



# **Skills for Employment Investment Program (SEIP)**

## **COMPETENCY-BASED LEARNING MATERIAL (FACULTY GUIDE) FOR GRAPHIC DESIGN (IT SECTOR)**

**Finance Division, Ministry of Finance  
Government of the People's Republic of Bangladesh**

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## Copyright

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The Competency-based Learning Material (Faculty Guide) for Graphic Design is a document, aligned to its applicable competency standard, for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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## Approval Sheet

Identification and validation of modules and content for this occupation were made by experts within this sector. A series of consultations were held to accurately capture industry and employer needs and expectations and develop the learning material that would help to enhance the employability of the youth trained. This process started on 14 May 2017 and concluded with a validation workshop with a sectoral working group on 27 August 2017.

### Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency-based learning material [May 2017 – August 2017]:

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### Validation Workshop

Competency-based learning material validation workshop participants [held on 27 August 2017]:

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Name	Organisation	Designation
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Rashmi Meha	British Council - SD03	Acting Team Leader
Mahbub UI Huda	British Council - SD03	National Subject Matter Consultant - IT Sector

### Committee Workshop

The National competency-based learning material for National Skills Certificate in Graphic Design, **NTVQF Level [INSERT LEVEL]** qualification is a document developed by the Skill for Employment Investment Programme (SEIP), Finance Division, Ministry of Finance. This competency-based learning material has been developed by an industry expert group under guidance of SEIP. The competency-based learning material was approved by the SCDC [BTEB to insert date] at NTVQF Cell, BTEB.

### Respectable members of the SCDC:

Graphic Design - Level [INSERT LEVEL]		

## How to Use this Competency-based Learning Material

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Welcome to the competency-based learning material for Graphic Design to use in IT. These modules contain training materials and activities for learners to complete in order to become competent and qualified as a skilled worker.

There are five (5) modules that make up this course which comprises the skills, knowledge and attitudes required to become a skilled worker including:

1. Apply graphic design concepts and guidelines
2. Generate shapes and text
3. Generate design using graphics application
4. Generate clipping path, logo and mock-up
5. Review final output and print

As a trainer, you are required to guide the learners through a series of activities in order to complete each learning outcome of the module. These activities may be completed as part of structured classroom activities or they may be required to work at their own pace.

These activities will require the learners to complete associated learning and practice activities in order to gain knowledge and skills they need to achieve the learning outcomes. Refer to **Learning Activity Page of each module** to know the sequence of learning tasks and the appropriate resources to use for each task.

This page will serve as the road map towards the achievement of competence. If you read the **Information Sheets**, these will give you an understanding of the work, and why things are done the way they are. Once the learners have finished reading the Information Sheets, they are required to complete the questions in the **Self-Check Sheets**.

The self-check process follows the Information Sheets in the learning guide. Completing self-checks will help the learners know how they are progressing. To know how they fared with self-checks, they can review the **Answer Key**.

The learners are required to complete all activities as directed in the **Job Sheet**. This is where they will apply their newly acquired knowledge while developing new skills. When working, high emphasis should be laid on safety requirements. The learners should be encouraged to raise relevant queries or ask the facilitator for assistance as required.

When the learners have completed all the tasks required in the learning guide, an assessment event will be scheduled to evaluate if they have achieved competency of the specified learning outcomes and are ready for the next task.

## Introduction to Teaching Adult Learners

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Since you will be dealing with adult learners, it is important to understand the basic principles of adult learning and methodologies. Adults learn best through associations, experiences and application. A few facts to consider while teaching adult learners:

**Discussion:** Adult learning is best managed through mutual dialogue and discussion. Discussion needs to be encouraged and used in the classroom to maximise learning.

**Associations:** Adults have experiences which can be related to any learning objectives to create associations which enhance conceptual comprehension. Associations can be used to create user interest and gain attention. Adults learn new attitudes or skills best in relation to previous life experiences.



This strategy also ensures knowledge retention.

**Create an environment conducive to learning and sharing:** Make people feel comfortable talking to you and each other. They should feel at ease asking questions, sharing views even if they are not very sure of the efficacy of their suggestions or views.

**Physical surroundings:** Temperature, light, space and furniture should be optimal. There should be no distractions.

**Inculcate respect:** Encourage learners' contributions and experiences. People are more encouraged to learn and share when their experiences are acknowledged - new information builds easily on past knowledge and experience.

**Reward and recognition:** Acknowledging the efforts of people, even small attempts, can reap great benefits. Learners like to receive praise and positive encouragement, which motivates them to deliver their best.

Learners also like to be reassured that they are correctly recalling or using information they have absorbed in the classroom.

**Structured teaching:** Learners study faster when information or skills are presented in a structured way:

- Concepts to be taught in small, bite sized portions for easy assimilation
- Put forth the easiest ideas or skills first and then gradually build on them
- Bring in the important ideas first
- Reinforce key ideas at regular intervals
- Reinforce high order concepts at regular intervals

**Move learner from generic to specific flow of information:** Introduce the generic concepts first and then move to specific more complex information to ease understanding and comprehension.

**Application of concepts/ideas taught:** Help students put into practice the concepts taught in the class through exercises and work-based projects. Application ensures knowledge retention and skill building.

**Relevance building:** Build up relevance of the concepts being taught in class by relating them to day-to-day life and workplace experiences.

Learners should know to use and apply what they have learned in the classroom as they learn faster when they recognise that what they are learning will be useful in the future.

**Sharing:** Encourage learners to learn from each other and solve problems collectively. This makes learning easier and improves team spirit and the interpersonal skills of the learners.

**Participation:** Involve learners in the class - adults favour to be *active participants* in learning rather than passive receivers of knowledge. People learn faster when they actively process information, solve problems and practice skills.

**Motivate:** Inspire the class so that teaching does not become a one-way process of knowledge download. Learners will learn faster when they feel an inner urge to learn and be an active participant in the class.

Create a learning environment in which the learners feel free and able to shed their inhibitions and develop receptivity towards new ideas and concepts.

Students will have different motivation levels - some will be more eager to learn than others as each learner is different from the other and therefore need to be treated differently.

And remember - adapt your communication style to suit the needs of the audience.

**Communicate effectively:** Communicate in a manner that is understood by the class. The language and sentence structuring should be clear and succinct.

Technical concepts should be explained in a manner that de-mystifies the concept - make things simple and easy to understand.

Avoid using *too much* technical jargon - if it is part of the curriculum, ensure the class is first made familiar with the words or jargon used.

**Assessments:** Conduct skill and knowledge checks regularly:

- Reinforce high order concepts at regular intervals.
- Conduct formative and summative assessments.
- Strengthen areas which appear to be weak.















**Regular feedback:**

- Provide regular feedback to learners
- Help them identify their strengths and areas of improvement
- Feedback should always be constructive
- Timely and specific feedback is easier to accept and act on





## List of Icons

Icon Name	Icon
Module content	
Learning outcomes	
Performance criteria	
Contents	
Assessment criteria	
Resources required	
Information sheet	
Self-check Quiz	
Answer key	
Activity	
Video reference	
Learner job sheet	
Assessment plan	
Review of competency	

## Module 1: Apply graphic design concepts

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to apply graphic design concepts and guidelines. It specifically includes applying graphic design concepts, following basic design guidelines using graphic design tools, developing conceptual skills and ideas, and seeking strategies for personal development.	
<b>Nominal Duration:</b>	42 hours	
<b>Learning Outcomes:</b>	1.1.	Apply graphic design concepts
	1.2.	Follow basic design concepts
	1.3.	Develop conceptual skills and ideas
	1.4.	Seek strategies for personal development
<b>Performance Criteria:</b>	1.1.	Brief history of graphic design is discussed.
	1.2.	Analog design and basic drawing is identified.
	1.3.	Global trend in graphic designing is recognised.
	1.4.	Portfolio of trainees is acknowledged.
	1.5.	Guidelines on basic design for graphic designing are identified.
	1.6.	Technical skills to achieve basic design are identified.
	1.7.	Opportunities to continuously improve technical skills in basic design are demonstrated through identification, practice, feedback, discussion and evaluation.
	1.8.	Capabilities to develop technical skills in basic design are demonstrated.
	1.9.	Relevant journals, magazines, catalogues and other media are Identified and used to stimulate technical and professional development in basic design guidelines.
	1.10.	Working with others to develop basic design ideas is exhibited.
	1.11.	Ability to gain experience in a range of genres and interpretation of basic design guideline is demonstrated.
	1.12.	Work of others is studied to stimulate conceptual idea and development.
	1.13.	A range of opportunities to develop own practice and keep informed about current design practices are identified and used as guidelines for basic designing.
	1.14.	Ability to explore and experiment with new ideas in making and/or interpreting work is demonstrated.
	1.15.	Exploration and use of technology where appropriate to expand own practice is demonstrated.
	1.16.	Strategies for personal development as a designer is sought.



