13 COMMUNICATIONS AND DOCUMENTATION

DESKTOP PUBLISHING

PROGRAM OF STUDY

5721

VOCATIONAL and TECHNICAL EDUCATION
020801
8099004

Québec

DESKTOP PUBLISHING

PROGRAM OF STUDY

5721

MEQ-DC (1130)
Édifice Marie-Guyart, 28e étage
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COMMUNICATIONS AND DOCUMENTATION

DESKTOP PUBLISHING

PROGRAM OF STUDY
5721

The *Desktop Publishing* program leads to the
Diploma of Vocational Studies (DVS)
and prepares the student to practise the occupation of

DESKTOP PUBLISHING TECHNICIAN

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It has been approved by the confessional committees of the Conseil supérieur de l'éducation in conformity with the provisions of paragraph (a) of section 23 of the *Act respecting the Conseil supérieur de l'éducation* (R.S.Q., c. C-60), as replaced by section 569 of the *Education Act* (1988, chapter 84).

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INTRODUCTION

The *Desktop Publishing* program was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a Diploma of Vocational Studies (DVS) for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 1800 hours, which includes 735 hours spent on the specific competencies required to practise the occupation and 1065 hours on general competencies. The program of study is divided into 23 modules, which vary in length from 30 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of modules: 23
Duration in hours: 1800
Credits: 120

Desktop Publishing
CODE: 5721

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
971 212	1. The Occupation and the Training Process	30	2
971 228	2. Keyboarding	120	8
971 238	3. Visual Communication	120	8
971 244	4. Black-and-White Illustrations	60	4
971 254	5. Proofreading	60	4
971 267	6. Typography	105	7
971 275	7. Black-and-White Image Processing	75	5
971 284	8. Production of a Comprehensive Layout	60	4
971 298	9. Monochrome Page Layout	120	8
971 304	10. Imposition	60	4
971 314	11. Films for a Monochrome Document	60	4
971 325	12. Colour Illustrations	75	5
971 338	13. Colour Image Processing	120	8
971 346	14. Telecommunications Media	90	6
971 356	15. Colour Page Layout	90	6
971 362	16. Computers in the Workplace	30	2
971 378	17. Four-Colour Page Layout	120	8
971 388	18. Films for a Colour Document	120	8
971 392	19. Quality Control	30	2
971 402	20. Bidding on Projects	30	2
971 416	21. Teamwork	90	6
971 422	22. Career Development	30	2
971 437	23. Entering the Labour Market	105	7

* 15 hours = 1 credit

This program leads to a DVS in Desktop Publishing.

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2. PROGRAM TRAINING GOALS

The training goals of the *Desktop Publishing* program are based on the general goals of vocational education and take into account the specific nature of the occupation. These goals are:

To develop effectiveness in the practice of the occupation of desktop publishing technician.

- To prepare students to perform desktop publishing tasks and activities correctly, at a level of competence acceptable for entering the job market.

- To prepare students to perform satisfactorily on the job by fostering:
  - the development of the intellectual skills required to make sound decisions and solve problems in carrying out work;
  - the reinforcement of the following habits in carrying out work: attentiveness, effectiveness, precision, order and method;
  - concern for communicating effectively with clients, superiors and colleagues, with a good command of English.

To ensure that students are prepared to enter the work force.

- To familiarize students with their rights and responsibilities as workers.

- To familiarize students with the job market in general, as well as the occupation of desktop publishing technician.

To foster personal development and the acquisition of occupational knowledge.

- To help students familiarize themselves with the occupation by giving them the opportunity to experience a real working environment.

- To foster students' autonomy, sense of responsibility, and desire for excellence.

- To help students understand the principles underlying the methods, techniques and technologies used in desktop publishing.

- To help students acquire the habit of checking and correcting their work.

- To help students acquire work methods and a sense of discipline.

To ensure job mobility.

- To help students acquire solid, basic training.
- To help students develop a positive attitude toward technological change and new situations.
- To help students increase their ability to learn, to become informed and to find resources.
- To prepare students for a creative job search.

3. COMPETENCIES

The competencies to be developed in the *Desktop Publishing* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must apply in practising the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (△) indicates a correlation between a specific competency and a step in the work process. The symbol (○) indicates a correlation between a general and a specific competency.

The symbols (▲) and (●) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES *DESKTOP PUBLISHING*

	SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)	FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)				GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)															TOTALS	
				Organize the work	Do the work	Check the work	Have the work approved	Determine their suitability for the occupation and the training process	Keyboard text	Communicate a visual message	Produce black-and-white illustrations	Proofread text	Ensure the quality of the typography of a text	Process black-and-white images	Produce a comprehensive layout	Do the imposition of a document	Produce colour illustrations	Process colour images	Use telecommunications media	Ensure that a computer work station functions properly	Evaluate the quality of documents with respect to the work prepared	Commit themselves to their career development	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
MODULES	MODULES							1	2	3	4	5	6	7	8	10	12	13	14	16	19	22		
	FIRST-LEVEL OCCUPATIONAL OBJECTIVES							S	B	B	B	B	B	B	B	B	B	B	B	B	B	S	15	
	DURATION							30	120	120	60	60	105	75	60	60	75	120	90	30	30	30		1065
9	Do a page layout for a monochrome document	B	120	▲	▲	▲	▲	○	●	●	●	●	●	●	●	○			○	○	○			
11	Produce films for a monochrome document	B	60	▲	▲	▲	▲	○			●	○	○	●		●			○	○	○			
15	Do a page layout for a document in two or three colours	B	90	▲	▲	▲	▲	○	●	●	○	●	●	○	●	○	●	●	●	○	○			
17	Do a page layout for a document in four colours	B	120	▲	▲	▲	▲	○	●	●	○	●	●	○	●	○	●	●	●	●	○			
18	Produce the films and plates for a colour document	B	120	▲	▲	▲	▲	○			○	○	○	○		●	●	●	●	●	○			
20	Bid on a project	B	30	▲	▲	▲	▲	○	●	●		●	●			●			●	○	○			
21	Work as a team on the preparation of a document	S	90	▲	▲	▲	▲	○	●	●	●	●	●	●	●	●	●	●	●	●	●			
23	Enter the labour market	S	105	▲	▲	▲	▲	○	○	○	○	○	○	○	○	○	○	○	○	○	○	●		
NUMBER OF OBJECTIVES		8																					23	
DURATION (IN HOURS)			735																					1800

S: Situational objective
B: Behavioural objective

△ Correlation between a step and a specific competency
▲ Correlation to be taught and evaluated
○ Correlation between a general and a specific competency
● Correlation to be taught and evaluated

4. GENERAL OBJECTIVES

The general objectives of the *Desktop Publishing* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to integrate smoothly into school and the workplace.

