Silver - Unit 15 Imaging Software

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Overview

This is the ability to use a software application designed for the creation, editing and production of images. This unit is about the skills and knowledge required by an IT User to use a range of basic image editing and design tools and techniques to produce appropriate, straightforward or routine image files. Any aspect that is unfamiliar will require support and advice from others.
Imaging tools and techniques will described as ‘basic’ because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques needed for image manipulation and outputting will be straightforward or routine.

Example of context: Using imaging software to design a logo.

Activities supporting the assessment of this award

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 1 qualifications

- Achievement at QCF level 1 (EQF Level 2) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to
the area of study or work.
- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

Requirements

- Standards must be confirmed by a trained Silver Level Assessor or higher.

- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org Markbook Site.

- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and on-line work. Assessors should ensure that relevant web pages are available to their account manager on request by supply of the URL.

- When the candidate provides evidence of matching all the criteria to the specification subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.

- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.

- This unit should take an average level 1 learner 30 hours of work to complete.

Assessment Method

Assessors can score each of the criteria L, S, H. N indicates no evidence and is the default starting position. L indicates some capability but secure capability has not yet been achieved and some help is still required. S indicates that the candidate can match the criterion to its required specification. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the unit.

Expansion of the assessment criteria

1. The candidate will obtain, insert and combine information for images.

1.1 I can identify what images are needed

Candidates should be able to identify suitable images for a task.
Evidence: From candidates' projects and documentation. Assessor observations.

Additional information and guidance
Images might be components of a final project or starting points that can be modified. There is a multitude of websites that can be used that offer copyright-free materials. Whilst not mandatory, we do recommend candidates consider using vectors as starting points because they are easier to edit and resolution independent. .svg is the open XML-based standard for vectors and there are many examples available from a number of websites. There are now many free imaging software packages available, including online or browser-based systems.

1.2 I can obtain, input and prepare images to meet needs.

Candidates should be able to obtain their identified images and prepare them for use.

Evidence: From candidates' projects and documentation. Assessor observations.

Additional information and guidance

Preparations could include checking sizes for file transfer and converting formats. Import can be by cut and paste, import or file opening. The preparation might be to check the quality and that it meets the requirements of content, size or colour. If they find an image but it is too large to be used for a web page, for example, they may need to think about resizing it and compressing the file.

1.3 I can identify what generic copyright and other constraints apply to the use of images.

Candidates should be able to check images for copyright restrictions and any other constraints to using the image such as it being in an unsupported file format.

Evidence: Images used and project evidence presentation.

Additional information and guidance
Copyright licensing can be very complex. At level 1 it is enough to be able to follow local guidelines and be aware that they can not just use any images they come across. Encourage knowledge and support for Creative Commons and public domain sources as this reduces the administrative overhead for everyone.

1.4 I can combine information of different types or from different sources for images

Candidates should demonstrate that they can combine different information from different sources into their project.

Evidence: References for sources of information. Project outcomes, assessor observations.

Additional information
Work should include mixing graphic types, and sourcing images from different devices, e.g. cameras or open clip art., svg and other vector formats usually allow jpg or png images to be embedded within a file. The international open standards of .jpg, .png and .svg can cover all 2D graphics requirements and all can be displayed directly on web pages. There are free cross-platform editors for all three formats.

1.5 I can identify the context in which the images will be used

Candidates should demonstrate that they can identify a context such as product promotion, information to customers, and illustration of my work.

Evidence: References for sources of information. Project outcomes.

Additional information
The context for work will vary but the type of image used should be suitable. e.g. humorous images will be inappropriate in a serious context. Context can be interpreted in terms of the intended audience. Some evidence that they are aware of how suitable the image will be is required.

1.6 I can identify which file format to use for saving and exchanging images

As a minimum candidates should be familiar with a range of file formats, such as .jpg, .png and .svg

Evidence: References in the documentation and the nature of final products.

Additional information
There are a large and growing number of file formats that can be found for images and the candidate, at Level 1, should be able to take responsibility for completing tasks and procedures subject to direction or guidance as needed.

An example of the range might include:
Jpg (Jpeg) trades off quality against the size of the file. If a large high-resolution image is required for professional photographic work on paper .jpg files will still be large and once reduced in file size can not be brought back to the original size without the original file. Another disadvantage of jpg is that it does not support image transparencies such that the background can show through. This means logos can be left with an undesirable border around them if they are on a background that is a different colour from the main display background.
PNG (png) can be used to get around this problem because png does support transparency. Although .png files are compressed they always keep all the original data so that you can get back to the original. This means in situations where it is critical to make the file size as small as possible (e.g. when the image has to be transferred over a low bandwidth connection or storage space is at a premium, jpg will be better.
SVG - scalable vector graphics - can be used to design logos, diagrams and illustrations. Indeed just about anything that is not a photograph or scanned image. Any svg image is likely to be small in file size and can be scaled to any output device from high-resolution images for paper to large-screen TVs. The files stay the same size and the images will be as crisp as the display device is capable of producing.

1.7 I can store and retrieve files effectively, in line with local guidelines and conventions where available

Candidates should demonstrate that they can organise their graphics files in sensible ways that make it easier to find them.

Evidence: Candidates' directories, observed by assessors. Candidates' on-line accounts on the learning site.

Additional information
The main point of this criterion is to encourage good information management. Different people have different ways of working and we need to be flexible. Local guidelines and policies should be observed and verified as being observed by the assessor. Backups should be taken where appropriate. It may be that an assessor can send in a lesson plan showing how learners are taught to manage files, what directories are available to them publicly and privately etc, rather than students doing it themselves.

2. The candidate will use imaging software tools to create, manipulate and edit images.

2.1 I can use suitable tools and techniques to create images.

Candidates should use the correct package to complete the task.

Evidence: File outputs from candidate work.

Additional information and guidance
The exact tools used will be determined locally by availability but at Level 1, we would expect the candidate to be able to complete well-defined routine tasks and use relevant skills and procedures.to complete a task. A Level 1 candidate's work should reflect a certain degree of complexity.
To help you with the tools/manipulations to be used at Level 1 we have listed a few:
- Skew/distort tool
- Adjust the colour filter
- Adjust brightness/contrast filter
- Changed the opacity
- Combining shapes
- Combining text into a path
- Adding bevel/emboss

- Adding shadow and glow
- Adding texture to a shape fill
- Magic wand
- Line fill & texture
- Changing the colour fill of an existing image

2.2 I can use appropriate tools and techniques to manipulate and edit images.

Candidates should be able to edit images to crop them, scale them, add transparency and edit individual pixels.
Evidence: Candidates finished products and their documentation.

Additional information and guidance
In keeping with Level 1 candidates should be capable with routine and simple image manipulation. For example: grouping and un-grouping, selecting components copying and deleting. The use of undo should be routine and familiar. At Level 1 the need to use a large range of tools to edit and manipulate images self-sufficiently is not needed as this is operating at a higher level and could be level 2.

2.3 I can check images meet needs, using IT tools and making corrections as necessary

Candidates should ask for the opinions of others and make amendments if necessary

Evidence: Candidates' finished projects and documentation of projects, assessor observations.
Additional information and guidance
Peer review should be encouraged and candidates should receive feedback positively. Actions to fix problems and improve work should be at the appropriate level and further support might be needed in more complex situations.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the online mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

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