## Learning Outcome 1.1 - Apply Graphic Design Concept

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Discuss history of graphic design in brief</li> <li>▪ Identify analog design and basic drawing</li> <li>▪ Recognize global trend in graphic designing</li> <li>▪ Develop portfolio by trainees</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Analog design tools</li> <li>▪ Graphic design applications</li> <li>▪ Pen</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	1.1.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.1.1</li> <li>▪ Self-Check 1.1.1</li> <li>▪ Answer Key 1.1.1</li> </ul> <p><a href="http://www.unahealydesign.com/elements-of-good-graphic-design/">http://www.unahealydesign.com/elements-of-good-graphic-design/</a></p> <p><a href="https://www.slideshare.net/smoros/history-of-graphic-design-6092452">https://www.slideshare.net/smoros/history-of-graphic-design-6092452</a></p>	<p>9</p> <p>9</p> <p>36</p>
	1.1.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.1.2</li> <li>▪ Self-Check Quiz 1.1.2</li> <li>▪ Answer Key 1.1.2</li> </ul> <p><a href="http://vanseodesign.com/web-design/design-concept-thoughts/4/27">http://vanseodesign.com/web-design/design-concept-thoughts/4/27</a></p>	<p>9</p> <p>12</p> <p>36</p>
	1.1.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.1.3</li> <li>▪ Self-Check Quiz 1.1.3</li> <li>▪ Answer Key 1.1.3</li> </ul> <p><a href="http://www.howdesign.com/design-business/2017-design-trends/">http://www.howdesign.com/design-business/2017-design-trends/</a></p> <p><a href="https://www.youtube.com/watch?v=dcc1VvGvaYk">https://www.youtube.com/watch?v=dcc1VvGvaYk</a></p>	<p>12</p> <p>13</p> <p>36</p>
	1.1.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.1.4</li> <li>▪ Self-Check Quiz 1.1.4</li> <li>▪ Answer Key 1.1.4</li> </ul> <p><a href="http://blog.agencyaccess.com/11-components-of-a-successful-portfolio/">http://blog.agencyaccess.com/11-components-of-a-successful-portfolio/</a></p> <p><a href="http://www.creativeblog.com/inspiration/8-great-examples-of-graphic-design-portfolios">http://www.creativeblog.com/inspiration/8-great-examples-of-graphic-design-portfolios</a></p>	<p>13</p> <p>15</p> <p>36</p>
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Brief history of graphic design is discussed</li> <li>▪ Analog design and basic drawing are identified</li> <li>▪ Global trend in graphic designing is recognised</li> <li>▪ Portfolio of trainees is acknowledged</li> </ul>		



## Learning Outcome 1.2 - Follow Basic Design Guidelines

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Identify guidelines on basic design for graphic designing</li> <li>▪ Identify technical skills to achieve basic design</li> <li>▪ Demonstrate opportunities to continuously improve technical skills in basic design through identification, practice, feedback, discussion and evaluation</li> <li>▪ Demonstrate capabilities to develop technical skills in basic design</li> <li>▪ Identify and use relevant journals, magazines, catalogues and other media to stimulate technical and professional development in basic design guidelines</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Software (system and applications)</li> <li>▪ Internet</li> <li>▪ Pens</li> <li>▪ Papers</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	1.2.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.2.1</li> <li>▪ Self-Check Quiz 1.2.1</li> <li>▪ Answer Key 1.2.1</li> </ul> <a href="https://99designs.com/blog/tips/types-of-graphic-design/">https://99designs.com/blog/tips/types-of-graphic-design/</a>	17 17 36
	1.2.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.2.2</li> <li>▪ Self-Check Quiz 1.2.2</li> <li>▪ Answer Key 1.2.2</li> </ul> <a href="http://fashion2apparel.blogspot.com/2017/07/classification-loom.html">http://fashion2apparel.blogspot.com/2017/07/classification-loom.html</a>	18 18 36
	1.2.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.2.3</li> <li>▪ Self-Check Quiz 1.2.3</li> <li>▪ Answer Key 1.2.3</li> </ul>	18 19 36
	1.2.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.2.4</li> <li>▪ Self-Check Quiz 1.2.4</li> <li>▪ Answer Key 1.2.4</li> </ul> <a href="http://ccea.org.uk/sites/default/files/docs/curriculum/skills_and.capabilities/tspc/SEN_TSPC_Framework_Guidance_Booklet.pdf">http://ccea.org.uk/sites/default/files/docs/curriculum/skills_and.capabilities/tspc/SEN_TSPC_Framework_Guidance_Booklet.pdf</a>	19 21 37
	1.2.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.2.5</li> <li>▪ Self-Check Quiz 1.2.5</li> <li>▪ Answer Key 1.2.5</li> </ul>	21 21 37
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Guidelines on basic design for graphic designing is identified</li> <li>▪ Technical skills to achieve basic design are identified</li> <li>▪ Opportunities to continuously improve technical skills in basic design are demonstrated through identification, practice, feedback, discussion and evaluation</li> <li>▪ Capabilities to develop technical skills in basic design are demonstrated</li> </ul>		

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>▪ Relevant journals, magazines, catalogues and other media are identified and used to stimulate technical and professional development in basic design guidelines</li></ul> |
|--|---|



### Learning Outcome 1.3 - Develop Conceptual Skills and Ideas

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Exhibit working with others to develop basic design ideas</li> <li>▪ Demonstrate ability to gain experience in a range of genres and interpretation of basic design guideline</li> <li>▪ Study work of others to stimulate conceptual idea and development</li> <li>▪ Identify a range of opportunities to develop own practice and keep informed about current design practices and use as guidelines for basic designing</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Analog design tools</li> <li>▪ Graphics design application</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	1.3.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.3.1</li> <li>▪ Self-Check Quiz 1.3.1</li> <li>▪ Answer Key 1.3.1</li> </ul>	22 24 38
	1.3.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.3.2</li> <li>▪ Self-Check Quiz 1.3.2</li> <li>▪ Answer Key 1.3.2</li> </ul> <a href="https://www.business.vic.gov.au/__data/assets/word.../Design-brief-template.doc">https://www.business.vic.gov.au/__data/assets/word.../Design-brief-template.doc</a>	25 27 38
	1.3.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.3.3</li> <li>▪ Self-Check Quiz 1.3.3</li> <li>▪ Answer Key 1.3.3</li> </ul> <a href="http://www.thedieline.com/blog/2011/1/27/10-rules-to-properly-judge-commercial-design.html">http://www.thedieline.com/blog/2011/1/27/10-rules-to-properly-judge-commercial-design.html</a>	27 28 38
	1.3.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.3.4</li> <li>▪ Self-Check Quiz 1.3.4</li> <li>▪ Answer Key 1.3.4</li> </ul>	29 30 38
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Working with others to develop basic design ideas is exhibited</li> <li>▪ Ability to gain experience in a range of genres and interpretation of basic design guideline is demonstrated</li> <li>▪ Work of others is studied to stimulate conceptual idea and development</li> <li>▪ A range of opportunities to develop own practice and keep informed about current design practices are identified and used as guidelines for basic designing</li> </ul>		