- Determine their suitability for the occupation and the training process.
- Commit themselves to their career development.
- Enter the labour market.

To develop in the students the competencies required for the preparation of texts.

- Keyboard text.
- Proofread text.
- Ensure the quality of the typography of a text.

To develop in the students the competencies required for the preparation of images.

- Produce black-and-white illustrations.
- Process black-and-white images.
- Produce colour illustrations.
- Process colour images.

To develop in the students the competencies required for the preparation and layout of the various components of a document.

- Communicate a visual message.
- Produce a comprehensive layout.
- Do a page layout for a monochrome document.
- Do a page layout for a document in two or three colours.
- Do a page layout for a document in four colours.
- Evaluate the quality of documents with respect to the work prepared.
- Bid on a project.
- Work as a team on the preparation of a document.

To develop in the students the competencies required to use computer tools.

- Use telecommunications media.
- Ensure that a computer work station functions properly.

To develop in the students the competencies required to produce films.

- Do the imposition of a document.
- Produce films for a monochrome document.
- Produce the films and plates for a colour document.

5. OPERATIONAL OBJECTIVES

5.1 DEFINITION

An operational objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

Operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.

- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective, see 5.2) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for the knowledge, perceptions, skills and attitudes to be acquired

- specific learning activities for the specifications or phases of objectives

- general learning activities for objectives

5.2 HOW TO READ OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.

2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.

3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.

5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.

6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.

2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.

3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:

   - information
   - performance, practice or involvement
   - synthesis, integration and self-evaluation

4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.

5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.

6. **The field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

Code: 971 212

Duration: 30 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
determine their suitability for the occupation and the training process.

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the occupation.
- Understand the training process.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: **Information on the Occupation**

- Learning about the job market in desktop publishing: types of businesses, job possibilities, remuneration, possibilities for advancement and transfer, criteria and process for selecting candidates.

- Learning about the nature of the occupation and the employment requirements by meeting with employers, studying documents, etc.

- Learning about possibilities for starting a business or working for oneself.

- Learning about labour standards.

- In a group meeting, presenting the information gathered and discussing their perception of the occupation.

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Information on and Participation in the Training Process**

- Discussing the skills, aptitudes, attitudes and knowledge required to practise the occupation.
- Becoming familiar with the training process.
- Discussing how well the training program prepares them for work in desktop publishing.
- Presenting their initial reactions to the occupation and the training process.

PHASE 3: **Evaluation and Confirmation of Career Choice**

- Comparing their preferences, aptitudes, interests and personal qualities with the requirements of the occupation.
- Preparing a report justifying their career choice.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate that favours the students' personal growth and career choice.
- Encourage the students to participate in discussions and express their opinions.
- Motivate the students to take part in the suggested activities.
- Help the students to arrive at an accurate and objective perception of the occupation.
- Provide students with the means to evaluate their career choice honestly and objectively.
- Organize visits to businesses that are representative of the workplace in desktop publishing.
- Make available all pertinent reference materials such as information on the occupation, training programs and guides.
- Organize a meeting with desktop publishing specialists.

SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on most of the topics to be covered.
- Present their perception of the occupation, using the information gathered.

PHASE 2:

- Give their opinion on some of the requirements for practising the occupation.
- Explain their perception of the training program.

PHASE 3:

- Present a summary of their preferences, interests, aptitudes and personal qualities.
- Justify their decision on whether to continue in the program.

MODULE 2: KEYBOARDING

Code: 971 228

Duration: 120 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
keyboard text
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using the text provided
- Using word processing or page layout software
- Using no documentation

GENERAL PERFORMANCE CRITERIA

- Proper use of the keyboard, function keys and shortcut keys
- Observance of the time limit for the work
- Observance of ergonomic rules for work posture

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Adjust the work station.	- Positioning of equipment to ensure good work posture - Monitor display adjusted to minimize eye fatigue
B. Open the applications.	- Proper use of menus and windows of the operating system and programs - Creation of appropriate files
C. Enter the data.	- Use of proper fingering techniques - Minimum speed of 20 words per minute - No formatting
D. Manage and print the files.	- Appropriate file management with respect to saving, deleting, importing, etc. - Proper printing procedure

MODULE 3: VISUAL COMMUNICATION

Code: 971 238

Duration: 120 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
communicate a visual message
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using an image bank and a short text presented in a variety of formats
- Based on information about the target audience and instructions about the format and number of colours to use
- Using a photocopier and any supplies needed: cardboard, glue, scissors, exacto knife, etc.

GENERAL PERFORMANCE CRITERIA

- Originality of the final product
- Consideration of the message to be conveyed and the target audience
- Neat, clean work
- Proper methods

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Analyze the client's order.	- Recognition of: • the client's needs • the purpose of the message in the text • the meaning of the images provided with the text - Identification and description of the target audience
B. Determine the graphic style of the document.	- Appropriate choices with respect to: • typography • colour harmony • graphic elements - Choice of an appropriate style of image
C. Determine the composition of the elements.	- Accurate identification of the major ideas and their relative importance - Proper use of contrast in: • typographic elements • images and their framing • black, white and colours - Arrangement of major ideas and graphic elements that takes the visual path into account - Optimal use of the space allotted for the document
D. Present the document and justify their choices.	- Establishment of links between the client's order and the work done in terms of: • typography • framing of images • colours - Use of appropriate terminology - Identification of the strengths and weaknesses of the document

MODULE 4: BLACK-AND-WHITE ILLUSTRATIONS

Code: 971 244

Duration: 60 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
produce black-and-white illustrations
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Following written instructions
- Using a scanned sketch as a model
- Using illustration software

GENERAL PERFORMANCE CRITERIA

- Illustrations in conformity with given requirements
- Methodical, precise work
- Observance of the time limit for the work
- Observance of ergonomic rules in the adjustment of work station and work posture

