun newspaper with the Irish Times

e.g. Compare a sports magazine with a gardening magazine.

Using graphic design techniques

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

Explore with the learner a variety of graphic design techniques, to include tracing, enlarging and reducing images, overlaying or shadowing to manipulate an image, letter form or word.

Tracing:

- Will enable the learner to try out a variety of image/type sizes and positioning within a given marked off area.

Enlarging: explain how to calculate.

- Step 1. Measure the width of the original image/letter or word
- Step 2. Measure the width of the area it has to fit
- Step 3. Divide the required final size (step 2) into the original size (step 1), then multiply answer by 100 which will give a %.
- $(120\text{mm} \div 32\text{mm} = 3.72 \times 100 = 372\%)$

Reduction. Explain how to calculate.

- Step 1. Measure the width of the original image/letter/word
- Step 2. Measure the width of the area it has to fit
- Step 3. Divide the original (step 1) into the final size (step 2), then multiply the answer by 100
- $(32\text{mm} \div 120\text{mm} = 0.266 \times 100 = 26.6\%)$

Overlaying.

- By overlaying one area with either type or another image.

Shadowing.

- By shifting the trace sheet slightly and redrawing the same shape again. Can enhance the shape by visually lifting it out or off the background area to create a 3-D effect

Manipulation.

- Experiment with changing the characteristics of the letter or image, create a shatter effect, torn / rip,

elongate, compress, reverse out, etc.

Communicate an idea using simple graphic images

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

Explore with the learner the construction of simple graphic images which clearly communicate an idea using a variety of media techniques

- Discuss a variety of client categories and encourage each learner to identify and select category of interest.
- Provide check list worksheet which will allow the learners to list in order of importance the information which their chosen client category needs to communicate.
- Encourage experimentation with colour ways and its effectiveness.
- Discuss the various forms of image retrieval which are available to the general public. I.e. internet. Draw attention to copy right laws relating to publishing another person's work (photographer, illustrator).

Suggested areas:

- Poster.
- CD cover
- Banner for art exhibition.

Producing text for publication

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

Explore with the learner the production of written text for publication using correct spelling, punctuation, sentences, paragraphs and layout.

Learners should have access to a computer, either at home or within the class.

If the learner is not proficient in creating finalised layout on computer, they may use the old style 'cut and paste' method in replicating columns and gutters etc.,

- Learner should identify a client category
- Learner should show evidence of research into that category
- Learner should write up a short article. Pay attention to correct spelling (by using dictionary or spell check on computer)
- Produce draft 'thumb nail' layouts
- Learner should progress to final designed layout containing all of the required elements and produce a computer print out or single flat sheet photocopy.

Printing techniques to produce items

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

Explore with the learner using visual aids (photographs and diagram's) a range of printing techniques to produce items which are appropriate to content, target audience and purpose and clearly communicate a message or idea.

A visit to the National Print Museum, Beggars Bush, Dublin would be useful.

Commercial Printing

Off Set Lithographic Printing

- Up to 4 colour process printing. Colour separation films. Printing plates. Registration marks. Collation and binding methods. Range of papers that can be used.

Silk Screen Printing –

- Up to 4 colour process printing. Light sensitive stencil film. Registration marks. Papers (bus shelters), adhesive plastics (advertisements on sides of buses or business vehicles, window signage), Card (larger packaging) Die cutting (platen die cutting of card shapes) or heavy corrugated plastics (election posters).

Ink Jet and larger industrial laser printers –

- Direct printing onto cloth, paper or plastics for smaller print runs without requiring colour separation. (banners).

Non Commercial Printing

- Photocopying
- Computer Printer
- Lino cutting, Potato printing = relief printing (learners to be made aware to create image/letters in reverse)
- Stencil hand cut silk screen printing.

Learners should identify the following:

- **Product**
 - Examples
 - Badge
 - Leaflet / Flyer
 - T-shirt
 - Point of sale wobblers
 - Document folder
 - Mobile phone pouch
- **Event**
- **Organisation**
- **Target Audience** – (The potential buyers / users of the offered service)
- **Purpose**
- **Main message**
- **Inclusion of other information.** i.e. date, venue

Produce a document consisting of graphic and textual elements

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

Explore with the learner the steps involved in producing a document that consists of graphic and textual elements, is designed according to a set 'client brief' and must be delivered within a specified deadline.

The tutor may set an appropriate client brief realistic deadline.

- The learner should demonstrate the design process by including their 'scamps / thumb nails' and rough draft design. In addition, the learner must show evidence that they have considered the costings of commissioning illustrators, photographers, models (make up artist and stylist), 'stock' photography, and edited possible awkward wording and so on.