## Learning Outcome 1.4 - Seek Strategies for Personal Development

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate ability to explore and experiment with new ideas in making and/or interpreting work</li> <li>▪ Demonstrate exploration and use of technology where appropriate to expand own practice</li> <li>▪ Sought strategies for personal development as a designer</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Analog design tools</li> <li>▪ Graphics design application</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	1.4.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.4.1</li> <li>▪ Self-Check Quiz 1.4.1</li> <li>▪ Answer Key 1.4.1</li> </ul>	31 32 39
	1.4.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.4.2</li> <li>▪ Self-Check Quiz 1.4.2</li> <li>▪ Answer Key 1.4.2</li> </ul> <a href="https://www.business.vic.gov.au/__data/assets/word.../Design-brief-template.doc">https://www.business.vic.gov.au/__data/assets/word.../Design-brief-template.doc</a>	33 34 39
	1.4.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.4.3</li> <li>▪ Self-Check Quiz 1.4.3</li> <li>▪ Answer Key 1.4.3</li> </ul> <a href="http://www.thedieline.com/blog/2011/1/27/10-rules-to-properly-judge-commercial-design.html">http://www.thedieline.com/blog/2011/1/27/10-rules-to-properly-judge-commercial-design.html</a>	35 35 39
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Ability to explore and experiment with new ideas in making and/or interpreting work is demonstrated</li> <li>▪ Exploration and use of technology where appropriate to expand own practice is demonstrated</li> <li>▪ Strategies for personal development as a designer is sought</li> </ul>		

## Module 2: Generating shapes and text

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<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to generate shapes and text. It specifically includes installing local web server, working with the tools of web server and installing FTP clients.	
<b>Nominal Duration:</b>	10 hours	
<b>Learning Outcomes:</b>	<b>2.1.</b>	Prepare equipment and related software
	<b>2.2.</b>	Create shapes and text
	<b>2.3.</b>	Check work quality
<b>Performance Criteria:</b>	<b>2.1.</b>	Equipment and software are prepared as per workplace requirement.
	<b>2.2.</b>	Equipment and software are checked for conformity and usability.
	<b>2.3.</b>	Output to be generated is determined in accordance with job requirements/specifications.
	<b>2.4.</b>	Page layout application is identified in accordance with job requirements/specification.
	<b>2.5.</b>	Shapes and text are created and applied in accordance with job requirements/specifications.
	<b>2.6.</b>	Quality of work is checked according to workplace requirements/specifications.
	<b>2.7.</b>	Constructive criticism from others is obtained.
	<b>2.8.</b>	Work is adjusted where necessary to improve technical, conceptual and commercial value.





## Learning Outcome 2.1 - Prepare Equipment and Related Software

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Preparation of equipment and software</li> <li>▪ Check equipment and software for conformity and usability</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Software (system and applications)</li> <li>▪ Internet</li> <li>▪ Stationery</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	2.1.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.1.1</li> <li>▪ Self-Check Quiz 2.1.1</li> <li>▪ Answer Key 2.1.1</li> </ul> <a href="https://99designs.com/blog/tips/types-of-graphic-design/">https://99designs.com/blog/tips/types-of-graphic-design/</a>	41 43 57
	2.1.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.1.2</li> <li>▪ Self-Check Quiz 2.1.2</li> <li>▪ Answer Key 2.1.2</li> </ul>	43 44 57
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Equipment and software are prepared as per workplace requirement</li> <li>▪ Equipment and software are checked for conformity and usability</li> </ul>		



## Learning Outcome 2.2 - Create Shapes and Text

<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Determine output to be generated in accordance with job requirements/specifications</li> <li>• Identify page layout application in accordance with job requirements/specification</li> <li>• Create and apply shapes and text in accordance with job requirements/specifications</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Graphics design application</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Journals, magazines, catalogues</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	2.2.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.2.1</li> <li>▪ Self-Check Quiz 2.2.1</li> <li>▪ Answer Key 2.2.1</li> </ul> <a href="https://99designs.com/blog/tips/types-of-graphic-design/">https://99designs.com/blog/tips/types-of-graphic-design/</a>	46 48 57
	2.2.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.2.2</li> <li>▪ Self-Check Quiz 2.2.2</li> <li>▪ Answer Key 2.2.2</li> </ul> <a href="http://www.toptenreviews.com/software/multimedia/best-page-layout-software/">http://www.toptenreviews.com/software/multimedia/best-page-layout-software/</a>	48 49 57
	2.2.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.2.3</li> <li>▪ Self-Check Quiz 2.2.3</li> <li>▪ Answer Key 2.2.3</li> </ul> <a href="https://helpx.adobe.com/photoshop/how-to/adding-text-shapes-basics.html">https://helpx.adobe.com/photoshop/how-to/adding-text-shapes-basics.html</a>	49 50 57
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Output to be generated is determined in accordance with job requirements/specifications</li> <li>▪ Page layout application is identified in accordance with job requirements/specification</li> <li>▪ Shapes and text are created and applied in accordance with job requirements/specifications</li> </ul>		



### Learning Outcome 2.3 - Check Work Quality

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Check quality of work according to workplace requirements/specifications</li> <li>▪ Obtain constructive criticism from others</li> <li>▪ Adjust work where necessary to improve technical, conceptual and commercial value</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Software (system and applications)</li> <li>▪ Internet</li> <li>▪ Stationery</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	2.3.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.3.1</li> <li>▪ Job Sheet 1</li> <li>▪ Self-Check Quiz 2.3.1</li> <li>▪ Answer Key 2.3.1</li> </ul>	51 52 53 57
	2.3.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.3.2</li> <li>▪ Self-Check Quiz 2.3.2</li> <li>▪ Answer Key 2.3.2</li> </ul>	54 55 57
	2.3.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.3.3</li> <li>▪ Self-Check Quiz 2.3.3</li> <li>▪ Answer Key 2.3.3</li> </ul>	55 56 58
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Quality of work is checked according to workplace requirements/specifications</li> <li>▪ Constructive criticism from others is obtained</li> <li>▪ Work is adjusted where necessary to improve technical, conceptual and commercial value</li> </ul>		

### Module 3: Generate design using graphics application

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to generate design using graphics application. It specifically includes preparing the work environment, producing objects with/without typing, setting up layers and appearance attributes and finalising document.	
<b>Nominal Duration:</b>	42 hours	
<b>Learning Outcomes:</b>	3.1.	Prepare the work environment
	3.2.	Produce objects with/without typing
	3.3.	Set up layers and appearance attributes
	3.4.	Finalise document
<b>Performance Criteria:</b>	3.1.	Details of the brief are reviewed to identify preference setting requirements.
	3.2.	Monitor is calibrated using an ICC profile to ensure closest possible colour match.
	3.3.	Palettes are arranged to suit job and personal preferences.
	3.4.	View magnification is set for ease of working with the graphics application.
	3.5.	Ruler units are set, and grid is displayed to ensure artwork meets design specifications.
	3.6.	Tools are used to produce objects, required attributes are entered and shapes manipulation is made until graphic framework is finalised.
	3.7.	Lines and curves are adjusted and edited to fit design specifications.
	3.8.	Objects are painted, transposed and strokes and effects are scaled according to the design brief.
	3.9.	Colours are created, edited and saved to the colour palette and saturation of colour is adjusted.
	3.10.	Colour and appearance attributes are selected and copied as required.
	3.11.	Gradients fill, mesh and patterns are used to paint, and blend as required by the layout and design brief.
	3.12.	Objects are grouped or individually selected, moved, scaled or rotated using a variety of methods according to workplace standard.
	3.13.	Required type is added and formatting are set to reflect the design brief.
	3.14.	Graphic properties are set and meet the design brief.
	3.15.	Effects are added to a graphic and edited to make the appearance more suitable according to the design brief.
	3.16.	Appearances required for further use are saved as styles.
	3.17.	Objects are organized in layers and stacking order is controlled.
	3.18.	Layers are locked and/or nested and grouped in accordance with the design brief.

	<b>3.19.</b>	Styles are added or removed from layers when layer consistency is or is not required.
	<b>3.20.</b>	The appropriate format for saving the graphic is identified given the various elements in the graphic.
	<b>3.21.</b>	The resolution for effects and any filters is set based on image quality.
	<b>3.22.</b>	Document is checked to ensure correct layout file and that there are no non-printable elements.
	<b>3.23.</b>	PDF or other export options are fixed to the best settings for the final media and the file is then exported and saved.



