

Unit 51: Page Layout and Design

Unit code:	D/600/6658
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' skills in designing and producing page layouts for both print-based and digital products using design software. Learners will cover editing, sourcing and preparation of materials, and how to design a page effectively.

● Unit introduction

Page layout and design is an important stage in the development of any print-based text, as well as for interactive media texts such as websites and CD ROMs. Most media products have to compete for both advertisers' income and readers in an often fiercely competitive environment. Clear and effective page layout and design is important in ensuring that texts are effective in communicating the right message to the right audience in an efficient and professional manner.

Ever more sophisticated computer hardware and software are used in the design and layout process and anybody working within this area will require a good working knowledge of the main software programmes that have become the standard within the industry, as well as a good knowledge and understanding of design and layout techniques.

This unit aims to give learners the basic knowledge and skills needed to prepare and process text, and source and prepare photographs and other images that will be used in a range of print and interactive media products including newspapers, magazines, books and websites. Learners will then be able to combine these elements and apply design and layout principles to produce effective and attractive page layouts using design and desktop publishing software. Through these activities learners will gain a practical understanding of the principles and conventions underlying page layout and design in different formats, together with a practical understanding of, and ability to operate, software applications.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to edit and process text to meet a brief
- 2 Be able to source images to meet a brief
- 3 Be able to prepare images to meet a brief
- 4 Be able to design and produce page layout to meet a brief.

Unit content

1 Be able to edit and process text to meet a brief

Editing: selection of material; audience appeal; relevance; copy editing; proofreading

Processing: condensing text; shortening; expanding and merging text; checking and correcting (facts, sources, accuracy, balance); correcting writing style, eg spelling, grammar, punctuation, clarity, style, type size, line length

2 Be able to source images to meet a brief

Existing material: sources, eg picture libraries, image banks, own existing material; scanning; downloading; copyright; permissions

New material: eg illustrations, photographs, graphs, diagrams; commissioned original work; own original work

3 Be able to prepare images to meet a brief

Preparing images: scanning; manipulation, eg scaling, cropping, colour, effect, filters; resolution; captions

4 Be able to design and produce page layout to meet a brief

Design programmes: desktop publishing layout packages (use of typography, manipulation of images, manipulation of copy); web authoring packages; interactive media authoring packages; digital image processing packages; vector-based drawing packages

Formats: print, eg newspapers, magazines, books, leaflets, flyers, posters; electronic, eg web pages, CD ROMs

Conventions: layout (margins, grids, spreads, columns, datelines, titles, page numbering, orientation); allocation (placement of text, illustrations and text-breakers on the page); devices (headlines, titles, crossheads, cut-outs, straplines, base lines, rules, borders, blobs and stars, drop capitals, reverses, white space); styles (column structure, text, fonts, typography, optical balance, design style, colour, set left, centred, upper case, lower case, light, bold, italic)

Visual language: composition (juxtaposition, association); image construction, eg form, texture, shape, pattern, line, tone, colour; representation, eg symbols, metaphors, semiotics, connotation

Audiences: range of considerations, eg social status, gender, sexual orientation, peer groups, occupational, political

Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 edit and process text to meet a brief with some assistance	M1 edit and process text to meet a brief to a good technical standard with only occasional assistance	D1 edit and process text to meet a brief to a technical quality that reflects near-professional standards, working independently to professional expectations
P2 source images to meet a brief with some assistance [IE; SM]	M2 source images to meet a brief competently and with only occasional assistance	D2 source images to meet a brief working to near-professional standards working independently to professional expectations
P3 prepare images to meet a brief with some assistance [CT; SM]	M3 prepare images to meet a brief to a good technical standard with only occasional assistance	D3 prepare images to meet a brief to a technical quality that reflects near-professional standards, working independently to professional expectations
P4 design and produce a page layout to meet a brief working within appropriate conventions and with some assistance. [CT; SM]	M4 design and produce a page layout to meet a brief to a good technical standard, showing some imagination and with only occasional assistance.	D4 design and produce a page layout to meet a brief to a technical quality that reflects near-professional standards, showing creativity and flair and working independently to professional expectations.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

An overview of the techniques and practices at the heart of good page layout and design is essential for this unit. Whilst a practical understanding of, and ability to operate, key software applications is crucial for those working within the industry, learners also require a good basic knowledge of design, and should be introduced to the key elements of design practice such as concept drawing, preparation of content, effective use of typography, colour and line, and effective page layout. This content could be taught in a variety of ways, including lectures, group discussions and practical sessions.

It would be appropriate for learners to work towards producing print and digital media products to a theme either within a group or individually. Learners can generate copy and source imagery for a specified purpose and then use these materials to develop both print and digital media products.

If learners undertake practical work as part of a group, it is important that individual learners clearly record and document their own contributions to the group project and identify the roles they have undertaken at each of the production stages. It is advisable that, for group work, learners finally produce their own page layout.

A live brief from a client would be ideal for this unit. This would give learners the opportunity to work in a truly vocational context, presenting their analysis, findings and proposals for a final product to a client. Tutors can ask other departments to act as a client, or a client could be sourced externally. Alternatively, a realistic project set by tutors will be just as effective.