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	100%
<p>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.</p>	
<p>The learner will compile a Collection of Work to include pieces of work that:</p> <ol style="list-style-type: none"> 1. shows understanding and demonstrates knowledge of the processes involved in the production of graphic and textual printed materials 2. shows understanding and demonstrates knowledge of a range of printed material which combines text and image to communicate an idea or information 3. uses a range of typographical standards including: <ul style="list-style-type: none"> • different typefaces • spacing of words • columns • gutters 4. uses a variety of graphic design techniques including: <ul style="list-style-type: none"> • tracing • enlarging and reducing images • overlaying or shadowing to manipulate an image, letter-form or word 5. The learner should present a piece of work that constructs simple graphic images which clearly communicate an idea using a variety of media techniques 6. The learner should produce written text for publication using correct: <ul style="list-style-type: none"> • spelling • punctuation • sentences • paragraphs • layout 7. The learner should present a piece of work that shows understanding and demonstrates knowledge of a range of printing techniques to produce items which are appropriate to content, target audience and purpose and clearly communicate a message or idea 	

- Commercial Printing
 - Off Set Lithographic Printing
 - Silk Screen Printing
 - Ink Jet and larger industrial laser printers
 - Non Commercial Printing
 - Photocopying
 - Computer Printer
 - Lino cutting, Potato printing = relief printing (learners to be made aware to create image/letters in reverse)
 - Stencil hand cut silk screen printing
8. The learner should present a piece of work that shows understanding and demonstrates knowledge through the production of a document consisting of graphic and textual elements within an agreed time scale and with due regard to cost.

11.b Assessment - General Information – Graphic Design 3N0584.

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

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Describe the processes involved in the production of graphic and textual printed materials	Collection of Work
2. Identify a range of printed material which combines text and image to communicate an idea or information	Collection of Work
3. Use a range of typographical standards including different typefaces, spacing of words, columns, gutters	Collection of Work
4. Use a variety of graphic design techniques including tracing, enlarging and reducing images, overlaying or shadowing to manipulate an image, letter-form or word	Collection of Work
5. Construct simple graphic images which clearly communicate an idea using a variety of media techniques	Collection of Work
6. Produce written text for publication using correct spelling, punctuation, sentences, paragraphs and layout	Collection of Work
7. Use a range of printing techniques to produce items which are appropriate to content, target audience and purpose and clearly communicate a message or idea	Collection of Work
8. Produce a document consisting of graphic and textual elements within an agreed time scale and with due regard to cost.	Collection of Work

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 Graphic Design 3N0584	Learner Marking Sheet
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Learner's Name: _____

Learner's PPSN: _____

The learner 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. Describe the processes involved in the production of graphic and textual printed materials	The learner should present a piece of work that shows understanding and demonstrates knowledge of the processes involved in the production of graphic and textual printed materials		
2. Identify a range of printed material which combines text and image to communicate an idea or information	The learner should present a piece of work that shows understanding and demonstrates knowledge of a range of printed material which combines text and image to communicate an idea or information		
3. Use a range of typographical standards including different typefaces, spacing of words, columns, gutters	The learner should present a piece of work that uses a range of typographical standards including: <ul style="list-style-type: none"> • different typefaces • spacing of words • columns • gutters 		
4. Use a variety of graphic design techniques including tracing, enlarging and reducing images, overlaying or shadowing to manipulate an image, letter-form or word	The learner should present a piece of work that uses a variety of graphic design techniques including: <ul style="list-style-type: none"> • tracing • enlarging and reducing images, • overlaying or shadowing to manipulate an image, letter-form or word 		

<p>5. Construct simple graphic images which clearly communicate an idea using a variety of media techniques</p>	<p>The learner should present a piece of work that constructs simple graphic images which clearly communicate an idea using a variety of media techniques.</p>		
<p>6. Produce written text for publication using correct spelling, punctuation, sentences, paragraphs and layout</p>	<p>The learner should produce written text for publication using correct:</p> <ul style="list-style-type: none"> • spelling • punctuation • sentences • paragraphs • layout 		
<p>7. Use a range of printing techniques to produce items which are appropriate to content, target audience and purpose and clearly communicate a message or idea</p>	<p>The learner should present a piece of work that shows understanding and demonstrates knowledge of a range of printing techniques to produce items which are appropriate to content, target audience and purpose and clearly communicate a message or idea.</p> <p>Commercial Printing</p> <ul style="list-style-type: none"> • Off Set Lithographic Printing • Silk Screen Printing • Ink Jet and larger industrial laser printers <p>Non Commercial Printing</p> <ul style="list-style-type: none"> • Photocopying • Computer Printer • Lino cutting, Potato printing = relief printing (learners to be made aware to create image/letters in reverse) • Stencil hand cut silk screen printing. 		
<p>8. Produce a document consisting of graphic and textual elements within an agreed time scale and with due regard to cost.</p>	<p>The learner should present a piece of work that shows understanding and demonstrates knowledge through the production of a document consisting of graphic and textual elements within an agreed time scale and with due regard to cost</p>		

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: _____