### Learning Outcome 3.1 - Prepare the Work Environment

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Review details of the brief to identify preference setting requirements</li> <li>▪ Calibrate monitor using an ICC profile to ensure closest possible colour match</li> <li>▪ Arrange palettes to suit job and personal preferences</li> <li>▪ Set view magnification for ease of working with the graphics application</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Design tools</li> <li>▪ Graphics design application</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	3.1.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.1.1</li> <li>▪ Job Sheet 2</li> <li>▪ Self-Check Quiz 3.1.1</li> <li>▪ Answer Key 3.1.1</li> </ul> <a href="https://www.cleardesignuk.com/design-brief.html">https://www.cleardesignuk.com/design-brief.html</a>	60 62 62 96
	3.1.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.1.2</li> <li>▪ Self-Check Quiz 3.1.2</li> <li>▪ Answer Key 3.1.2</li> </ul> <a href="https://www.youtube.com/watch?v=f1PCG5hXUmE">https://www.youtube.com/watch?v=f1PCG5hXUmE</a>	63 63 96
	3.1.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.1.3</li> <li>▪ Self-Check Quiz 3.1.3</li> <li>▪ Answer Key 3.1.3</li> </ul> <a href="https://www.youtube.com/watch?v=ADhLgTqL-6o">https://www.youtube.com/watch?v=ADhLgTqL-6o</a>	64 64 96
	3.1.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.1.4</li> <li>▪ Self-Check Quiz 3.1.4</li> <li>▪ Answer Key 3.1.4</li> </ul> <a href="https://www.youtube.com/watch?v=8D10-q68FY8">https://www.youtube.com/watch?v=8D10-q68FY8</a>	65 65 96
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Details of the brief are reviewed to identify preference setting requirements</li> <li>▪ Monitor is calibrated using an ICC profile to ensure closest possible color match</li> <li>▪ Palettes are arranged to suit job and personal preferences</li> <li>▪ View magnification is set for ease of working with the graphics application</li> </ul>		



## Learning Outcome 3.2 - Produce Objects with/without Typing

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Set ruler units and display grid to ensure artwork meets design specifications</li> <li>▪ Use tools to produce objects, enter required attributes and make shapes manipulation until graphic framework is finalized</li> <li>▪ Adjust and edit lines and curves to fit design specifications</li> <li>▪ Paint, transpose objects and scale strokes and effects according to the design brief</li> <li>▪ Create, edit and save colours to the colour palette and adjust saturation of colour</li> <li>▪ Select and copy colour and appearance attributes as required</li> <li>▪ Use gradients fill, mesh and patterns to paint and blend as required by the layout and design brief</li> <li>▪ Group objects or individually select, move, scale or rotate using a variety of methods according to workplace standard</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Graphics application software</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	3.2.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2.1</li> <li>▪ Self-Check Quiz 3.2.1</li> <li>▪ Answer Key 3.2.1</li> </ul> <a href="http://www.informit.com/articles/article.aspx?p=1915790&amp;seqNum=8">http://www.informit.com/articles/article.aspx?p=1915790&amp;seqNum=8</a>	67 68 96
	3.2.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2.2</li> <li>▪ Job Sheet 3</li> <li>▪ Self-Check Quiz 3.2.2</li> <li>▪ Answer Key 3.2.2</li> </ul> <a href="https://helpx.adobe.com/photoshop/using/tools.html">https://helpx.adobe.com/photoshop/using/tools.html</a>	69 70 70 96
	3.2.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2.3</li> <li>▪ Job Sheet 4</li> <li>▪ Self-Check Quiz 3.2.3</li> <li>▪ Answer Key 3.2.3</li> </ul> <a href="https://www.guru99.com/how-to-use-pen-tool-photoshop-cc-tutorial.html">https://www.guru99.com/how-to-use-pen-tool-photoshop-cc-tutorial.html</a> <a href="https://simplephotoshop.com/elementsplus/en_US/mask-from-path.htm">https://simplephotoshop.com/elementsplus/en_US/mask-from-path.htm</a>	70 71 71 96
	3.2.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2.4</li> <li>▪ Job Sheet 5</li> <li>▪ Self-Check Quiz 3.2.4</li> <li>▪ Answer Key 3.2.4</li> </ul> <a href="https://helpx.adobe.com/photoshop/using/painting-tools.html">https://helpx.adobe.com/photoshop/using/painting-tools.html</a> <a href="https://forums.adobe.com/thread/712718">https://forums.adobe.com/thread/712718</a> <a href="http://blogs.adobe.com/jkost/2013/01/scaling-effectstyles-in-photoshop-cs6.html">http://blogs.adobe.com/jkost/2013/01/scaling-effectstyles-in-photoshop-cs6.html</a>	72 72 73 96

	3.2.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2.5</li> <li>▪ Self-Check Quiz 3.2.5</li> <li>▪ Answer Key 3.2.5</li> </ul> <p><a href="https://helpx.adobe.com/photoshop/using/color-modes.html">https://helpx.adobe.com/photoshop/using/color-modes.html</a></p> <p><a href="http://planetphotoshop.com/working-with-spot-color-channels.html">http://planetphotoshop.com/working-with-spot-color-channels.html</a></p> <p><a href="http://photoshop911.typepad.com/help/2004/04/saving_and_load.html">http://photoshop911.typepad.com/help/2004/04/saving_and_load.html</a></p>	73 75 96
	3.2.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2.6</li> <li>▪ Self-Check Quiz 3.2.6</li> <li>▪ Answer Key 3.2.6</li> </ul> <p><a href="https://forums.adobe.com/thread/822201">https://forums.adobe.com/thread/822201</a></p>	75 76 97
	3.2.7	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2.7</li> <li>▪ Self-Check Quiz 3.2.7</li> <li>▪ Answer Key 3.2.7</li> </ul> <p><a href="https://www.youtube.com/watch?v=pgAJdyqzrp4">https://www.youtube.com/watch?v=pgAJdyqzrp4</a></p>	76 77 97
	3.2.8	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2.8</li> <li>▪ Self-Check Quiz 3.2.8</li> <li>▪ Answer Key 3.2.8</li> </ul> <p><a href="https://www.youtube.com/watch?v=VTHudF4fo2l">https://www.youtube.com/watch?v=VTHudF4fo2l</a></p>	77 77 97
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Ruler units are set, and grid is displayed to ensure artwork meets design specifications</li> <li>▪ Tools are used to produce objects, required attributes are entered and shapes manipulation is made until graphic framework is finalised</li> <li>▪ Lines and curves are adjusted and edited to fit design specifications</li> <li>▪ Objects are painted, transposed and strokes and effects are scaled according to the design brief</li> <li>▪ Colors are created, edited and saved to the color palette and saturation of color is adjusted</li> <li>▪ Color and appearance attributes are selected and copied as required</li> <li>▪ Gradients fill, mesh and patterns are used to paint and blend as required by the layout and design brief</li> <li>▪ Objects are grouped or individually selected, moved, scaled or rotated using a variety of methods according to workplace standard</li> </ul>		





### Learning Outcome 3.3 - Set Up Layers and Appearance Attributes

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Add required type and set formatting to reflect the design brief</li> <li>▪ Set graphics properties and meet the design brief</li> <li>▪ Add effects to a graphic and edit to make the appearance more suitable according to the design brief</li> <li>▪ Save appearances required for further use as styles</li> <li>▪ Recognize objects in layers and control stacking order</li> <li>▪ Lock and/or nest and group Layers in accordance with the design brief</li> <li>▪ Add or remove styles from layers when layer consistency is or is not required</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Graphics design application</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	3.3.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.3.1</li> <li>▪ Self-Check Quiz 3.3.1</li> <li>▪ Answer Key 3.3.1</li> </ul> <a href="https://smallbusiness.chron.com/format-text-photoshop-45850.html">https://smallbusiness.chron.com/format-text-photoshop-45850.html</a>	79 79 97
	3.3.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.3.2</li> <li>▪ Self-Check Quiz 3.3.2</li> <li>▪ Answer Key 3.3.2</li> </ul> <a href="http://www.dummies.com/software/adobe/photoshop/how-to-work-with-the-properties-panel-in-photoshop-cs6/">http://www.dummies.com/software/adobe/photoshop/how-to-work-with-the-properties-panel-in-photoshop-cs6/</a>	80 81 97
	3.3.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.3.3</li> <li>▪ Self-Check Quiz 3.3.3</li> <li>▪ Answer Key 3.3.3</li> </ul> <a href="https://www.youtube.com/watch?v=fx_YR5-k1Ko">https://www.youtube.com/watch?v=fx_YR5-k1Ko</a>	81 82 97
	3.3.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.3.4</li> <li>▪ Self-Check Quiz 3.3.4</li> <li>▪ Answer Key 3.3.4</li> </ul>	82 83 97
	3.3.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.3.5</li> <li>▪ Self-Check Quiz 3.3.5</li> <li>▪ Answer Key 3.3.5</li> </ul> <a href="https://www.youtube.com/watch?v=muCKSmECJCw">https://www.youtube.com/watch?v=muCKSmECJCw</a>	83 84 97
	3.3.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.3.6</li> <li>▪ Self-Check Quiz 3.3.6</li> <li>▪ Answer Key 3.3.6</li> </ul> <a href="http://blogs.adobe.com/jkost/2014/10/locking-and-unlocking-layers-in-photoshop-cc-2014.html">http://blogs.adobe.com/jkost/2014/10/locking-and-unlocking-layers-in-photoshop-cc-2014.html</a> <a href="http://blogs.adobe.com/jkost/page/1?s=nesting+layers">http://blogs.adobe.com/jkost/page/1?s=nesting+layers</a>	84 85 97
	3.3.7	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.3.7</li> <li>▪ Self-Check Quiz 3.3.7</li> <li>▪ Answer Key 3.3.7</li> </ul>	86 87 97

