Entry 2 - Unit 4 - Desktop Publishing Software (2 credits)

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Assessor's guide to interpreting the criteria

General Information

- The Bronze 2 Award is designed to provide progression from the Entry Level 1 Bronze award to Entry level 3 Award and as a foundation for Level 1 ICT user qualifications particularly the ITQ.

- The definition of an entry level qualification [4] is to recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.

- The criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are fully compatible with the UK National Curriculum programmes of study.

- The Bronze 2 Award is designed to promote a wider range of participation by providing coherent progression from the Bronze 1 to Bronze 3 and/or Silver Level 1 qualifications. We want especially to include people with special needs or specific learning difficulties and younger children. Contexts for learning should be chosen appropriately for the learner.

- The specification for the Bronze 2, Entry Level 2 Award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults. The INGOTs family of qualifications are designed for personalising learning rather than targeting arbitrary groups. Assessors have discretion about the contexts used as long as the assessment criteria can be matched and the guidance below should be read with this in mind.

Requirements

- Standards must be confirmed by a trained Bronze Assessor or higher

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

- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples should be available at the annual visit and/or by video conference.

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- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.

- Completing the criteria entitles the candidate to the Bronze 2 Award. In general, the candidate should demonstrate that matching criteria can be sustained over time with continued practice.

- We expect at least 15 hours of guided study to be under-taken before the award is made assuming learners are new to computers but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes and competence.

Assessment Method

Assessors can use the criteria to determine levels of prior learning through dialog with the candidate, direct observation and any other appropriate and relevant evidence. They can score each of the criteria for each candidate N (No evidence), L (some progress but still lower than the level) S, secure at that level and this criterion, H, the candidate is performing beyond the required level. Candidates are required to achieve S or H on all the criteria to achieve the full award. This means they provide evidence of "Secure" competence across all the criteria.

Expansion of the assessment criteria

The Entry 2 learner will be becoming more self-sufficient in carrying out simple familiar tasks following instructions and using practiced and routine sequences and steps. They will be able to use computers to select and exchange information for simple tasks. They will be comfortable with different types of information and data. They will be able to save and exchange the information they find.

An activity will typically be ‘straightforward or routine’ because:

- the task or context will be familiar and involve few factors (desktop computer, laptop, mobile phone, opening a document, selecting an object, naming keyboard, mouse, screen); and
- the techniques used will be familiar or commonly undertaken with support from other more experienced people.

Learners should show willingness to be co-operative and respect the advice and support given by more experienced users.

1. The learner will be able to use page designs and layouts for a publication

1.1 I can identify page payouts that could be used for a publication

Candidates should be confident looking at publications and knowing the main features.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

Candidates should be introduced to a wide a range of publications as possible to look at how they are laid out and what features are used to present the information. The style and content should be

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dictated by the type of audience and the expected readership. The more examples they can see and discuss the more insight they will have into the types of designs they should use when making their own DTP materials.

1.2 I can use a page design and layout for a publication
Candidates should be able to make some basic designs.

Evidence: Direct observation and finished products.

Additional information and guidance

Candidates can be given a range of scenarios in which to meet with their designs and publications. They only need to produce one authentic publication to meet the criterion, but it would not hurt to explore a range of publications in order to gain as many skills as possible in this field. At this stage, it is enough to map out in rough what the final designs will look like. This will act as reference for their final designs.

2. The learner will be able to create a publication

2.1 I can identify copyright constraints on using other's information
Candidates should be able to show an awareness that copyright exists and is applied to people's work.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

Some class based work on the law and regulations that control the use of other people's material will prepare candidates for their own research and investigatio into this area. They don't need to go into massive detail, but need to be aware of the symbols such as ® © and what they can and can't use for themselves.

2.2 I can input information into a publication
Candidates should be able to have the requisite skills to input the information they find or create.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

Candidates will have found the information they want to use and have a working template design of what their publication should look like. They can now begin to construct it by inputting the various materials. It is not essential at this level, but you might want to reinforce the best practices of not copying and pasting text from proprietary word processors and making sure images are of the right format and size.

2.3 I can combine information from different sources
Candidates should be able to mix materials they find in a comfortable way.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

A good DTP publication will combine information from a variety of sources, such as images and text, and these will be arranged in various ways to convey impact and meaning. The candidates need to show that they can arrange these elements in a way that makes sense and is the most logical. They also should not over arrange and overlap materials so as to obscure elements. Some basic layout skills will need to be in evidence.

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2.4 I can store and retrieve publication files
Candidates should be able to find and reload their work.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

In most cases, candidates will be using a software package such as Publisher. This produces a specific file format and it can only really be opened and changed by the same software, though there are some software packages that will handle these .pub files. Candidates should evidence that they store their work in a sensible place with a sensible name so that it can be found and re-worked at a later time as required.

3. The learner will be able to use desktop publishing software to edit and format a publication

3.1 I can use software to format text
Candidates should be able to use the existing tools effectively to arrange their text material.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

Most DTP software packages will have their own tools for arranging text. This could be by placing it into a frame or more freeform. Candidates need to be able to use this package in a way that makes sense and makes the text properly arranged and readable. It could be making the font different, bold or italic to highlight specific parts as well.

3.2 I can use software to manipulate images and graphic elements
Candidates should be able to move images around and place them over each other to achieve a good effect as required.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

Candidates will need to use the image editing features of their chosen package in order to move images around, overlay them and make them work for their intended purpose.

3.3 I can check publication meets needs, making corrections as required
Candidates should be able to make the publication complete by changing elements for final publication.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

Most publications are designed for a purpose or to convey a message. The candidates publication should meet some type of objective and if they, or their client, does not see this, they need to change things to make sure it does. It would be useful to have some feedback from a possible customer and react to it and show the process.

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 dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should

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it be required by the Principal Assessor or their Account Manager/external moderator. Before authorizing certification, the Account Manager must be satisfied that the assessors judgements are sound.

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