It is important that learners are given access to relevant computer hardware and specialised software applications that have become the standard within the industry. Some learners will be starting their course with little or no prior experience, and it is important that they are given sufficient guidance and support to allow them to get up to speed as soon as possible. Others may well have more experience of using the software and tutors will need to devise ways in which this range of ability and prior experience can be accommodated successfully.

It is advisable to allow learners open access to relevant hardware and software to enable them to practise and further develop their ideas and products.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Group discussion – what is a page layout? Learners will consider in pairs where we see page layouts and what they are for, and then prepare and give a presentation.
Analysis exercises (two sessions): <ul style="list-style-type: none">• text• colour• design• spacing• codes and conventions.
Working in small groups, learners prepare and give illustrated presentations on layout codes and conventions for magazines, posters, CD and DVD covers etc.
Instruction in text processing and editing practice.
Assignment 1 – Editing and Processing Text Each learner will take on the role of a subeditor and edit and proofread an article written by another learner (either specifically for this unit or for another associated unit).
Preliminary instruction and exercises for software familiarisation.
Assignment 2 – Double-page Spread Production Working for a magazine publisher, learners are to create a double-page spread of a television listings magazine for a defined audience, issue brief and discuss demands and requirements of brief. Learners will: <ul style="list-style-type: none">• research and write audience profile• research writing and design styles of similar products• plan and develop ideas• prepare and deliver pitch to rest of class• source appropriate images for their page layout• prepare and ensure the quality is suitable• edit and prepare text• sketch and produce mock-ups• create drafts• print and review• amend and produce final pages.
Presentation and critique of products as whole group.

Assessment

Evidence for assessment

Learners should work towards building a portfolio of evidence throughout this unit. If learners have worked in groups they must all clearly document their own contribution to the group project and identify roles they have undertaken at each of the production stages.

Assessment evidence for achievement of learning outcome 1 will consist of text edited and processed for selected print or digital media products. It is important that the editing and proofreading stages are clearly evidenced through the inclusion of annotated drafts, redrafts and edited versions of the final text. Tutor comments and learner commentaries on the processes undertaken are also important sources of evidence.

For achievement of learning outcome 2, learners are required to source and prepare a range of images. Associated planning material and examples of work in progress must be included in the portfolio, together with tutor comments and learner commentaries that describe the processes undertaken. There is no requirement to include traditionally produced images within this range, though learners might choose to include hand drawn graphics, images and hard copies of photographs that are then scanned to convert to a digital platform.

For learning outcome 3, images should be prepared for incorporation into a page layout. Evidence will include reworked drafts and planning documentation. Work in progress evidence should be included in portfolios either as printouts, PDF files or in any other appropriate electronic formats.

Evidence for achievement of learning outcome 4 will be the completed pages supported by production documentation, logs etc.

For some elements of this unit, and for some learners, a formal viva voce assessment might be appropriate. When more than one learner in a cohort is assessed in this way, care must be taken to ensure that all learners are asked equivalent questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

Application of grading criteria

When applying the grading criteria, tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not exhaustive and the examples need not specifically be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will carry out some editing of an article to meet the target audience and design constraints specified.

P2: learners will source images that are largely fit for purpose. Original work will be adequate but lacking in polish.

P3: learners will prepare their images adequately but there may be errors with, for example, scaling, cropping and resolutions.

P4: learners will produce a finished page layout and design product which is conventional and does not entirely achieve intentions. However, there will be some sense of construction and the deliberate application of some techniques.

P1, P2, P3 and P4: learners will need frequent assistance and support, though they will take note of and make use of this help when it is given. If they are in frequent need of such help but fail to make positive use of it, they should not be considered for a pass grade for this unit. In terms of its aesthetic or imaginative qualities, the final work that the learner produces will not move beyond the conventional, but the conventions applied will be appropriate to the form or genre within which they are working.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1: learners will effectively edit and process text, meeting the needs of a target audience and paying close attention to the space constraints of the page design. Work will be approached methodically and with adequate preparation.

M2: learners will source images of a good technical quality that suit the purpose of their page; original work will be of a good technical standard. Work will be adequately prepared and demonstrate a level of care and attention.

M3: learners will be confident when preparing images, and cropping, scaling and resolutions will be largely correct. Work will be adequately prepared and demonstrate a level of care and attention.

M4: learners' finished pages will demonstrate some imagination although they will still be working within recognisable conventions. Tools and features will be used with inventiveness and there will be some thought behind the application of technical skills which will be applied with some facility and confidence.

M1, M2, M3 and M4: learners will need occasional support, particularly when dealing with more complex technology or trying to apply more sophisticated techniques. Like the pass grade learner, they will benefit from such support.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1: learners will edit and process text with discrimination and rigour, paying precise attention to the target audience and design constraints.

D2: learners will source images with care and diligence, rejecting images of lesser quality and ensuring that the final selection is completely suitable. Original work will be of a very high technical standard, nearing professional standards.

D3: preparation will be thoughtful and technically accurate with appropriate scaling, cropping, manipulation and resolutions used. The page layout and design work will show that learners have applied their technical skills not just with imagination but with ingenuity. They will have challenged established codes and conventions or used them with creativity and flair.