		<a href="https://helpx.adobe.com/photoshop/using/layer-effects-styles.html">https://helpx.adobe.com/photoshop/using/layer-effects-styles.html</a>	
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Required type is added and formatting are set to reflect the design brief</li> <li>▪ Graphic properties are set and meet the design brief</li> <li>▪ Effects are added to a graphic and edited to make the appearance more suitable according to the design brief</li> <li>▪ Appearances required for further use are saved as styles</li> <li>▪ Objects are organised in layers and stacking order is controlled</li> <li>▪ Layers are locked and/or nested and grouped in accordance with the design brief</li> <li>▪ Styles are added or removed from layers when layer consistency is or is not required</li> </ul>		



### Learning Outcome 3.4 - Finalise Document

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Identify the appropriate format for saving the graphic given the various elements in the graphic</li> <li>▪ Set the resolution for effects and any filters based on image quality</li> <li>▪ Check document to ensure correct layout file and that there are no non-printable elements</li> <li>▪ Fix PDF or other export options to the best settings for the final media and then export and save the file</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Software (system and applications)</li> <li>▪ Internet</li> <li>▪ Stationery</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	3.4.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.4.1</li> <li>▪ Self-Check Quiz 3.4.1</li> <li>▪ Answer Key 3.4.1</li> </ul> <a href="https://helpx.adobe.com/photoshop/using/file-formats.html">https://helpx.adobe.com/photoshop/using/file-formats.html</a>	89 89 98
	3.4.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.4.2</li> <li>▪ Self-Check Quiz 3.4.2</li> <li>▪ Answer Key 3.4.2</li> </ul> <a href="http://www.adobepress.com/articles/article.asp?p=1950630&amp;seqNum=2">http://www.adobepress.com/articles/article.asp?p=1950630&amp;seqNum=2</a>	90 91 98
	3.4.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.4.3</li> <li>▪ Self-Check Quiz 3.4.3</li> <li>▪ Answer Key 3.4.3</li> </ul> <a href="https://www.printingforless.com/layout.html">https://www.printingforless.com/layout.html</a>	91 93 98
	3.4.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.4.4</li> <li>▪ Self-Check Quiz 3.4.4</li> <li>▪ Answer Key 3.4.4</li> </ul> <a href="https://helpx.adobe.com/photoshop/using/saving-pdf-files.html">https://helpx.adobe.com/photoshop/using/saving-pdf-files.html</a>	93 94 98
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ The appropriate format for saving the graphic is identified given the various elements in the graphic</li> <li>▪ The resolution for effects and any filters is set based on image quality</li> <li>▪ Document is checked to ensure correct layout file and that there are no non-printable elements</li> <li>▪ PDF or other export options are fixed to the best settings for the final media and the file is then exported and saved</li> </ul>		

## Module 4: Generating clipping path, logo and mock-up

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to generate clipping path, logo and mock up working with cascading style sheets (CSS). It specifically includes preparing the work environment, creating clipping path, creating logo and creating mock-up.	
<b>Nominal Duration:</b>	50 hours	
<b>Learning Outcomes:</b>	4.1.	Prepare the work environment
	4.2.	Create clipping path
	4.3.	Create logo
	4.4.	Create mock-up
<b>Performance Criteria:</b>	4.1.	Details of the graphic design project are reviewed to identify preference setting requirements.
	4.2.	View magnification is set for ease of working with the graphics application.
	4.3.	Graphic design application is opened and used.
	4.4.	Application pen tool is used and manipulated.
	4.5.	Desired pencil tool option is chosen.
	4.6.	Usage of pencil tools are understood.
	4.7.	Desired graphics application is opened and used.
	4.8.	Path is created using pen tool around the image area.
	4.9.	Path is named and saved in the paths panel menu.
	4.10.	Clipping path is chosen from the same panel menu.
	4.11.	Path drop-down list is chosen from the clipping paths dialog box.
	4.12.	Clipping path is saved in the chosen file.
	4.13.	Desired graphics application is opened and used.
	4.14.	New document is created.
	4.15.	Basic shape is created using the pen tool of the selected application.
	4.16.	Desired colour is selected and applied.
	4.17.	Desired shadow is selected where applicable.
	4.18.	Text is added in accordance with project design requirement.
	4.19.	Background gradient is added where desirable.
	4.20.	Logo is completed and saved.
	4.21.	Desired graphics application is opened and used.
	4.22.	New document is created.
	4.23.	Steps in preparing mock-up is executed in accordance with conceptualized design.
	4.24.	Steps in setting up smart object is executed.
	4.25.	Steps in editing smart object is accomplished.

	<b>4.26.</b>	Mock-up is completed and saved.
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## Learning Outcome 4.1 - Prepare the Work Environment

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Review details of the graphic design project to identify preference setting requirements</li> <li>▪ Set view magnification for ease of working with the graphics application</li> <li>▪ Open and use graphic design application</li> <li>▪ Use and manipulate application pen tool</li> <li>▪ Choose desired pencil tool option</li> <li>▪ Understand the usage of pencil tools</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.1.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.1.1</li> <li>▪ Job Sheet 6</li> <li>▪ Self-Check Quiz 4.1.1</li> <li>▪ Answer Key 4.1.1</li> </ul>	101 101 102 142
	4.1.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.1.2</li> </ul>	102
	4.1.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.1.3</li> <li>▪ Self-Check Quiz 4.1.3</li> <li>▪ Answer Key 4.1.3</li> </ul>	102 103 142
	4.1.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.1.4</li> </ul>	103
	4.1.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.1.4</li> <li>▪ Self-Check Quiz 4.1.4</li> <li>▪ Answer Key 4.1.4</li> </ul> <p><a href="https://helpx.adobe.com/illustrator/using/drawing-g-pen-curvature-or-pencil.html">https://helpx.adobe.com/illustrator/using/drawing-g-pen-curvature-or-pencil.html</a></p> <p><a href="https://www.vectordiary.com/illustrator/drawing-with-pencil-tool/">https://www.vectordiary.com/illustrator/drawing-with-pencil-tool/</a></p>	104 105 142
	4.1.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.1.6</li> <li>▪ Self-Check Quiz 4.1.6</li> <li>▪ Answer Key 4.1.6</li> </ul> <p><a href="https://helpx.adobe.com/illustrator/using/drawing-g-pen-curvature-or-pencil.html">https://helpx.adobe.com/illustrator/using/drawing-g-pen-curvature-or-pencil.html</a></p>	106 106 142
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Details of the graphic design project are reviewed to identify preference setting requirements</li> <li>▪ View magnification is set for ease of working with the graphics application</li> <li>▪ Graphic design application is opened and used</li> <li>▪ Application pen tool is used and manipulate</li> <li>▪ Desired pencil tool option is chosen</li> <li>▪ Usage of pencil tools are understood</li> </ul>		



