

<b>Title</b>	<b>Use the main features and functions of a desktop publishing application to create documents</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to use the main features and functions of a desktop publishing application to create documents.</p> <p>This unit standard has been developed primarily for assessment as an option within programmes leading to the New Zealand Certificate in Computing (User Fundamentals) (Level 2) [Ref: 2591].</p>
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<b>Classification</b>	Computing > Generic Computing
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<b>Available grade</b>	Achieved
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### Explanatory notes

- Assessment, where applicable, will be conducted in and for the context of a real or realistic situation and/or setting, and be relevant to current and/or emerging practice. The assessor may gather evidence over time from a range of scenarios rather than using one assessment where the learner has to demonstrate all of the required skills.
- A *brief* for the desktop published documents will be supplied to the learner. The text, graphics, and specified page layout may be provided for the task. A brief is defined as a clear description of both the desirable outcomes sought and the constraints to be met by the solution. It contains specifications against which the success or otherwise of the desktop published document can be evaluated. Planning is not required to be assessed as part of this standard however it is good practice to develop a simple conceptual layout design prior to beginning creation of the publications.
- Definitions  
*Conceptual layout design* is a representation clearly indicative of the final product.  
*Good practice* in this context includes selecting and using the appropriate feature or function to enable correct use of the desktop publishing application on the chosen digital tool.  
*Graphics* refers to designs, illustrations, pictures and images used on digital devices; and those used must be appropriate for and relevant to the purpose of the desktop published document.  
*Images* refer to raster, bitmap or vector graphics. Images must retain original integrity, meaning they should not be distorted and should be at the appropriate resolution for the intended output.

- 4 Legislation relevant to this unit standard includes but is not limited to the:  
Copyright Act 1994  
Copyright (New Technologies) Amendment Act 2008  
Harmful Digital Communications Act 2015  
Health and Safety at Work Act 2015  
and any subsequent amendments.  
Current legislation and regulations can be accessed at <http://legislation.govt.nz>.
- 5 References  
*ACC5637 Guidelines for Using Computers - Preventing and managing discomfort, pain and injury*. Accident Compensation Corporation - Department of Labour, 2010; available from Worksafe New Zealand, at <http://www.business.govt.nz/worksafe/information-guidance/all-guidance-items/guidelines-for-using-computers>.

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## Outcomes and evidence requirements

### Outcome 1

Use the main features and functions of a desktop publishing application to create documents.

Range at least three desktop published documents (one from each of the following: multi-page, single page, and folded) must be created of sufficient complexity to meet the given brief;  
desktop published documents may include but are not limited to – a small magazine, story book, brochure, flyer, voucher, invitation, curriculum vitae.

### Evidence requirements

1.1 User interface of a desktop publishing application is used effectively according to good practice.

Range includes but is not limited to – shortcuts, screen display options, finding help.

1.2 Main features and functions of a desktop publishing application are used to create, format, edit, print, save and share documents according to good practice and to meet the requirements of the brief.

Range *create* includes – selecting, placing and entering a range of text and graphic content; page and layout options; acknowledgment of sources;  
*format* includes – design features, themes/master pages, readability and legibility, colour scheme (font colour, fill colour, background colour, image colour), size, resolution, orientation;  
*editing* includes but is not limited to – move, copy, insert, delete, undo/redo, check spelling and grammar;  
*print* may include – review and comments, hard or soft copy;

*save and share* includes – naming; saving (including as a new file, in logical structures, to local and shared folders, to the cloud); attaching to email; activating reviewing and commenting.

- 1.3 The content of the desktop published documents created demonstrate application of the design principles of page layout and comply with the given brief.

Range *page layout* may include but is not limited to – composition of elements upon the page, text hierarchy, consistent typography, balance, harmony, proportion, sequence, contrast, repetition, alignment and proximity.

- 1.4 The documents are evaluated to ensure they communicate effectively in terms of their readability, legibility, presentation and accuracy.

<b>Replacement information</b>	This unit standard replaced unit standard 2788
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<b>Planned review date</b>	31 December 2021
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 January 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.