D4: work will be approaching a professional standard in its finish. Page layout and design work will show that learners have applied their technical skills not just with imagination but with ingenuity and they will have challenged established codes and conventions or used them with creativity and flair.

D1, D2, D3 and D4: the application of procedures, technical and production skills will begin to approach a professional standard. Work will be approached with commitment and will be constantly submitted to review and improvement. Distinction grade learners will be capable of working autonomously and effectively. The term 'working independently' means that they are able to work on their own initiative, do not need constant support or supervision, give the work their full commitment, work positively and cooperatively with others, and meet deadlines. In other words, they have the kind of self-management skills that would be expected of them in a professional context. Note also that this criterion should not be taken to mean that learners do not seek advice or that they work without discussing things with their tutor, but rather that they are not dependent upon the support of others and that when they take advice they weigh it carefully for themselves.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Editing and Processing Text	Learners take role of subeditor in a magazine office.	<ul style="list-style-type: none"> • Proofread and marked-up article. • Notes to author giving ideas for correction.
P2, M2, D2 P3, M3, D3 P4, M4, D4	Assignment 2 – Double-page Spread Production	Working for a magazine publisher, learners create a double-page spread of a television listings magazine for a defined audience.	<ul style="list-style-type: none"> • Audience research notes and written-up profile. • Notes on similar products. • All ideas, rough notes and sketches. • Pitch notes and slides. • Recording of pitch. • Page mock up with indication of required images. • Plan for obtaining images. • Original images. • Prepared images with brief notes on processes used. • Project portfolio including sketch materials or mock-ups, work in progress printouts. • Final printed-out page.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Print Production	Factual Writing for Print
Writing for the Creative Media	Producing Print-Based Media
	Writing and Editing Copy

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Publishing as follows:

- PUB14 Produce a visual design specification
- PUB15 Implement visual design specifications
- PUB22 Edit text
- PUB24 Edit images
- PUB25 Proofread text and collate corrections.

Essential resources

Learners will need access to a library of current page layouts either in physical form, such as newspapers and magazines, or in electronic format, such as websites. They will need access to appropriate software packages such as the Adobe Creative Suite and QuarkXPress. There are also a number of 'shareware' or copyright-free pieces of software which centres can use. Learners will need access to hardware such as digital or traditional cameras and processing facilities, scanners and colour printers. Centres may also wish to provide access to image libraries.

Employer engagement and vocational contexts

Centres should develop links with local companies that are willing to provide employees who can talk about the way in which written copy is produced in their organisations.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers/.

Further general information on work-related learning can be found at the following websites:

www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance

www.businesslink.gov.uk – local, regional business links

www.nebpn.org – National Education and Business Partnership Network

www.vocationallearning.org.uk – Learning and Skills Network

www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

Butcher J, Drake A, Leach M – *Butcher's Copy Editing: The Cambridge Handbook for Editors, Copy-Editors and Proofreaders, 4th edition* (Cambridge University Press, 2006) ISBN 978-0521847131

Cohen S – *InDesign CS4 for Macintosh and Windows (Visual Quickstart Guide)* (Peachpit Press, 2008) ISBN 978-0321573575

Keeble R – *The Newspapers Handbook, 4th edition* (Routledge, 2005) ISBN 978-0415331142

Weinmann E and Lourekas P – *Photoshop CS4 for Windows and Macintosh (Visual Quickstart Guide)* (Peachpit Press, 2008) ISBN 978-0321563651

Weinmann E and Lourekas P – *QuarkXPress 7 for Windows and Macintosh (Visual Quickstart Guide)* (Peachpit Press, 2007) ISBN 978-0321358271

Website

desktoppub.about.com – online tutorials and guides to desktop publishing and page layout

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	planning and carrying out research when identifying material for the product
Creative thinkers	generating ideas and exploring possibilities, and trying out alternatives and new solutions when editing and processing text, sourcing and preparing images and creating a layout to a design brief adapting ideas as circumstances change, working on text, images or designs
Self-managers	working towards goals showing initiative, commitment and perseverance when sourcing and preparing images and creating a page layout organising time and resources and prioritising actions when managing own workload responding positively to change seeking advice and support when sourcing and preparing images and creating a page layout.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Reflective learners	assessing themselves and others identifying opportunities and achievements when critiquing their own work and the work of other learners
Team workers	collaborating with others to source and prepare images and create a page design when working in a group
Effective participators	creating a product which responds to an issue in or benefits the community.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	designing a layout for a given brief
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	creating an action plan reviewing completed work and work in progress
Manage information storage to enable efficient retrieval	working on creating a product
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	creating and finding illustrative materials for a design brief and adapting them for use
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting production plans and proposals designing pages and mock-ups
Bring together information to suit content and purpose	creating layouts which combine image and text for a specific target audience to a given brief
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a production group

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to plan the layout of a page or digital media product
Identify the situation or problem and the mathematical methods needed to tackle it	using calculation when working out scaling and image resolutions
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	attending production meetings when working in a group
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	editing and proofreading copy for a page design
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing and preparing copy for a page design.