## Learning Outcome 4.2 - Create Clipping Path

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Open and use desired graphics application</li> <li>▪ Create path using pen tool around the image area</li> <li>▪ Name and save path in the paths panel menu</li> <li>▪ Choose clipping path from the same panel menu</li> <li>▪ Choose path drop-down list from the clipping paths dialog box</li> <li>▪ Save clipping path in the chosen file</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Software (system and applications)</li> <li>▪ HTML Editor/software/tools</li> <li>▪ Internet</li> <li>▪ Stationery</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.2.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.2.1</li> <li>▪ Self-Check Quiz 4.2.1</li> <li>▪ Answer Key 4.2.1</li> </ul>	108 108 142
	4.2.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.2.2</li> <li>▪ Job Sheet 7</li> <li>▪ Self-Check Quiz 4.2.2</li> <li>▪ Answer Key 4.2.2</li> </ul> <a href="https://en.wikipedia.org/wiki/Clipping_path">https://en.wikipedia.org/wiki/Clipping_path</a>	108 109 109 142
	4.2.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.2.3</li> <li>▪ Self-Check Quiz 4.2.3</li> <li>▪ Answer Key 4.2.3</li> </ul> <a href="https://helpx.adobe.com/photoshop/using/paths.html">https://helpx.adobe.com/photoshop/using/paths.html</a>	110 110 142
	4.2.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.2.4</li> <li>▪ Self-Check Quiz 4.2.4</li> <li>▪ Answer Key 4.2.4</li> </ul> <a href="https://helpx.adobe.com/photoshop/using/paths.html">https://helpx.adobe.com/photoshop/using/paths.html</a>	111 111 142
	4.2.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.2.5</li> <li>▪ Self-Check Quiz 4.2.5</li> <li>▪ Answer Key 4.2.5</li> </ul>	112 113 143
	4.2.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.2.6</li> <li>▪ Self-Check Quiz 4.2.6</li> <li>▪ Answer Key 4.2.6</li> </ul>	113 114 143
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Desired graphics application is opened and used</li> <li>▪ Path is created using pen tool around the image area</li> <li>▪ Path is named and saved in the paths panel menu</li> <li>▪ Clipping path is chosen from the same panel menu</li> <li>▪ Path drop-down list is chosen from the clipping paths dialog box</li> <li>▪ Clipping path is saved in the chosen file</li> </ul>		



### Learning Outcome 4.3 - Create Logo

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Open and use desired graphics application</li> <li>▪ Create new document</li> <li>▪ Create basic shape using the pen tool of the selected application</li> <li>▪ Select and apply desired colour</li> <li>▪ Select desired shadow where applicable</li> <li>▪ Add text in accordance with project design requirement</li> <li>▪ Add background gradient where desirable</li> <li>▪ Complete and save logo</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Software (system and applications)</li> <li>▪ HTML Editor/software/tools</li> <li>▪ Internet</li> <li>▪ Stationery</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.3.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3.1</li> <li>▪ Self-Check Quiz 4.3.1</li> <li>▪ Answer Key 4.3.1</li> </ul> <a href="https://www.youtube.com/watch?v=auEd6gDgIvM">https://www.youtube.com/watch?v=auEd6gDgIvM</a>	116 116 143
	4.3.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3.2</li> <li>▪ Self-Check Quiz 4.3.2</li> <li>▪ Answer Key 4.3.2</li> </ul>	116 117 143
	4.3.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3.3</li> </ul> <a href="https://www.youtube.com/watch?v=_bMABSFCq-o">https://www.youtube.com/watch?v=_bMABSFCq-o</a> <a href="https://www.youtube.com/watch?v=HUw2A2pjdWY">https://www.youtube.com/watch?v=HUw2A2pjdWY</a>	117
	4.3.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3.4</li> <li>▪ Self-Check Quiz 4.3.4</li> <li>▪ Answer Key 4.3.4</li> </ul>	118 119 143
	4.3.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3.5</li> <li>▪ Self-Check Quiz 4.3.5</li> <li>▪ Answer Key 4.3.5</li> </ul>	120 120 143
	4.3.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3.6</li> <li>▪ Self-Check Quiz 4.3.6</li> <li>▪ Answer Key 4.3.6</li> </ul> <a href="https://en.wikipedia.org/wiki/Kerning">https://en.wikipedia.org/wiki/Kerning</a>	120 123 143
	4.3.7	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3.7</li> <li>▪ Self-Check Quiz 4.3.7</li> <li>▪ Answer Key 4.3.7</li> </ul>	124 124 143
	4.3.8	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3.8</li> <li>▪ Self-Check Quiz 4.3.8</li> <li>▪ Answer Key 4.3.8</li> </ul> <a href="https://en.wikipedia.org/wiki/Media_queries">https://en.wikipedia.org/wiki/Media_queries</a>	125 125 143



		<a href="https://gist.github.com/gokulkrishh/242e68d1ee94ad05f488">https://gist.github.com/gokulkrishh/242e68d1ee94ad05f488</a>	
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Desired graphics application is opened and used</li> <li>▪ New document is created</li> <li>▪ <b>Basic shape</b> is created using the pen tool of the selected application</li> <li>▪ Desired colour is selected and applied</li> <li>▪ Desired shadow is selected where applicable</li> <li>▪ Text is added in accordance with project design requirement</li> <li>▪ Background gradient is added where desirable</li> <li>▪ Logo is completed and saved</li> </ul>		



### Learning Outcome 4.4 - Create Mock-up

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Open and use desired graphics application</li> <li>▪ Create new document</li> <li>▪ Execute steps in preparing mock up in accordance with conceptualized design</li> <li>▪ Executed steps in setting up smart object</li> <li>▪ Accomplish steps in editing smart object</li> <li>▪ Complete and save mock-up</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.4.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.4.1</li> <li>▪ Self-Check Quiz 4.4.1</li> <li>▪ Answer Key 4.4.1</li> </ul>	127 127 143
	4.4.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.4.2</li> </ul>	127
	4.4.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.4.3</li> <li>▪ Self-Check Quiz 4.4.3</li> <li>▪ Answer Key 4.4.3</li> </ul>	128 133 144
	4.4.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.4.4</li> <li>▪ Self-Check Quiz 4.4.4</li> <li>▪ Answer Key 4.4.4</li> </ul>	134 138 144
	4.4.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.4.5</li> <li>▪ Self-Check Quiz 4.4.5</li> <li>▪ Answer Key 4.4.5</li> </ul>	138 140 144
	4.4.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.4.6</li> </ul>	140
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Desired graphics application is opened and used</li> <li>▪ New document is created</li> <li>▪ Steps in preparing mock-up is executed in accordance with conceptualized design</li> <li>▪ Steps in setting up smart object is executed</li> <li>▪ Steps in editing smart object is accomplished</li> <li>▪ Mock-up is completed and saved</li> </ul>		

## Module 5: Review final output and print

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to review final output and print graphic designs. It specifically includes checking image quality and file size, manipulating objects and text, importing images, setting colour separation and finalizing media and printing.	
<b>Nominal Duration:</b>	50 hours	
<b>Learning Outcomes:</b>	5.1.	Check image quality and file size
	5.2.	Manipulate objects and text
	5.3.	Import images
	5.4.	Set colour separation
	5.5.	Finalise media and print
<b>Performance Criteria:</b>	5.1.	Graphics application and files are opened, and design brief requirements are confirmed.
	5.2.	Graphics are repeated efficiently using a symbol or stamp to reduce file size.
	5.3.	Slices are created from objects, layers or groups and updated as required.
	5.4.	Image quality is checked and adjusted where necessary.
	5.5.	File size is checked and adjusted where necessary.
	5.6.	Tasks are automated and where necessary scripts are used for automation.
	5.7.	Manipulation and editing of objects and text are made according to design brief.
	5.8.	Repetition tools are identified and used to create duplicates and manipulated as a group.
	5.9.	Complex shapes are created and edited.
	5.10.	Bitmap images are embedded and/or linked in the file.
	5.11.	Placed Bitmaps are modified and/or duplicated according to design requirements.
	5.12.	Bitmaps are masked, and/or an opacity mask is added.
	5.13.	Layered file is exported to image editing program and edited.
	5.14.	The correct format for the color separation is determined by the requirements of the pre-press workflow system.
	5.15.	Command is set to correct preferences for print quality and process.
	5.16.	Based on printer feedback, the color separation options are set according to print requirements of the design brief.
	5.17.	Process and spot colors are combined as require.
	5.18.	A screen frequency value appropriate for the print quality is selected and color separation preferences are saved.
	5.19.	Spreads and chokes traps are created to avoid mis-registration.