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Prepare the working environment.	- Appropriate scanning and saving of black-and-white images in order to: • open a model on screen • trace an image - Correct use of vector-tracing software - Adjustment of preferences, rulers and guides in the illustration software - Appropriate dimensions of the document - Preparation of templates according to the complexity of the illustration
B. Draw and modify shapes.	- Appropriate use of drawing and selection tools - Accurate setting of parameters for drawing tools - Precision of lines - Correct conversion of colours into shades of grey
C. Add effects.	- Appropriate use of tools and transformation filters - Production of tints, gradients and volumes appropriate for the required effects - Realistic perspective with one or two vanishing points - Accurate setting of parameters to create fancy lines - Correct use of masks

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
D. Add the titles.	- Appropriate use of text tools - Selection of all typographical attributes - Modification of typography according to the style of the drawing
E. Save and print the illustrations.	- Use of appropriate method of saving - Saving in the appropriate folder - Correct printing parameters

MODULE 5: PROOFREADING

Code: 971 254

Duration: 60 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
proofread text
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using text that contains errors in English
- Using reference materials such as dictionaries and grammar books
- Without using spelling or grammar checking software

GENERAL PERFORMANCE CRITERIA

- Accuracy and speed in proofreading
- Accurate evaluation of the quality of text
- Appropriate use of reference materials

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Do a first read of the material.	- Accurate understanding of the message - Identification of errors in sentence structure that make the message difficult to understand
B. Identify the errors.	- Identification of all errors: • spelling and grammar • punctuation • writing of numbers - Use of the appropriate proofreader's marks
C. Correct the errors.	- Accurate interpretation of proofreader's marks - Proper correction of errors in: • spelling and grammar • punctuation • writing of numbers - No additions or omissions
D. Check the corrected text.	- Thorough check of corrections made - Identification of mistakes in correcting errors, such as: • omitting or adding errors • misinterpreting proofreader's marks

MODULE 6: TYPOGRAPHY

Code: 971 267

Duration: 105 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
ensure the quality of the typography of a text
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using the hard copy or digital version of an annotated text as well as a layout grid
- Using page layout, word processing and font management software
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Flawless text
- Observance of instructions and annotations
- Proper use of software
- Observance of ergonomic rules in the adjustment of work station and work posture

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Keyboard the text.	- Correct fingering technique - Speed of 20 words per minute

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Select fonts.	- Choice of font, its size and its colour on the basis of: • the text and the reader • the document (support) - Appropriate leading for: • the type, family and size of fonts • the length of line
C. Adjust the parameters of the text.	- Appropriate spacing between words and letters - Appropriate parameters for hyphenation - Adjustment of parameters for the language of the text
D. Apply the rules for writing.	- Observance of typographical rules for the use of capitalization, italics and numbers - Use of correct place names and proper gender - Proper use of abbreviations, initialisms, acronyms and symbols - Proper spacing of words, groups of words and paragraphs - Proper use of hyphens and dashes - Observance of rules for emphasis of elements
E. Apply the rules for using orthography and punctuation marks.	- Appropriate use of marks - Proper spacing of marks - Proper typeface of marks
F. Check the typeset material against the original version.	- Identification of all errors - Appropriate use of proofreader's marks - Proper corrections

MODULE 7: BLACK-AND-WHITE IMAGE PROCESSING

Code: 971 275

Duration: 75 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
process black-and-white images
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using a scanner and image editing software
- On the basis of written instructions and a sketch
- Using a high-quality black-and-white or colour photograph and a bank of scanned images
- Without any reference materials

GENERAL PERFORMANCE CRITERIA

- Processing in conformity with requirements
- Methodical, precise work
- Optimal performance of the software tools and procedures
- Appropriate management of system and software memory
- Observance of the time limit for the work
- Observance of ergonomic rules in the adjustment of work station and work posture

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Scan the images.	- Use of the appropriate scanning mode for the type of original - Selection of the resolution of the image according to the screen ruling chosen and the final format for image reproduction - Acceptable tonal range
B. Transfer scanned images to the monitor.	- Proper procedure for opening images in order to preserve tone quality and brightness - Proper procedures for importing images - Setting of resolution in accordance with: • method of printing • screen ruling chosen • method of publication of image • final format of image reproduction
C. Adjust the grey levels of the images.	- Correct conversion of colour images to black-and-white - Accurate evaluation of the tones of the images - Acceptable tonal range obtained by using: • curves • a histogram • contrast and brightness

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
D. Retouch images.	- Correct modification of images with respect to: • enlargement and reduction • angle and rotation • horizontal or vertical inversion, etc. - Proper use of selection tools - Saving of selections - Proper restoration of images with respect to: • deletion and addition of elements • cloning • rubber stamping, etc. - Precision of close-cutting - No damage to the images
E. Do photomontages.	- Proper use of techniques for: • close-cutting • re-sizing • framing - Correct importing and incorporation of images from different sources and with different resolutions - Proper use of assembly techniques using templates
F. Convert images.	- Correct conversion of vector images into pixel images - Correct conversion of black-and-white images into monochrome and bichrome images
G. Prepare and save the processed images.	- Control of dot gain by means of: • the perceptual method of simulation on the monitor • the use of a densitometer and the preparation of transfer curves - Proper saving technique

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
H. Print the proofs.	- Selection of the correct page orientation and size - Selection of the correct screen ruling for the type of printing equipment used - Appropriate decision as to whether or not to include transfer curves

MODULE 8: PRODUCTION OF A COMPREHENSIVE LAYOUT

Code: 971 284

Duration: 60 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
produce a comprehensive layout
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using a document that requires no imposition
- On the basis of specifications concerning the text and images as well as information about the format and standards of presentation
- Using the appropriate tools, accessories and materials
- With and without using a computer
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Observance of specifications
- Standardized presentation
- Observance of safety rules in the use of sharp tools and volatile substances

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Become familiar with the project.	- Accurate interpretation of requirements concerning: • the message • the target audience • the type of printed material and its format
B. Prepare the sketches.	- Originality and variety of concepts - Proper proportions - Appropriate choice of essential elements - Appropriate annotations - Respect of visual path
C. Draw the grid of the document.	- Drawing of grid elements on the actual size: • margins • gutters • column width • etc. - Correct placement of folding and cutting marks
D. Prepare the text.	- Appropriate choice of typography - Accurate estimate of space needed for title and text - Proper simulation of text

