Title	Use a desktop publishing application to produce documents integrating media for a client		
Level	4	Credits	5

Purpose	People credited with this unit standard are able to: plan and design desktop published documents integrating media; develop drafts and create final documents for the client; and evaluate the desktop published documents.
	This unit standard has been developed primarily for assessment as an option within programmes leading to the New Zealand Certificate in Computing (Advanced User) (Level 4) [Ref: 2593].

Classification	Computing > Generic Computing

Available grade	Achieved

Guidance Information

1   Recommended skills and knowledge:
     Unit 29792, *Use a desktop publishing application to produce documents*, or demonstrate equivalent knowledge and skills.

2   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. For the purposes of this unit standard, the client must be authentic and may include the learner's assessor, real clients, family members, or other learners. The assessment context for this unit standard must be suitable to meet the criteria for level 4 in the NZQF Level Descriptors, which are available by searching for "level descriptors" at www.nzqa.govt.nz.

3   The learner must decide with the client the type of documents that best meet the requirements of the client. The final documents must be suitable for an organisation to use commercially. Examples of suitable documents may include but are not limited to eBooks, magazines, catalogues, user manuals, instruction manuals, policy documents and other similar documents that allow the use of advanced level desktop publishing skills. Documents produced may be either hard or soft copy formats as required by the client. Some text, graphics, and page layout preferences may be provided by the client, along with the sources for acknowledgement.

4   *Advanced level desktop publishing tools and techniques* refer to – interactivity, form elements, chapters and sections, clipping paths, Extensible Markup Language (XML) content, pre-press, resolutions, styles. This list is not exhaustive and assessors will need to determine other advanced level tools and techniques as appropriate to the software chosen.

5   Definitions
A *brief* is a clear description of both the desirable outcomes sought and the constraints to be met by the solution. It contains detailed specifications against which the success or otherwise of the desktop published documents can be evaluated. The brief can be either developed as part of the learner's employment (in the case of workplace assessment) or in response to client specifications.
Conceptual design is a representation clearly indicative of the final brief informed through client input.
Copyright refers to the exclusive legal right given to a creator to control the reproduction of their work.
Creative Commons (CC) refers to the collaborative global commons, the public domain free legal tools for the sharing and use of creativity and knowledge, which work alongside copyright.
Digital devices refer to electronic computing devices that can receive, store, process or send digital information, such as computers (desktop or laptop), tablets, smartphones or other emerging digital technologies.
Good practice includes selecting and using the appropriate feature or function to enable correct use of the chosen digital devices and platforms.
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.
Original media refers to media created by the learner or provided by a client. Editing of the media is not required apart from preparation to allow insertion into the final website, such as adjusting resolution, file size, video format.
Principles of page layout refer to composition of elements upon the page, text hierarchy, consistent typography, balance, harmony, proportion, sequence, contrast, repetition, alignment and proximity.
Principles of information presentation refer to order of presentation of information, clarity, simplicity, readability, consistency and appropriateness for intended audience.
Typography is the style, arrangement and appearance of text on the page, and may involve selecting typefaces, font size, line length, line-spacing (leading), letter-spacing (tracking), widow and orphan controls, adjusting the space within letters pairs (kerning) and font colours.

6   Legislation relevant to this unit standard may include 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
Privacy Act 2020
Unsolicited Electronic Messages Act 2007
and any subsequent amendments.
Current legislation and regulations can be accessed at http://legislation.govt.nz.

7   Reference
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 https://www.worksafe.govt.nz/topic-and-industry/work-related-health/musculoskeletal-disorders/ergonomics/safely-using-computers-at-work/.

Outcomes and performance criteria

Outcome 1

Plan and design desktop published documents integrating media.

Range   at least two desktop published documents of which at least one must be an advanced multipage document; created of sufficient complexity to provide scope for the assessment evidence and suitable for organisational use.

Performance criteria

1.1   A brief is formulated that describes the client's requirements for the desktop published documents.

>   Range   includes but is not limited to – purpose, target audience, key objectives, specifications, constraints.

1.2   The design specifications to be met by the documents in order to provide a solution, are defined by the brief.

>   Range   may include but is not limited to – layout; formatting; typography; enhancements; selection and placement of media and other content; interactivity; accessibility; navigation; digital devices; specifications for images include but are not limited to – resolution, size, colour mode, file size, file format.

1.3   A plan for the development of the documents is produced and updated at each milestone, to outline how the requirements of the brief will be realised.

>   Range   plan may be oral, written and/or graphic;
>   plan includes milestones, resources, client consultation, testing/proofing.

1.4   A conceptual design of the documents is produced and modified at each milestone as required to meet client requirements.

>   Range   design demonstrates the consistent application of the principles of page layout and information presentation.

Outcome 2

Develop drafts and create final documents for the client.

Range   requires the use of advanced level desktop publishing tools and techniques to create at least two desktop published documents of which at least one must be an advanced multipage document; created of sufficient complexity to provide scope for the assessment evidence;
documents include main section headings and do not need all detailed content, but must be representative of the layout and design proposed within the brief and conceptual design.
performance of outcome is to be carried out in accordance with good practice.

Performance criteria

2.1   Draft documents are produced using advanced level desktop publishing tools and techniques in accordance with the design specifications.

Range   text and graphics used must be appropriate for and relevant to the purpose of the document.

2.2   Draft documents are presented to the client for feedback, revised if necessary, and signed off in accordance with the plan's milestones.

2.3   Content is added to the documents in accordance with client requirements specified in the plan.

Range   includes styles and at least five other advanced level desktop publishing techniques.

2.4   Media are selected and integrated in accordance with the specifications of the brief.

Range   may include but is not limited to – static images; moving images; audio;
at least two different original media.

2.5   Sources of text and graphic images used are referenced in accordance with recognised copyright requirements and ethical considerations.

Range   may include but is not limited to – creative commons, copyright, attribution, licencing, privacy, appropriateness to situation.

2.6   The final documents are checked for errors and corrected where needed to ensure that the brief and client requirements are met.

2.7   Text and graphics are reproduced accurately and clearly, and in accordance with the client requirements and brief when displayed in hard and/or soft copy.

2.8   The documents are stored according to current conventions, with access controls applied.

      Range   may include but is not limited to – file type, file name, location, enabling reviewing and commenting; checked for at least two different types of digital devices.

Outcome 3

Evaluate the desktop published documents.

Performance criteria

3.1   The documents are evaluated to ensure consistent application of the principles of page layout and information presentation, and that they communicate effectively in terms of their accessibility, readability, legibility, presentation, links, sequence, accuracy and use on a range of digital devices, and any needed improvements are documented.

      Range   at least two different digital devices or platforms.

Planned review date	31 December 2026

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 January 2017	31 December 2024
Review	2	28 April 2022	N/A

Consent and Moderation Requirements (CMR) reference	0099

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

Comments on this unit standard

Please contact Toi Mai Workforce Development Council qualifications@toimai.nz if you wish to suggest changes to the content of this unit standard.