	<b>5.20.</b>	The overlapping and overprint of objects are defined.
	<b>5.21.</b>	A proof is created, and the separations checked.
	<b>5.22.</b>	Any required editing is completed, and the file is saved.
	<b>5.23.</b>	Metadata tags are embedded to catalogue, organized and retrieved artwork.
	<b>5.24.</b>	For cross-media publishing purposes, web-safe colors are selected.
	<b>5.25.</b>	File formats are chosen to best represent artwork.
	<b>5.26.</b>	Objects are linked to create an image map that meets design requirements.
	<b>5.27.</b>	Objects are layered to create animation frames and exported for animation set up.
	<b>5.28.</b>	Compression options are selected that keep the image quality high and the file size low.
	<b>5.29.</b>	Export options are set to the best settings for the final media and the file is saved and exported.
	<b>5.30.</b>	Final media is printed.



## Learning Outcome 5.1 - Check Image Quality and File Size

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Open graphics application and files and confirm design brief requirements</li> <li>▪ Repeat graphics efficiently using a symbol or stamp to reduce file size</li> <li>▪ Create slices from objects, layers or groups and update as required</li> <li>▪ Check and adjust image quality where necessary</li> <li>▪ Check and adjust file size where necessary</li> <li>▪ Automate tasks and where necessary use scripts for automation</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Different operating software, local web server</li> <li>▪ Adobe Photoshop CC 2018 19.1.6 (64-bit)</li> <li>▪ Internet</li> <li>▪ Stationery</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	5.1.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.1.1</li> <li>▪ Self-Check Quiz 5.1.1</li> <li>▪ Answer Key 5.1.1</li> </ul>	148 148 188
	5.1.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.1.2</li> <li>▪ Self-Check Quiz 5.1.2</li> <li>▪ Answer Key 5.1.2</li> </ul> <a href="https://www.mediacollege.com/adobe/photoshop/tool/clone.html">https://www.mediacollege.com/adobe/photoshop/tool/clone.html</a>	148 149 188
	5.1.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.1.3</li> <li>▪ Self-Check Quiz 5.1.3</li> <li>▪ Answer Key 5.1.3</li> </ul> <a href="https://helpx.adobe.com/illustrator/using/slices-image-maps.html">https://helpx.adobe.com/illustrator/using/slices-image-maps.html</a>	150 151 188
	5.1.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.1.4</li> <li>▪ Self-Check Quiz 5.1.4</li> <li>▪ Answer Key 5.1.4</li> </ul> <a href="http://www.stillcreekpress.com/how-to-prepare-your-files-for-output-to-a-large-format-printer/">http://www.stillcreekpress.com/how-to-prepare-your-files-for-output-to-a-large-format-printer/</a>	151 153 188
	5.1.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.1.5</li> <li>▪ Self-Check Quiz 5.1.5</li> <li>▪ Answer Key 5.1.5</li> </ul>	153 154 188
	5.1.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.1.6</li> <li>▪ Self-Check Quiz 5.1.6</li> <li>▪ Answer Key 5.1.6</li> </ul> <a href="https://helpx.adobe.com/illustrator/using/automation-scripts.html">https://helpx.adobe.com/illustrator/using/automation-scripts.html</a>	155 155 188
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Graphics application and files are opened, and design brief requirements are confirmed</li> <li>▪ Graphics are repeated efficiently using a symbol or stamp to reduce file size</li> <li>▪ Slices are created from objects, layers or groups and updated as required</li> <li>▪ Image quality is checked and adjusted where necessary</li> </ul>		

	<ul style="list-style-type: none"><li>▪ File size is checked and adjusted where necessary</li><li>▪ Tasks are automated and where necessary scripts are used for automation</li></ul>
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## Learning Outcome 5.2 - Manipulate Objects and Text

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Make manipulation and editing of objects and text according to design brief</li> <li>▪ Identify and use repetition tools to create duplicates and manipulated as a group</li> <li>▪ Create and edit complex shapes</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Pens</li> <li>▪ paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	5.2.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.2.1</li> <li>▪ Job Sheet 8</li> </ul>	156 157
	5.2.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.2.2</li> <li>▪ Self-Check Quiz 5.2.2</li> <li>▪ Answer Key 5.2.2</li> </ul>	157 157 188
	5.2.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.2.3</li> <li>▪ Self-Check Quiz 5.2.3</li> <li>▪ Answer Key 5.2.3</li> </ul> <p><a href="https://www.chegg.com/homework-help/definitions/complex-shapes-63">https://www.chegg.com/homework-help/definitions/complex-shapes-63</a></p>	158 158 188
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Manipulation and editing of objects and text are made according to design brief</li> <li>▪ Repetition tools are identified and used to create duplicates and manipulated as a group</li> <li>▪ Complex shapes are created and edited</li> </ul>		



### Learning Outcome 5.3 - Import Images

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Embed and/or link bitmap images in the file</li> <li>▪ Modify and/or duplicate placed bitmaps according to design requirements</li> <li>▪ Mask bitmaps and/or add an opacity mask</li> <li>▪ Export layered file to image editing program and edit</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Software (system and applications)</li> <li>▪ Photoshop CC</li> <li>▪ HTML Editor/software/tools</li> <li>▪ Internet</li> <li>▪ Stationery</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	5.3.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.3.1</li> <li>▪ Self-Check Quiz 5.3.1</li> <li>▪ Answer Key 5.3.1</li> </ul> <a href="https://www.youtube.com/watch?v=UZZygHOVq78">https://www.youtube.com/watch?v=UZZygHOVq78</a>	160 160 188
	5.3.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.3.2</li> </ul>	161
	5.3.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.3.3</li> </ul>	161
	5.3.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.3.4</li> <li>▪ Self-Check Quiz 5.3.4</li> <li>▪ Answer Key 5.3.4</li> </ul> <a href="https://helpx.adobe.com/illustrator/using/exporting-artwork.html">https://helpx.adobe.com/illustrator/using/exporting-artwork.html</a>	162 162 189
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ The correct format for the colour separation is determined by the requirements of the pre-press workflow system</li> <li>▪ Command is set to correct preferences for print quality and process</li> <li>▪ Based on printer feedback, the colour separation options are set according to print requirements of the design brief</li> <li>▪ Process and spot colours are combined as require</li> </ul>		





## Learning Outcome 5.4 - Set Colour Separation

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Determine the correct format for the colour separation by the requirements of the pre-press workflow system</li> <li>▪ Set command to correct preferences for print quality and process</li> <li>▪ Based on printer feedback, set the colour separation options according to print requirements of the design brief</li> <li>▪ Combine process and spot colours as required</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer and peripherals</li> <li>▪ Software (system and applications)</li> <li>▪ Photoshop CC</li> <li>▪ HTML Editor/software/tools</li> <li>▪ Internet</li> <li>▪ Stationery</li> <li>▪ Instruction sheet</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	5.4.1	▪ Information Sheet 5.4.1	164
	5.4.2	▪ Information Sheet 5.4.2	164
	5.4.3	▪ Information Sheet 5.4.3	165
	5.4.4	▪ Information Sheet 5.4.4	165
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ The correct format for the colour separation is determined by the requirements of the pre-press workflow system</li> <li>▪ Command is set to correct preferences for print quality and process</li> <li>▪ Based on printer feedback, the colour separation options are set according to print requirements of the design brief</li> <li>▪ Process and spot colours are combined as required</li> </ul>		