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
E. Prepare the images.	- Appropriate framing of images - Correct percentage of enlargement or reduction according to the final size desired
F. Place the elements.	- Correct positioning of: • title • text • images • etc.
G. Finish preparing the comprehensive layout.	- Correct placement of tracing paper - Appropriate technical annotations concerning: • typography • images • colours - Neat presentation

MODULE 9: MONOCHROME PAGE LAYOUT

Code: 971 298

Duration: 120 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
do a page layout for a monochrome document
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of written instructions on the nature of the project, a comprehensive layout, an error-free printed copy, scanned photographs and illustrations
- Using a document with no imposition
- Using the appropriate tools, accessories and materials
- Using word processing, page layout, font management, illustration and photo editing software
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Methodical, precise work
- Aesthetic, neat, standardized presentation
- Conformity of the final document with the comprehensive layout
- Observance of the time limit for the work
- Proper use of software
- Observance of ergonomic rules in the adjustment of work station and work posture

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Find out about the work required and organize it.	- Identification of the needs of the client and target audience - Accurate interpretation of the client's text - Collection of all materials required for the work
B. Prepare the sketches and comprehensive layout.	- Correct grid for the document - Conformity with the client's needs - Proper proportions - Balance of spaces - Appropriate choice of typefaces, graphic elements and paper - Respect of visual path - Final layout in accordance with the client's needs
C. Prepare and insert the text.	- Keyboarding without errors - Proper cleaning up of text - Correction of common errors in English - Proper preparation of page templates and style sheets - Importing and layout of text in accordance with the comprehensive layout - Observance of typographic rules
D. Prepare and insert the images.	- Appropriate resolution of scanned images - Precision of illustrations produced - Adjustment of photographs in terms of: • size • resolution • screen ruling - Importing and layout of images in accordance with the comprehensive layout - Saving of images in the appropriate folder and formats

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
E. Save the file and print a proof.	- Saving in the appropriate folder - Correct printing parameters - Organization of fonts and images in a folder for follow-up
F. Check the quality of the proof and have it approved.	- Checking of all elements - Use of appropriate proofreader's marks - Proper corrections made - Presence of approval signatures
G. Prepare the file for film output.	- Final correct proof supplied - Proper preparation of specifications for the production of film - Copy of the final file or folder in the appropriate digital support

FIELD OF APPLICATION:

Monochrome page layout for documents such as newspaper advertisements, in-house newsletters, flyers, forms and books.

MODULE 10: IMPOSITION

Code: 971 304 **Duration: 60 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
do the imposition of a document
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using a document that consists of at least three signatures and requires the preparation of two layouts
- Given files in PostScript format and information about the format of the finished product and the type of:
  - document
  - imposition
  - finishing
  - equipment to be used
- Using imposition software and a calculator
- Without using models
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Proper use of imposition software
- Use of an effective work method

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Determine the type of imposition required.	- Type of imposition consistent with the technical information such as: • paper size • number of pages • size of the finished product • type of finishing
B. Produce the layouts.	- Folding and page numbering in accordance with the type of imposition used - Appropriate placement of: • spaces allowed for cutting • the bindery lap used for assembly - Correct page orientation
C. Produce the template.	- Allotment of proper amount of space for • cutting • the bindery lap - Proper placement of: • crop marks • fold marks • lateral feeding marks - Correct adjustment of page masks - Correct page orientation
D. Form the signatures.	- Importing of appropriate PostScript files - Positioning and orientation of pages in accordance with layout - Proper use of masks
E. Produce and check the proofs of the imposition in reduced or actual size.	- Proper production of proofs - Complete check of: • crop and fold marks • masks • position and orientation of pages - Conformity of proofs with layout

MODULE 11: FILMS FOR A MONOCHROME DOCUMENT

Code: 971 314 **Duration: 60 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
produce films for a monochrome document
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using an original digital document, page layout proofs and specifications
- Using a computer work station, an image setter, a processor, a contact frame and a light table
- Using page layout, font management, illustration and photo editing software
- Using the appropriate photosensitive material, other materials and tools
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Careful handling and economical use of photosensitive material
- Proper use of equipment and tools
- Proper use of software
- Cleanliness of equipment and premises
- Observance of health and safety rules regarding the use of chemicals and sharp tools

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Plan and organize the work.	- Proper preparation and calibration of the image setter and processor - Preparation of recorded data on a form for film output, taking into account: • information in the digital document • the specifications • the client's proofs - Realistic estimate of time required for the work - Inclusion of all necessary elements, such as desktop publishing documents, fonts, photographs and illustrations - Installation of the appropriate photographic material
B. Check and adjust the graphic elements of the original digital document.	- Opening of all files - Adjustment of the resolution of all images according to the screen ruling required - Adjustment of the format in which the images are saved according to the image setter - Proper adjustment of: • the scale of raster images • the grey levels of the images - Proper saving of the document and inclusion of PostScript fonts
C. Do the imposition of the document, using the PostScript file.	- Compliance with the technical data regarding: • document and paper size • type of finishing and imposition - Correct production of the imposition proofs

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
D. Expose the films in the image setter.	- Proper selection and application of exposure parameters - Use of a logical procedure - Compliance with the client's order
E. Develop the films.	- Proper procedure for obtaining film output from the image setter - Proper use of the processor with respect to: • adjustment of speed and temperature • adjustment of acid regeneration rate
F. Evaluate the quality of the films.	- Thorough checking to ensure that predetermined parameters have been used - Accurate assessment of film density - Identification of all anomalies - Identification of source of anomalies - Selection and application of necessary corrective measures - Consistency of films with client's proofs
G. Strip the films.	- Accuracy of template - Imposition of films according to • plates • paper sizes • type of finishing • number of pages - Precise cutting of masks - Appropriate retouching of films - Precise stripping of films and control strips
H. Produce final proofs from the films and have them approved.	- Correct production of proofs - Compliance with client's order - Presence of approval signatures - Appropriate labelling and filing of proofs and films

