



ANALYSIS AND PLANNING TABLES

SUPPORT FOR PEDAGOGICAL PLANNING

DESKTOP PUBLISHING

5721

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Although much research went into the choice of technical terminology in the English version, some terms may not reflect current usage in the field. The Direction de la production en langue anglaise would very much appreciate receiving feedback from users of this document:

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INTRODUCTION

This document is intended to facilitate the work required for implementing the *Desktop Publishing* program of study. It may be considered an interface between the program produced by the Ministère de l'Éducation and the work carried out in school boards and vocational education centres with respect to the development of learning activities and the production of teaching and evaluation materials.

This document is designed to ensure greater consistency between instructions pertaining to learning and those pertaining to evaluation. It also makes pedagogical planning easier by presenting all this information in one document.

The document is divided into two parts. Part One provides general information on the program and the pedagogical approach. In order to facilitate the selection of learning activities, it contains a brief description of the pedagogical planning process as well as an outline of the phases involved in acquiring a competency. These texts are accompanied by a synoptic table for the program, a grid of learning focuses, a logic diagram of the sequence in which the different modules should be taught, as well as three other tables related to the competency acquisition process.

Part Two contains information on how to understand the analysis and planning tables, as well as a table for each module in the program with information on learning and evaluation.

PART ONE

INFORMATION ON THE PROGRAM

TABLE 1

SYNOPTIC TABLE						
Number of modules: 23 Duration in hours: 1800 Credits: 120				DESKTOP PUBLISHING		
				Code: 5721		
CODE		TITLE OF THE MODULE	HOURS	CREDITS *	Status	
971 212	1	The Occupation and the Training Process	30	2	L	
971 228	2	Keyboarding	120	8	L	
971 238	3	Visual Communication	120	8	L	
971 244	4	Black-and-White Illustrations	60	4	L	
971 254	5	Proofreading	60	4	L	
971 267	6	Typography	105	7	L	
971 275	7	Black-and-White Image Processing	75	5	L	
971 284	8	Production of a Comprehensive Layout	60	4	L	
971 298	9	Monochrome Page Layout	120	8	L	
971 304	10	Imposition	60	4	L	
971 314	11	Films for a Monochrome Document	60	4	L	
971 325	12	Colour Illustrations	75	5	L	
971 338	13	Colour Image Processing	120	8	M	
971 346	14	Telecommunications Media	90	6	L	
971 356	15	Colour Page Layout	90	6	L	
971 362	16	Computers in the Workplace	30	2	L	
971 378	17	Four-Colour Page Layout	120	8	M	
971 388	18	Films for a Colour Document	120	8	M	
971 392	19	Quality Control	30	2	L	
971 402	20	Bidding on Projects	30	2	L	
971 416	21	Teamwork	90	6	L	
971 422	22	Career Development	30	2	L	
971 437	23	Entering the Labour Market	105	7	L	

* 15 hours = 1 credit

This program leads to a Diploma of Vocational Studies (DVS) in *Desktop Publishing*.