## Learning Outcome 5.5 - Finalise Media and Print

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Select a screen frequency value appropriate for the print quality and save colour separation preferences</li> <li>▪ Create spreads and chokes traps to avoid mis-registration</li> <li>▪ Define the overlapping and overprint of objects</li> <li>▪ Create a proof and check the separations</li> <li>▪ Complete any required editing and save the file</li> <li>▪ Embed metadata tags to catalogue, organized and retrieved artwork</li> <li>▪ Select web-safe colours for cross-media publishing purposes</li> <li>▪ Choose file formats to best represent artwork</li> <li>▪ Link objects to create an image map that meets design requirements</li> <li>▪ Layer objects to create animation frames and exported for animation set up</li> <li>▪ Select compression options that keep the image quality high and the file size low</li> <li>▪ Set export options to the best settings for the final media and save and export the file</li> <li>▪ Print final media</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal computer/laptop</li> <li>▪ Pens</li> <li>▪ Paper</li> <li>▪ Instruction sheet/manual</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	5.5.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.1</li> <li>▪ Self-Check Quiz</li> <li>▪ Answer Key</li> </ul> <a href="https://helpx.adobe.com/indesign/using/inks-separations-screen-frequency.html">https://helpx.adobe.com/indesign/using/inks-separations-screen-frequency.html</a>	167 168 189
	5.5.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.2</li> <li>▪ Self-Check Quiz 5.5.2</li> <li>▪ Answer Key 5.5.2</li> </ul> <a href="http://profesorazii.blogspot.com/2009/09/illustrator-what-is-trapping-how-to-do.html">http://profesorazii.blogspot.com/2009/09/illustrator-what-is-trapping-how-to-do.html</a>	168 169 189
	5.5.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.3</li> <li>▪ Self-Check Quiz 5.5.3</li> <li>▪ Answer Key 5.5.3</li> </ul>	170 171 189
	5.5.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.4</li> </ul>	171
	5.5.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.5</li> </ul>	172
	5.5.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.6</li> <li>▪ Self-Check Quiz 5.5.6</li> <li>▪ Answer Key 5.5.6</li> </ul> <a href="https://www.youtube.com/watch?v=HoeB1O4o4sE">https://www.youtube.com/watch?v=HoeB1O4o4sE</a>	172 173 189
	5.5.7	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.7</li> <li>▪ Self-Check Quiz 5.5.7</li> <li>▪ Answer Key 5.5.7</li> </ul>	173 174 189

		<a href="https://www.w3schools.com/colors/colors_names.asp">https://www.w3schools.com/colors/colors_names.asp</a>	
	5.5.8	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.8</li> </ul>	175
	5.5.9	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.9</li> <li>▪ Self-Check Quiz 5.5.9</li> <li>▪ Answer Key 5.5.9</li> </ul> <p><a href="https://www.image-map.net/">https://www.image-map.net/</a> <a href="https://helpx.adobe.com/illustrator/using/slices-image-maps.html">https://helpx.adobe.com/illustrator/using/slices-image-maps.html</a></p>	175 176 189
	5.5.10	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.10</li> <li>▪ Self-Check Quiz 5.5.10</li> <li>▪ Answer Key 5.5.10</li> </ul> <p><a href="https://blog.hubspot.com/marketing/how-to-create-animated-gif-quick-tip-ht">https://blog.hubspot.com/marketing/how-to-create-animated-gif-quick-tip-ht</a></p>	176 177 189
	5.5.11	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.11</li> <li>▪ Self-Check Quiz 5.5.11</li> <li>▪ Answer Key 5.5.11</li> </ul>	177 178 189
	5.5.12	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.12</li> <li>▪ Self-Check Quiz 5.5.12</li> <li>▪ Answer Key 5.5.12</li> </ul> <p><a href="photoshop/?doing_wp_cron=1535349890.3634090423583984375000">photoshop/?doing_wp_cron=1535349890.3634090423583984375000</a></p>	179 179 190
	5.5.13	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.5.13</li> <li>▪ Self-Check Quiz 5.5.13</li> <li>▪ Answer Key 5.5.13</li> <li>▪ <a href="http://vectips.com/tips/export-illustrator-files-to-photoshop/">http://vectips.com/tips/export-illustrator-files-to-photoshop/</a></li> </ul>	180 184 190
<b>Assessment Criteria:</b>		<ul style="list-style-type: none"> <li>▪ A screen frequency value appropriate for the print quality is selected and colour separation preferences are saved</li> <li>▪ Spreads and chokes traps are created to avoid mis-registration</li> <li>▪ The overlapping and overprint of objects are defined</li> <li>▪ A proof is created, and the separations checked</li> <li>▪ Any required editing is completed, and the file is saved</li> <li>▪ Metadata tags are embedded to catalogue, organised and retrieved artwork</li> <li>▪ For cross-media publishing purposes, web-safe colours are selected</li> <li>▪ File formats are chosen to best represent artwork</li> <li>▪ Objects are linked to create an image map that meets design requirements</li> <li>▪ Objects are layered to create animation frames and exported for animation set up</li> <li>▪ Compression options are selected that keep the image quality high and the file size low</li> <li>▪ Export options are set to the best settings for the final media and the file is saved and exported</li> <li>▪ Final media is printed</li> </ul>	

## Module 6: Identify weaving accessories and fabric faults

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<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to identify weaving accessories and fabric faults, which includes the tasks of identifying weaving accessories, identifying fabric faults and testing the quality of the fabric.	
<b>Nominal Duration:</b>	32 hours	
<b>Learning Outcomes:</b>	<b>6.1.</b>	Identify weaving accessories
	<b>6.2.</b>	Identify fabric faults
	<b>6.3.</b>	Test the quality of the fabric
<b>Performance Criteria:</b>	<b>6.1.</b>	Weaving accessories are identified and selected as per job requirement.
	<b>6.2.</b>	Selected weaving accessories are implemented.
	<b>6.3.</b>	Fabric faults are identified and categorised according to severity levels and possible causes are determined.
	<b>6.4.</b>	Identified faults are reported to appropriate authority.
	<b>6.5.</b>	Fabric quality is identified and established.
	<b>6.6.</b>	Fibre and yarn properties are tested.
	<b>6.7.</b>	Test results are reported to appropriate authority.



## Learning Outcome 6.1 - Identify Weaving Accessories

<b>Contents:</b>	Weaving accessories: <ul style="list-style-type: none"> <li>▪ shuttle</li> <li>▪ shuttle box</li> <li>▪ picker</li> <li>▪ beam (cloth, warp)</li> <li>▪ front rest</li> <li>▪ lease rod</li> <li>▪ sley</li> <li>▪ reed</li> <li>▪ temple</li> <li>▪ back rest</li> <li>▪ dropper</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal protective equipment (PPE): gloves, mask, apron and ear plug</li> <li>▪ Tools and equipment: weaving machine</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	6.1.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 6.1.1</li> <li>▪ Self-Check Quiz 6.1.1</li> <li>▪ Answer Key 6.1.1</li> </ul>	86 89 99
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Weaving accessories are identified and selected as per job requirement</li> <li>▪ Weaving accessories are used as required</li> </ul>		



## Learning Outcome 6.2 - Identify Fabric Faults

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Types of fabric faults</li> <li>▪ Causes of fabric faults</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal protective equipment (PPE): hand gloves, dust mask, safety shoes, goggles, apron</li> <li>▪ Tools and equipment: fabric inspection table</li> <li>▪ Materials: fabric</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	6.2.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 6.2.1</li> <li>▪ Self-Check Quiz 6.2.1</li> <li>▪ Answer Key 6.2.1</li> </ul> <a href="https://www.youtube.com/watch?v=iNPsPyTTNl4">https://www.youtube.com/watch?v=iNPsPyTTNl4</a>	90 93 99
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Fabric faults are identified and categorised according to standard system</li> <li>▪ Causes of fabric faults are dete</li> </ul>		



### Learning Outcome 6.3 - Test the Quality of the Fabric

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Fabric quality</li> <li>▪ Yarn property</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Personal protective equipment (PPE): hand gloves, mask, apron</li> <li>▪ Tools and equipment: fabric inspection table</li> <li>▪ Materials: yarns and fabric</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	6.3.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 6.3.1</li> <li>▪ Job Sheet 6</li> <li>▪ Self-Check Quiz 6.3.1</li> <li>▪ Answer Key 6.3.1</li> </ul> <p> <a href="http://www-db.deis.unibo.it/courses/TW/DOCS/w3schools/js/js_whereo.asp.html">http://www-db.deis.unibo.it/courses/TW/DOCS/w3schools/js/js_whereo.asp.html</a>  <a href="https://www.quackit.com/javascript/examples/">https://www.quackit.com/javascript/examples/</a>  <a href="https://www.w3schools.com/js/js_debugging.asp">https://www.w3schools.com/js/js_debugging.asp</a> </p>	<p>94</p> <p>97</p> <p>98</p> <p>99</p>
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Fabric quality is checked and identified</li> <li>▪ Yarn properties are tested as required</li> </ul>		