MODULE 12: COLOUR ILLUSTRATIONS

Code: 971 325 **Duration: 75 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
produce colour illustrations
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of written instructions and a scanned sketch as a model
- Using illustration software

GENERAL PERFORMANCE CRITERIA

- Illustrations in conformity with given requirements
- Methodical, precise work
- Appropriate management of system and software memory
- Colour harmony
- Aesthetic presentation
- Observance of the time limit for the work
- Observance of ergonomic rules in the adjustment of work station and work posture

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Prepare the work environment.	- Appropriate calibration of colours on the equipment - Proper scanning and saving of images in order to: • open the models • place the images • include the images - Preparation of the colour palette based on the number of colours to be printed - Preparation of templates according to the complexity of the illustrations
B. Draw and modify shapes in colour.	- Appropriate use of drawing and selection tools - Precision of drawing - Correct filling of shapes with colour - Proper conversion of personal colours into standard, custom or process colours - Selection and application of parameters for colour trapping in accordance with the printing method and type of printed material - Proper use of filters for colour trapping
C. Add effects.	- Quality of framing and insertion of colour images - Appropriate use of masks and patterns - Production of tints, gradients and volumes appropriate for the required effects - Realistic perspective drawing - Correct use of 3D software - Correct conversion of certain elements of an illustration into pixels - Appropriate use of transformation filters

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
D. Incorporate short texts and graphics.	- Selection of all typographical attributes - Selection and application of parameters for colour trapping according to the typography used - Correct preparation of graphics in terms of: • parameters • modification of shapes and colours • personalization
E. Save and print the colour illustrations.	- Placement of crop marks and other marks according to standards for colour separation - Use of the appropriate method of saving - Saving in the appropriate folders - Selection of correct printing parameters for: • colour separation • colour proof - Printing of report generated by the software

MODULE 13: COLOUR IMAGE PROCESSING

Code: 971 338 **Duration: 120 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
process colour images
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using a scanner and image editing software
- On the basis of written instructions and a sketch
- Using a quality colour photograph and a bank of scanned images
- Without any reference materials

GENERAL PERFORMANCE CRITERIA

- Processing in conformity with requirements
- Methodical, precise work
- Optimal performance of software tools and procedures
- Proper use of colour management procedures
- Appropriate management of system and software memory
- Observance of the time limit for the work
- Observance of ergonomic rules in the adjustment of work station and work posture

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Prepare the work environment.	- Selection and application of a strategy for colour calibrating the: • monitor • scanner • printer • system for producing proofs
B. Scan colour images.	- Use of appropriate method of scanning for the type of original involved - Selection of resolution of image according to screen ruling chosen and the final format for image reproduction - Choice of scanning method to provide best sampling of grey levels in the image - Correction of levels or curves to eliminate colour cast - Use of the appropriate profile
C. Scan objects.	- Conservation of the quality of colours of objects scanned - Clarity of images - Proper procedures for importing images - Setting of resolution in accordance with: • type of printing • screen ruling chosen • final size for image reproduction - Appropriate saving of images

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
D. Retouch the images.	- Adaptation of correct dimensions for the work area - Selective correction of colours in certain parts of the images - Proper use of selection tools and methods - Saving of selections on appropriate layers - Proper restoration of images with respect to: • deletion and addition of elements • cloning • rubber stamping • etc. - Without any image or colour loss
E. Do photomontages.	- Correct importing and incorporation of images from various sources and with different resolutions and different coloured dimensions - Proper use of techniques involving templates that have a direct impact on colour, such as: • methods of application • transparency, etc. - Quality of typographic effects and additions - Harmonious choice of colours - Observance of the principles of visual communication

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
F. Prepare and save the processed images for printing or publication.	- Selection of correct profiles according to type of output - Conversion of the additive colour to subtractive colour - Selection and application of parameters for colour trapping - Indexing of images in order to publish them in digital form - Choice of appropriate format for saving in accordance with the type of printing or publication involved
G. Print the colour proofs.	- Selection of the correct page orientation and size - Selection of the correct screen ruling for the type of printing equipment used - Appropriate decision as to whether or not to include transfer curves - Appropriate registration and fold marks

MODULE 14: TELECOMMUNICATIONS MEDIA

Code: 971 346 **Duration: 90 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
use telecommunications media
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on hypothetical situations
- Using telecommunications media and computer equipment connected to an internal network and the Internet
- Using the appropriate specialized software
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Correct interpretation and use of terminology
- Proper use of software

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Receive information by: • e-mail • fax-modem	- Correct user identification - Use of the proper procedure to access the system - Proper retrieval and filing of attachments - Proper procedure to end communication
B. Transmit information by: • e-mail • fax-modem	- Correct identification of sender and recipient - Use of proper procedures: • to access the system • to send information - Verification of the quality of transmission - Proper maintenance of incoming and outgoing mailboxes and "trash" - Proper procedure to end communication
C. Search for information in internal and external networks and organize it.	- Use of the appropriate search engine - Precise search criteria - Selection of pertinent links - Proper procedure for importing files - Filing of documents in the appropriate folders - Bookmarking of frequently used sites

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**
D. Create the home page of a Web site.	- Proper preparation of a sketch - Application of the principles of visual communication - Use of correct English - Accurate representation of the type of client involved - Logical organization of content - Index representative of site content - Creation of internal and external links - Images providing quick access to the site through: • saving format • resolution • number of colours - Compatibility of files and documents with different platforms
E. Prepare documents for digital consultation.	- Correct conversion of page layouts into PDF format in terms of: • generation of a PostScript file • distillation of the PostScript file - Indexing of information in the PDF file - Creation of effective hyperlinks - Proper saving of the document - Appropriate organization and placement of files on an optical disk

MODULE 15: COLOUR PAGE LAYOUT

Code: 971 356 **Duration: 90 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
do a page layout for a document in two or three colours
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of written instructions on the nature of the project, a sketch, an input text requiring corrections, scanned monochrome or bichrome photographs and colour illustrations to be finalized
- Given information concerning colour separation, the type of document and the type of finishing
- Using the appropriate tools, accessories and materials
- Using word processing, page layout, font management, illustration, photo editing and spelling and grammar checking software
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Methodical, precise work
- Proper use of software
- Aesthetic, neat, standardized presentation
- Harmonious colours
- Conformity of the final document with the layout
- Observance of the time limit for the work
- Observance of ergonomic rules in the adjustment of work station and work posture

