

<b>Title</b>	<b>Produce desktop published documents to meet a set brief</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	People credited with this unit standard are able to meet the requirements of a set brief by planning, producing, evaluating and printing a desktop published document.
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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

- 1 Candidates must produce three desktop published documents, one from each of the following: multi-page, single page, and folded for example – small magazine, children’s book, brochures, Curriculum Vitae.
- 2 Images must retain original integrity (ie they should not be distorted and should be at the appropriate resolution for the intended output). In meeting the brief’s specifications, text and graphics used must be appropriate for and relevant to the purpose of the document.
- 3 Range  
Principles of page layout include but are not limited to – composition of elements upon the page, text hierarchy, consistent typography, balance, harmony, proportion, sequence, contrast, repetition, alignment and proximity. These considerations must be applied consistently throughout the documents.
- 4 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 requirements against which the success or otherwise of the desktop published document can be evaluated. The brief must be supplied either as part of the candidate’s employment (in the case of workplace assessment) or in response to a set task. Text, graphics, and specified page layout will be provided for the task.
- 5 A *plan* outlines how the requirements of the brief will be realised. For this unit standard, the plan may be informal, and it may be more appropriate to produce evidence of it during task completion rather than prior to starting the task or project. Evidence of planning may be oral, written, and/or graphic.
- 6 Definitions  
*Organisational requirements* mean the documented policies and procedures or commonly accepted practices of a workplace, school or training provider. The candidate must be given access to these prior to being assessed against this unit standard.

*Presentation* means the documents produced must show consistent application of the principles of page layout, which may include but are not limited to – composition of elements upon the page, text hierarchy, consistent typography, balance, harmony, proportion, sequence, contrast repetition, alignment, and proximity.

- 7 Legislation relevant to this unit standard includes but is not limited to the:  
Health and Safety in Employment Act 1992;  
Copyright Act 1994;  
Copyright (New Technologies) Amendment Act 2008;  
and any subsequent amendments.
- 8 An assessment resource to support computing unit standards (levels 1 to 4) can be found on the NZQA website at [www.nzqa.govt.nz/asm](http://www.nzqa.govt.nz/asm).  
'*The Computing Process - a clarification document*' along with a number of specific resources for assessing against unit standard 2788 are available on the NZQA website including a resource with ideas for assessing, a combined brief and task, a simple plan, and a clarification of this standard.

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## Outcomes and evidence requirements

### Outcome 1

Plan simple desktop published documents from a set brief.

#### Evidence requirements

- 1.1 The plan identifies the purpose of each document, its intended audience, and its specifications.
- 1.2 The plan identifies the graphics and text to be used in each document.
- 1.3 The plan identifies the placement of graphics and text for each document.

### Outcome 2

Produce the documents.

#### Evidence requirements

- 2.1 The text is placed in the documents and re-formatted to meet the specifications outlined in the plan.
- 2.2 Graphics are placed in documents to meet the specifications outlined in the plan.
- 2.3 The documents demonstrate consistent application of the principles of page layout.
- 2.4 The documents are saved according to organisational requirements.

Range may include but is not limited to – file type, file name, location.

**Outcome 3**

Evaluate and print the documents.

**Evidence requirements**

- 3.1 The documents are evaluated to ensure they communicate effectively in terms of their readability, legibility, presentation, and accuracy.
- 3.2 The documents are modified if required and compliance with the brief is confirmed.
- 3.3 Sources of text and graphic images used are referenced in accordance with copyright requirements.
- 3.4 The documents are successfully printed to meet the requirements of the brief.

<b>Planned review date</b>	31 December 2016
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	30 September 1994	31 December 2013
Review	2	24 September 1997	31 December 2013
Revision	3	28 July 1998	31 December 2013
Review	4	30 July 2002	31 December 2013
Revision	5	16 July 2004	31 December 2013
Review	6	22 May 2009	31 December 2013
Revision	7	18 February 2011	31 December 2015
Rollover and Revision	8	19 September 2013	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.