Edexcel BTEC Level 1

Award/Certificate/Diploma in

IT Users (ITQ) (QCF)

Unit 120: Design Software



Assignment 120

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\* Must be submitted with learner’s evidence.

**Assignment 1 – Unit 120: Design Software**

Learner Name:

Assessor Name:

Issue Date:

Deadline Date:

Submission Date:

**Learner Tracker**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment 1** | **Assessment Criteria** | **Completed** | **Grade** |
| Task 1 |  |  |  |
| Task 2 |  |  |  |

**Learner Declaration**

The learner declaration must be attached to the completed portfolio of evidence.

Learner Name:

I declare that the work contained in this portfolio of evidence is all my own work.

Learner Signed:

Date:

I declare that the work contained in this portfolio of evidence is all the work of the above learner.

Assessor Name:

Assessor Signed:

Date:

**Unit 120: Design Software**

**Unit code: K/502/4572**

**QCF Level: Level 1**

**Credit value: 3**

**Unit summary**

This unit is about the skills and knowledge required by an IT user to use basic design software tools and techniques appropriately to produce straightforward or routine designs. Any aspect that is unfamiliar will require support and advice from others.

Design software tools and techniques will be defined as ‘basic’ because:

* the range of inputting, manipulation and outputting techniques will be straightforward or routine;
* the software tools and functions involved will be predefined or commonly used;
* the type and structure of the task will be predetermined or familiar.

**Assessment requirements/evidence requirements**

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests - or a mixture of both - to demonstrate competence.

**Assessment methodology**

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

|  |  |
| --- | --- |
| **Learning outcomes** | **Assessment criteria** |
| 1 Obtain, insert and combine information for designs. | 1. **Identify** what designs are needed
2. **Obtain, insert and prepare** designs to meet needs
3. **Identify** what generic copyright and other constraints apply to the use of designs
4. **Combine information** for different forms or from different sources for designs
5. **Identify** the context in which the designs will be used
6. **Identify** which file format to use for saving and exchanging designs
7. **Store and retrieve** image files effectively, in line with local guidelines and conventions where available
 |
| 2 Use design software tools to create, manipulate and edit designs or images. | 1. **Use suitable tools and techniques** to create designs
2. **Use appropriate tools and techniques** to manipulate and edit designs
3. **Check designs meet needs**, using IT tools and making corrections as appropriate
 |

**Unit content**

**1 Obtain, insert and combine information for designs**

*Designs:* will vary according to the task eg photos from a digital camera, scanned images, graphic elements, drawings, clip art.

*Prepare designs:* size, crop and position.

*Combining information techniques*: insert, size, position, wrap, order, group.

*Copyright constraints*: effect of copyright law eg on music downloads or use of other people’s images, acknowledgement of sources, avoiding plagiarism, permissions.

*Context for designs*: contexts will vary according to the software and task eg on-screen display, publishing on a website, hard-copy printout, digital file.

*File format for designs*: will vary according to the content, proprietary and open-source formats eg JPEG, Bitmap, PNG, GIF.

*Store and retrieve*: files eg create, name, open, save, save as, find.

**2 Use design software tools to create, manipulate and edit designs or images**

*Create designs*: draw basic shapes; change properties eg line width and fill colour, download digital photos from a camera, scan and resize images, add text and other elements eg lines, boxes, arrows.

*Manipulation and editing techniques*: align, rotate, flip, arrange, cut, paste, resize, change font, text, colour.

*Check designs*: eg size, alignment and orientation, suitability of file format.

**Delivery**

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 101: Improving Productivity Using IT*,

*Unit 112: IT Software Fundamentals*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software* and has particularly close links with *Unit 121: Imaging Software*.

**Assessment**

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

**Indicative resource materials**

**Textbooks**

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008) ISBN-13 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008) ISBN-13 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007) ISBN-13 978-0240520896

**Websites**

http://office.microsoft.com/en-gb/clipart/default.aspx

**Assignment brief**

This assignment comprises of all the assessment requirements for the completion of Unit 120: Design Software.

This assignment is made up of **1 scenario and 2 tasks.** You **MUST** complete **all tasks** successfully to gain full unit accreditation.