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Find out about the work required and organize it.	- Proper retrieval of files - Preparation of a working copy - Proper decompression and conversion of files - Identification of the needs of the client and target audience - Accurate interpretation of the client's text - Collection of all materials required for the work - Realistic estimate of the duration and cost of the work
B. Prepare the sketches and comprehensive layout.	- Correct grid for the document in terms of: • type of finishing • number of pages • size of the finished product - Proper proportions - Balance of spaces - Appropriate choice of typefaces and graphic elements - Colours appropriate to the nature of the project - Respect of visual path - Layout representative of the finished product - Conformity with the client's needs - Approval of the work by the person responsible

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
C. Prepare and insert the text.	- Proper methods of: • keyboarding • importing text in digital form • scanning - Proper touchup of text - Correction of common errors in English - Saving of document in the appropriate format - Proper preparation of page templates and style sheets - Importing and placement of text in accordance with the layout - Observance of typographic rules
D. Prepare and insert images such as: • photographs • illustrations • graphic elements	- Appropriate resolution of scanned images - Precision of illustrations produced - Adjustment of photographs in terms of: • size • resolution • screen ruling - Precise adjustment and retouching of images - Importing and placement of images in accordance with the layout - Proper selection and application of parameters for colour trapping - Saving of images in the appropriate folder and formats

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
E. Save the file and print a proof.	- Saving in the appropriate folder - Correct printing parameters - Organization of fonts and images in a folder for follow-up
F. Check the quality of the proof and have it approved.	- Checking of all elements - Use of appropriate proofreader's marks - Proper corrections made - Presence of approval signatures
G. Prepare the file for film output.	- Proper selection and application of parameters for colour trapping - Corrected final proof and printout of the colour separation - Proper preparation of specifications for the production of film - Copy of the final file in the appropriate digital support

FIELD OF APPLICATION:

Colour page layout for documents such as posters, labels, newspapers, logos and their applications.

MODULE 16: COMPUTERS IN THE WORKPLACE

Code: 971 362 **Duration: 30 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **ensure that a computer work station functions properly** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working at a computer work station
- Using utility programs and software to be installed
- Using reference materials on installation

GENERAL PERFORMANCE CRITERIA

- Proper functioning of the computer
- Orderly work

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Make the necessary connections at the computer work station.	- Closing down of the system before disconnecting any components - Observance of safety rules for handling computer equipment when the power is on - Proper procedure in connecting peripherals - Proper handling of connecting devices
B. Organize and manage the system folder and digital office.	- Appropriate setting of system elements such as: • desktop • extensions • preferences • etc. - Conservation of necessary elements and elimination of unnecessary ones - Creation and appropriate placement of files containing: • utilities • fonts • software • etc. - Appropriate use of memory - Appropriate personalization of the digital office
C. Install and update software.	- Personalization of the installations and updates - Installation of software in appropriate folders - Creation of shortcuts for rapid access to programs

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
D. Maintain the hard disk.	- Proper reconstruction of the hard disk - Proper defragmentation of the hard disk - Virus protection for the hard disk - Proper installation of a utility to detect conflicts - Transfer of files to optical disk
E. Solve common problems.	- Proper use of keys to restart a system in conflict - Accurate diagnosis - Identification and explanation of the most probable cause of the problem - Appropriate suggestions for solutions - Use of disk tools appropriate for the problem - Use of the proper procedures to: • reinstall the system • initialize the disk

MODULE 17: FOUR-COLOUR PAGE LAYOUT

Code: 971 378 **Duration: 120 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
do a page layout for a document in four colours
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of written instructions on the nature of the project, an input text requiring corrections, scanned colour photographs and colour illustrations to be finalized
- Given information concerning colour separation, the type of document and the type of finishing
- Using the appropriate tools, accessories and materials
- Using word processing, page layout, font management, illustration, photo editing and spelling and grammar checking software
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Methodical, precise work
- Proper use of software
- Aesthetic, neat, standardized presentation
- Harmonious colours
- Conformity of the final document with the layout
- Effective solving of computer problems
- Observance of the time limit for the work
- Observance of ergonomic rules in the adjustment of work station and work posture

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Find out about the work required and organize it.	- Proper retrieval of files - Preparation of a working copy - Proper decompression and conversion of files - Identification of the needs of the client and target audience - Accurate interpretation of the client's text - Collection of all materials required for the work - Choice of software appropriate to the type of production involved - Realistic estimate of the duration and cost of the work
B. Prepare sketches and comprehensive layouts.	- Correct grid for the document in terms of: • type of finishing • number of pages • size of the finished product - Proper proportions - Balance of spaces - Appropriate choice of typefaces and graphic elements - Colours appropriate to the nature of the project - Respect of visual path - Layout representative of the finished product - Conformity with the client's needs - Approval of the work by the person responsible

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
C. Prepare and insert the text.	- Proper methods of: • keyboarding • importing text in digital form - Proper touchup of text - Correction of common errors in English - Saving of document in the appropriate format - Proper preparation of page templates and style sheets - Importing and placement of text in accordance with the layout - Observance of typographic rules
D. Prepare and insert images such as: • photographs • illustrations • graphic elements	- Calibration of monitor colours - Appropriate resolution of scanned images - Precision of illustrations produced - Adjustment of photographs in terms of: • mode • size • resolution • screen ruling - Precise adjustment and retouching of colours - Proper selection and application of parameters for colour trapping according to the printing technique and type of printed method involved - Creation and inclusion of colour conversion profiles - Saving of images in the appropriate folder and formats

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
E. Save the file and print a proof.	- Saving in the appropriate folder - Correct printing parameters for proofing - Organization of fonts and images in a folder for follow-up
F. Check the quality of the proof and have it approved.	- Checking of all elements - Use of appropriate proofreader's marks - Proper corrections made - Presence of approval signatures
G. Prepare the file for film output.	- Proper selection and application of parameters for colour trapping according to the printing technique and type of printed methods involved - Corrected final proof with crop marks and output of the colour separation - Proper preparation of specifications for the production of film - Copy of the final file in the appropriate digital support

FIELD OF APPLICATION:

Four-colour page layout for documents such as brochures, catalogues, periodicals, packaging, jackets and book covers.

