



An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority

Module Descriptor **Desktop Publishing**

Award Type: Minor
Award Level: 3
Award Code: 3N0551
Assessment Code: 3N0551-027
Validation date 14th July 2011

Revision 3.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to use desktop publishing software to produce a limited range of publications in supervised environment

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **100 Hours**

Learning Outcomes: By the end of this module, 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 and timescale
5. Use a desktop publishing application to access new and existing documents
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

Key Learning Points

Learning Outcome 1: Outline the significance of using desktop publishing applications in terms of their common uses and features

Key Learning Points

- Desktop publishing uses
- Desktop application features
- Common hardware devices utilised in desktop publishing
- Common desktop publishing software

Learning Outcome 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

Key Learning Points

- Common terminology including
 - What you see is what you get (WYSIWYG)
 - File formats
 - Image formats
 - Page layout
 - Clip art
 - Borders
 - Text wrapping
 - Template
 - Margins
 - Orientation
 - Columns
 - Text Alignment

Learning Outcome 3: Explain common icons and related functions found for basic desktop publishing

Key Learning Points

- Common icons
 - Template selection
 - Page size and margins setup
 - Columns or grid setup
 - Master pages setup
 - Paragraph styles setup
 - Text selection
 - Font
 - Color
 - Image
- Common functions
 - Template selection / amendment
 - Page size and margins setup
 - Columns or grid setup and editing
 - Master pages setup
 - Paragraph styles setup
 - Image selection and editing
 - Text selection
 - Document format decisions
 - Color selection
 - Font selection
 - Image selection

Learning Outcome 4: Plan the basic design and layout for a variety of publications to include sequencing of tasks, material and resources and timescale

Key Learning Points

- Document set-up
- Necessary materials
- Design requirements
- Finalising document
- Fit for purpose documents
- Publication document naming
- Saving publications
- Publication creation phases
- Time line for publication editing / creation
- Necessary resources
- Sourcing resources
- Planning
- Creation
- Finalisation

Learning Outcome 5: Use a desktop publishing application to access new and existing documents

Key Learning Points

- Holding the mouse correctly
- Using the buttons of a mouse
- Using the keyboard
- Buttons of the keyboard
- Effectively using the mouse and keyboard to enter and edit data
- Desktop publishing applications
- Opening an existing file
- File storage locations
- File types
- Opening a desktop publishing application
- Opening a new file
- Identifying file storage location
- Identifying file types
- Naming a file
- Saving a file

Learning Outcome 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

Key Learning Points

- Inserting text
- Inserting images from clip art
- Inserting graphics
- Editing text within desktop publishing document
- Editing text font
- Editing text colour
- Formatting image
- Following page layout instructions
- Changing page margins
- Editing page orientation
- Inserting and deleting columns
- Applying appropriate borders
- Applying a text wrap

Learning Outcome 7: Prepare a range of publications for hard or soft copy publication to include formatting, proofreading and previewing layout

Key Learning Points

- Opening a document for editing
- Formatting to meets specifications
- Proof reading
- Editing a document to ensure it is fit for purpose
- Spelling and grammar check
- Amending any spelling / grammar mistakes
- Document preview
- Document editing

Learning Outcome 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

Key Learning Points

- Opening a new file
- Entering data
- Document is fit for purpose prior to printing
- Location of the print icon
- Ensuring link to appropriate printer
- Printing specific document pages
- Editing print settings
- Printing document
- Locating save file
- Save and Save As function
- File type
- File name
- Identifying appropriate storage location
- Locating storage location
- Closing save function

Learning Outcome 9: Apply appropriate health, safety and personal hygiene procedures when working in an Information and Communications Technology environment

Key Learning Points

- ICT health & safety procedures
- Recording health & safety procedures
- Hazard awareness when working with computers
- Listening to and following instructions
- Eyes & eyesight
- Sitting comfortably
- Taking a break
- Maintaining personal hygiene standards

Assessment Specification

Award Title	Desktop Publishing
Award Type	Minor
Framework Level:	3
Award Code:	3N0551
Credit Value :	10

Assessment Type	Assessment Details	Weighting	Stage at which assessment takes place
PO	E1: Common Uses and Features of a Desktop Publishing Application - 10% E2: Glossary of Terms and Functions - 20% E3: Icon Identification and Functional Description - 10% E4: Design a Poster - 20%	60%	As topic covered in class over the course of the module
SD	SD1: Create a Desktop Publishing File	40%	End of Module

PO = Portfolio

SD = Skills Demonstration

Suggested Learning Methodologies

- Classroom based learning
- Practical work training
- Practical application of skills learnt
- Video's / DVD / Online media files
- Discussion groups
- Note taking
- Activities and exercises
- Simulated work environment

Specific Module Requirements

The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager

Computers with Desktop Publishing programme

Colour Printers

Scanner

Access to internet

Access to free webpage development site with webpage templates

Suggested Learning Resources

Books and websites

Parker, Roger C. *Desktop Publishing and Design for Dummies*

Wyatt, Rosemary *e-Quals Level 1 Office XP Level 1 Desktop Publishing*

Internet websites: Information can be accessed on the following suggested website as of 18th October 2011:

<http://desktoppub.about.com/>

All of the highlighted Curriculum Resources mentioned below are available on the Moodle Community Services Curriculum and Assessment page. You can access the CSCA Moodle web page from this link:

<http://www.ecollege.ie/site/home.html>

Activities:

Generic Skills: Literacy and Numeracy

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Desktop Publishing.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Desktop Publishing. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Desktop Publishing. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

Generic Skill: Numeracy; Digital

Learners will practice **using a calculator**, identifying and locating all keys needed to carry out basic calculations.

The learners will practice carrying out measurements where relevant referring to the **mathematical glossary**.

Generic Skill: Literacy

Learners will gather relevant information, using a variety of methods, such as text books, the internet and class notes, newspaper articles etc, in order to write or type a short description of an area chosen by the instructor:

Generic Skill: Teamwork and Communications

Learners will discuss the importance of teamwork with the instructor using the

Teamwork Guide.

Learners will take part in a Teamwork exercise by designing, planning and carrying out a project which will incorporate group discussions.
The learners will complete the Team Review Sheet after completing the Teamwork exercise.

Recommended by: _____

Manager Training Policy Development and Support

Approved by: _____

Director Training Policy Development and Support