**Time allowance**

The recommended time allowance for this assignment is **20 guided learning hours**. This will give you 10 hours **per task**.

**Health and safety**

You are responsible for maintaining the safety of others as well as yourself. You are asked to work safely at all times.

You will **not** be allowed to continue with this assignment if you compromise any of the Health and Safety requirements.

**Evidence**

All evidence **MUST** be of your own work and signed by you and your assessor. It is good practice to submit research evidence to support your own work.

Evidence requirement list

|  |  |  |
| --- | --- | --- |
| **Task** | **Evidence** | **Assessment Criteria** |
| 1  |  | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7 |
| 2 |  | 2.1, 2.2 & 2.3 |

**Assignment 120 - Unit 120: Design Software**

**Scenario**

You are working as an apprentice at Design4Life Media, Newport and have been asked to supply a design for the packaging of a product of one of the company’s clients.

The product, “Pong” is an eco friendly air freshener that comes supplied in a box, a template of which has been supplied to you.

A range of images and text have been supplied but you are required to supply at least one original image from either a camera or scanner. The client wants a new logo comprised of coloured shapes to be incorporated into the packaging.

**Task 1**

Log onto your network user account, open your “*IT Users Level 1*” folder and create a new folder naming it “*Unit 120”.*

In a word processing application, create a list of all the elements (graphics, text, templates etc) needed to create your design.

On the same sheet, describe what context your design is intended for (e.g. web, print), what properties such as resolution should that format take and what file format will be best for saving the file.

Write a brief explanation of what copyright and other constraints apply to the use of designs e.g. on music downloads or use of other people’s images.

Label your document “*Planning”* and save it to your “*Unit 120”* folder.

In your “*Unit 120”* folder, create a sub folder and name it “*Assets*”. Copy all of the design elements in your “*Planning”* list to your “*Assets*” folder.

Import the supplied “*boxtemplate.psd”* into Adobe Illustrator and load the various graphical elements as layers into your design.

Save your design as “*Box design draft.ai”* and shut down the program.

Ensure you have covered **all** seven points below in order to complete this task.

* **Identify what designs are needed.** *Designs*: will vary according to the task**.**
* **Obtain, insert and prepare designs to meet needs**. Photos from a digital camera, scanned images, graphic elements, drawings, clip art.
* **Identify what generic copyright and other constraints apply to the use of designs**. *Copyright constraints*: effect of copyright law e.g. on music downloads or use of other people’s images, acknowledgement of sources, avoiding plagiarism, permissions.
* **Combine information for different forms or from different sources for designs**. *Combining information techniques*: insert, size, position, wrap, order, group.
* **Identify the context in which the designs will be used.** *Context for designs*: contexts will vary according to the software and task e.g. on-screen display, publishing on a website, hard-copy printout, digital file.
* **Identify which file format to use for saving and exchanging designs.** *File format for designs*: will vary according to the content, proprietary and open-source formats e.g. JPEG, Bitmap, PNG, GIF.
* **Store and retrieve image files effectively, in line with local guidelines and conventions where available.** *Store and retrieve*: files e.g. create, name, open, save, save as, find.

 (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

**Task 2**

With the product type and the brand name in mind, design and create a new logo for the product using shapes.

Resize your logo design to fit within the 80mm x 60mm logo box on the template.

Import or place the “*Pong Air Freshener Information*” text that has been supplied to you.

Rotate any text elements so that they will be facing the correct way when the box is folded.

Print two A3 copies of your template.

Cut out one of the printed copies and fold into the box shape.

Save a copy of your template as “*Box design final.ai” and save it to your* “*Unit 120”* folder.

Ensure you have covered **all** six points below in order to complete this task.

* **Use suitable tools and techniques to create designs.** *Create designs*: draw basic shapes; change properties e.g. line width and fill colour, download digital photos from a camera, scan and resize images, add text and other elements e.g. lines, boxes, arrows.
* **Use appropriate tools and techniques to manipulate and edit designs.** *Manipulation and editing techniques*: align, rotate, flip, arrange, cut, paste, resize, change font, text, colour.
* **Check designs meet needs, using IT tools and making corrections as appropriate.** *Check designs*: e.g. size, alignment and orientation, suitability of file format.

 (2.1, 2.2, 2.3)

**End of assignment**