MODULE 18: FILMS FOR A COLOUR DOCUMENT

Code: 971 388 **Duration: 120 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
produce the films and plates for a colour document
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using an original digital document along with several photo illustrations, a page layout proof and specifications
- Using a computer work station, an image setter, a processor, a plate exposure unit, a contact frame and a light table
- Using software for page layout, illustrations, photo editing, colour management and pre-film proofing and imposition
- Using the appropriate photosensitive material, other materials and tools
- Using appropriate reference materials

GENERAL PERFORMANCE CRITERIA

- Careful handling and economical use of photosensitive material
- Effective problem solving relating to the use of the computer environment
- Proper use of equipment and tools
- Proper use of software
- Cleanliness of equipment and work area
- Observance of health and safety rules regarding the use of chemicals and sharp tools

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Organize the work.	- Proper preparation of processor and calibration of image setter - Retrieval and opening of document - Preparation of a working copy - Preparation of a film output spec sheet taking into account: • the digital document • the specifications • the client's proofs - Realistic estimate of the time required for the work - Correct adjustment for contrast of the monitor gamma - Presence of all elements in the file - Installation of the appropriate photo material in the image setter - Correct use of telecommunications media
B. Check and adjust the graphic elements of the document.	- Detection of problems using pre-film proofing software - Opening of all files - Adjustment of the resolution of all the images according to the screen ruling required - Adjustment of the format for saving images - Proper adjustment of: • the scaling of raster images • the grey level of images • the display mode • the colour trapping • the screen ruling - Creation and inclusion of colour conversion profiles - Saving of document in PostScript format

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
C. Do the imposition of the document using the PostScript file.	- Compliance with technical data regarding: • document and paper size • type of finishing and imposition - Correct production of imposition proofs
D. Expose the films in the image setter.	- Proper selection and application of the exposure parameters - Use of logical procedure - Compliance with the client's order
E. Develop the films.	- Proper procedure for obtaining film output from the image setter - Proper use of processor with respect to: • adjustment of speed and temperature • adjustment of acid regeneration rate
F. Evaluate the quality of the films.	- Thorough checking to ensure that predetermined parameters have been used - Accurate assessment of film density - Identification of all anomalies - Identification of source of anomalies - Selection and application of necessary corrective measures - Consistency of films with client's proofs

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
G. Strip the films.	- Accuracy of template - Imposition of films according to: • plates • paper size • type of finishing • number of pages - Precise cutting of mask - Appropriate retouching of films - Precise stripping of films and control strips
H. Produce the final proofs from the films and have them approved.	- Correct production of proofs - Accuracy of colours in normalized lighting - Compliance with client's order - Presence of approval signatures - Appropriate labelling and filing of proofs and films
I. Produce the plates.	- Correct exposure and development of plates - Appropriate labelling and filing of plates

MODULE 19: QUALITY CONTROL

Code: 971 392 **Duration: 30 hours**

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **evaluate the quality of documents with respect to the work prepared** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using a colour document and the proofs and films used to produce it
- Using a loupe, a densitometer and the required measuring instruments
- Using the reference tables for tonal range, dot gain, colour trapping values and standard density values for printed material

GENERAL PERFORMANCE CRITERIA

- Use of appropriate problem-solving procedure
- Accurate diagnosis as to whether or not there are problems
- Clear formulations

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Examine the document.	- Methodical, thorough examination - Accurate comparison of printed material with colour proofs and imposition proofs - Proper use of loupe and densitometer - Accurate comparison of original digital document on screen with the client's order, production specifications, illustrations and text
B. Identify problems.	- Correct formulation of problems - Accurate identification and location of problematic elements - No omissions
C. Identify the possible causes of the problems.	- Identification of various possibilities for a given problem - Elimination and explanation of causes unlikely to be involved - Identification and explanation of the most likely cause
D. Suggest possible solutions.	- Consistency of solutions with causes - Identification of the most effective solution to the problem

MODULE 20: BIDDING ON PROJECTS

Code: 971 402

Duration: 30 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
bid on a project
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on a hypothetical situation involving the analysis of a project and calculation of production costs
- Given real or fictional data on:
  - hourly production rates and the time required to complete the project
  - cost for sub-contractors
  - rates for finished products such as laser proofs, films, etc.
- Using:
  - a calculator
  - the following forms: bids, technical specifications, responses to calls for tender

GENERAL PERFORMANCE CRITERIA

- Methodical consultation of sources of documentation
- Constant checking of work
- No typing, spelling or grammatical errors
- Effective sharing of information using telecommunications tools

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Analyze the order.	- Identification of: • client's needs • requirements of the order - Gathering of any additional information required - Evaluation of the feasibility of the order - Presentation of suggestions for: • improving the technical or aesthetic aspects of the product • reducing costs
B. Plan the steps involved in preparing the document.	- Correct identification of steps to be completed - Realistic estimate of: • the time required for each step • the quantities and type of raw materials to be used - Exact calculation of costs related to the preparatory work
C. Select the printing and finishing sub-contractor.	- Preparation of a call for tenders and specifications containing complete, precise information - Thorough analysis of tenders - Verification of ability of sub-contractors to do the work - Selection of appropriate sub-contractor

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
D. Prepare an offer of services.	- Precise, thorough information - Work proposal in conformity with client's needs and comments - Exact calculation of total cost of order, taking into account: • costs related to the preparatory work • sub-contracting costs • taxes - Bid authorized by client

MODULE 21: TEAMWORK

Code: 971 416 **Duration: 90 hours**

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
work as a team on the preparation of a document.

SPECIFICATIONS

During this module, the students will:

- Be introduced to project planning and organization.
- Apply the knowledge and techniques learned during their training.
- Develop their ability to work in a team.

LEARNING CONTEXT

PHASE 1: **Preparation for Teamwork**

- Analyzing their ability to work in a team, on the basis of situations experienced during their training or in their personal life.

- Discussing the attitudes and behaviours to adopt in order to facilitate teamwork.

- Participating in forming teams.

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Document Preparation**

- Planning the work, that is, making a list of steps to be completed, setting deadlines and assigning tasks to team members.

- Carrying out the tasks assigned: bidding, comprehensive layout, client approval, page layout, films, proofs, invoicing, etc.

- Participating in team meetings to determine the progress of the project.

PHASE 3: **Evaluation of Work**

- Evaluating the quality of the work done by the team.

- Evaluating the quality of their participation and that of their teammates.

- Assessing their experience by specifying:
  - the aspects of the work that they enjoyed;
  - the difficulties encountered and the measures taken to overcome them;
  - their strengths and weaknesses with respect to the way they work in a team;
  - their goals with respect to teamwork and the means of achieving these goals.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Make the students responsible for organizing and carrying out the work.
- Provide the students with projects that are in line with their knowledge and skills.
- Make available the sources of information, computers and software required for the work.
- Encourage autonomy and perseverance.
- Intervene in problem situations in order to prevent errors that will jeopardize the quality of the work.
- Encourage all the students to participate in discussions.
- Guide the students through the self-evaluation process by providing them with an appropriate instrument (such as a questionnaire) that will make it easier for them to assess their experience and to set objectives.

SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Recognize their strengths and weaknesses with respect to teamwork.
- Participate in discussions.
- Take the necessary steps to become part of the team.

PHASE 2:

- Carry out all the work assigned to them.
- Show constant concern for the validity of information and the quality of work.
- Be available when asked for assistance.

PHASE 3:

- Referring to the completed project, indicate the work that was carried out correctly and the work that required improvements.
- Give constructive criticism on the quality of their participation and that of their teammates.
- Write a brief report on their experience that specifies:
  - the aspects of the work that they enjoyed;
  - the difficulties encountered and the measures taken to overcome them;
  - their strengths and weaknesses with respect to the way they work in a team;
  - their goals with respect to teamwork and the means of achieving these goals.

MODULE 22: CAREER DEVELOPMENT

Code: 971 422 **Duration: 30 hours**

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
commit themselves to their career development.

SPECIFICATIONS

During this module, the students will:

- Determine the intrinsic and extrinsic factors that can influence career development.
- Understand the effects of technological change on the practise of an occupation.
- Apply a job search method.
- Envision the possibility of creating their own company or working on their own.

LEARNING CONTEXT

PHASE 1: **Reflection on The Impact of Technological Developments**

- Learning about new technologies used in the workplace as well as changes anticipated for the future.

- Assessing the influence that new technologies may have on the survival and competitiveness of businesses.

- Discussing how new technologies may affect the tasks carried out in the occupation.

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Preparation and Application of a Job Search Plan**

- Preparing a personal assessment describing their interests, values, aptitudes, weaknesses, etc.
- Learning about the organizations and sources of information to consult during a job search.
- Preparing a list of potential employers.
- Writing their résumé and a cover letter.
- Preparing a portfolio containing the work done during their studies.
- Preparing for and going to an interview.
- Planning the steps involved in doing their job search.

PHASE 3: **Entrepreneurship**

- Learning about the personal characteristics associated with entrepreneurship: personality traits, qualities, attitudes, interests, sources of motivation, etc.
- Learning about the requirements for becoming an entrepreneur.
- Verifying their entrepreneurial abilities.

PHASE 4: **Evaluation and Follow-up**

- In a group discussion and referring to their log, commenting on the relevance of the documents used and the effectiveness of the steps undertaken.
- Adapting their job search plan.

SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide the students with the material resources and examples that will facilitate their work.
- Explain to the students how to use reference sources.
- Refer the students to resource persons who can assist them.
- Give students the time and means to try out their job search plan.
- Encourage the students to engage in discussions and cooperate with each other.
- Organize visits to leading-edge companies.
- Organize information meetings with entrepreneurs.
- Conduct discussions that will allow the students to share ideas.
- Guide students through the self-evaluation process by providing them with the appropriate instruments (such as a questionnaire) that will allow them to examine their situation thoroughly.

PARTICIPATION CRITERIA

PHASE 1:

- Consult the resources at their disposal.
- Participate in discussions.

PHASE 2:

- Present a detailed job search plan.
- Prepare a suitable cover letter.
- Prepare a résumé that complies with the rules of presentation and that contains information on their work experience, education and skills, as well as certain relevant personal information.
- Present a portfolio containing work that attests to their skills.

PHASE 3:

- Consult the resources at their disposal.
- Make the required connections.

PHASE 4:

- Summarize their job search experience.
- Realistically adapt their job search plan.

MODULE 23: ENTERING THE LABOUR MARKET

Code: 971 437 **Duration: 105 hours**

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
enter the labour market.

SPECIFICATIONS

During this module, the students will:

- Become familiar with the realities of the occupation.
- Carry out tasks in a company.
- Learn about the different changes in perception that result from a practicum in the workplace: work context, occupational practices, aptitudes, preferences, expectations, and training received.

LEARNING CONTEXT

PHASE 1: **Preparation for the Practicum in the Workplace**

- Learning about the terms and conditions of the practicum.

- Setting criteria for the selection of a host company.

- Taking steps to find a practicum.

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Observation of and Participation in Occupational Activities**

- Observing the work context: socio-economic environment (products, market), professional associations, internal structure, equipment, technological advances, working conditions, interpersonal relationships, health and safety, etc.

- Observing, performing or participating in a variety of occupational tasks.

- Keeping a log of their observations on the work context and their daily tasks.

PHASE 3: **Evaluation of the Practicum**

- Discussing their perception of the occupation before and after the practicum: work environment, occupational practices.

- Discussing the choice of a future job: aptitudes, preferences, expectations.

- Commenting on the health and safety measures in the company.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide students with the means of choosing a practicum position wisely.
- Maintain close cooperation between the school and the workplace.
- Make it possible for students to observe and perform occupational tasks.
- Make sure that there is a responsible person to supervise the student in the workplace.
- Ensure that each student receives proper support and supervision during the practicum.
- Intervene in case of difficulties or problems.
- Encourage students to share their opinions with one another, especially when choosing a practicum site and when comparing their perceptions before and after their experience in the workplace.

SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- List, in order of priority, three possible host companies that meet the predetermined selection criteria.
- Meet with the company representative with a view to getting hired as a trainee.

PHASE 2:

- Follow the company's instructions with respect to activities, work schedules, etc.
- Record in their log their observations on at least five of the subjects to be observed and describe the tasks performed or observed.

PHASE 3:

- Share their experience of the workplace with their classmates.

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