TABLE 2

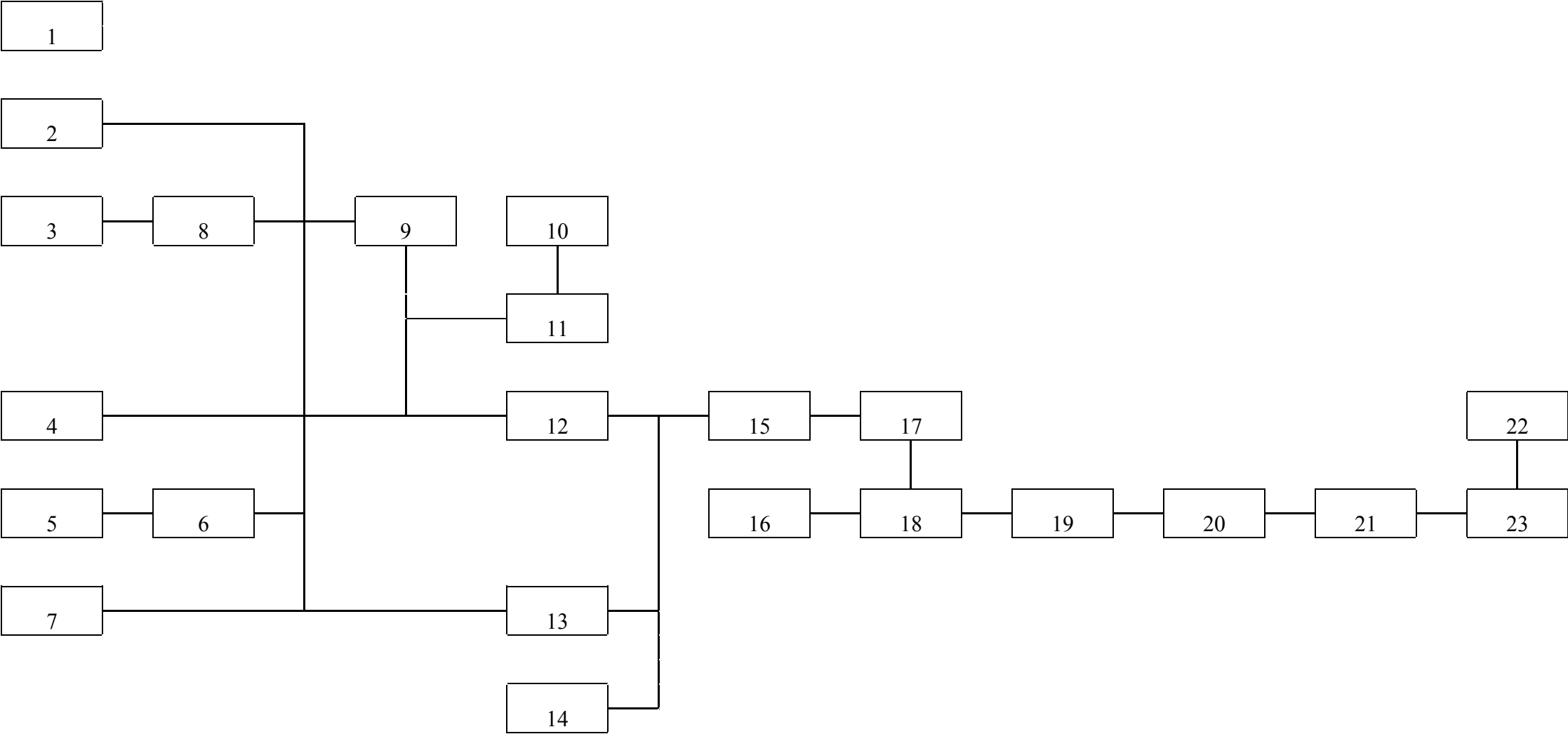
GRID OF LEARNING FOCUSES <i>DESKTOP PUBLISHING</i>		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)				GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)														TOTALS		
				Organize the work	Do the work	Check the work	Have the work approved	Determine their suitability for the occupation and the training	Keyboard text	Communicate a visual message	Produce black-and-white illustrations	Proofread text	Ensure the quality of the typography of a text	Process black-and-white images	Produce a comprehensive layout	Do the imposition of a document	Produce colour illustrations	Process colour images	Use telecommunications media	Ensure that a computer work station functions properly	Evaluate the quality of documents with respect to the work prepared	Commit themselves to their career development	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
MODULES	MODULES							1	2	3	4	5	6	7	8	10	12	13	14	16	19	22		
	FIRST-LEVEL OCCUPATIONAL OBJECTIVES							S	B	B	B	B	B	B	B	B	B	B	B	B	B	S	15	
	DURATION							30	120	120	60	60	105	75	60	60	75	120	90	30	30	30		1065
9	Do a page layout for a monochrome document	B	120	▲	▲	▲	▲	○	●	●	●	●	●	●	●	○			○	○	○			
11	Produce films for a monochrome document	B	60	▲	▲	▲	▲	○			●	○	○	●		●			○	○	○			
15	Do a page layout for a document in two or three colours	B	90	▲	▲	▲	▲	○	●	●	○	●	●	○	●	○	●	●	●	○	○			
17	Do a page layout for a document in four colours	B	120	▲	▲	▲	▲	○	●	●	○	●	●	○	●	○	●	●	●	●	○			
18	Produce the films and plates for a colour document	B	120	▲	▲	▲	▲	○			○	○	○	○		●	●	●	●	●	○			
20	Bid on a project	B	30	▲	▲	▲	▲	○	●	●		●	●			●			●	○	○			
21	Work as a team on the preparation of a document	S	90	▲	▲	▲	▲	○	●	●	●	●	●	●	●	●	●	●	●	●	●			
23	Enter the labour market	S	105	▲	▲	▲	▲	○	○	○	○	○	○	○	○	○	○	○	○	○	○	●		
NUMBER OF OBJECTIVES		8																					23	
DURATION (IN HOURS)			735																					1800

S: Situational objective
B: Behavioural objective



Correlation between a step and a specific competency
Correlation to be taught and evaluated
Correlation between a general and a specific competency
Correlation to be taught and evaluated

TABLE 3
LOGIC DIAGRAM OF THE TEACHING SEQUENCE



PEDAGOGICAL PLANNING PROCESS

In vocational education, the pedagogical planning process comprises the following steps:

- Step 1: Becoming familiar with the program of study
- Step 2: Establishing pedagogical aims and identifying ways of achieving them
- Step 3: Becoming familiar with the learning focuses, guidelines related to content and instructions regarding evaluation
- Step 4: Defining the learning and evaluation activities
- Step 5: Determining the settings and contexts related to the learning and evaluation activities

Step 1: Becoming familiar with the program of study

The pedagogical planning process begins with the teacher carefully reading the program, in particular the grid of learning focuses and the operational objectives. The teacher should also read the logic diagram that indicates the sequence in which the modules should be taught,* and should take into account the time required for teaching, evaluation for certification purposes and remedial instruction, as mentioned in the introduction to the program. In practice, an average of one hour out of fifteen is reserved for evaluation for certification purposes, and two hours out of fifteen should be used for remedial instruction, including formative evaluation.

**See tables 1, 2 and 3*

Step 2: Establishing pedagogical aims and identifying ways of achieving them

Pedagogical aims are used to guide activities with students in certain directions. These aims, which are ongoing, allow students to develop habits and attitudes that have not generally been the focus of specific objectives but which are nonetheless important. Teachers should explain these pedagogical aims to the students and should indicate the means that will be used to help the students attain them.

The following are examples of pedagogical aims:

- Developing a sense of professional ethics and respect for others
- Developing autonomy, initiative and a sense of responsibility
- Developing personal discipline and effective work methods
- Developing a concern for excellence
- Developing a concern for protecting the environment

The following are examples of the means that could be used for “developing a concern for excellence”:

- Informing students of criteria that will be used to evaluate the quality of their work
- Respecting these criteria in teaching the program
- Recognizing students' efforts in this regard (reward system)

Step 3: Becoming familiar with the learning focuses, guidelines related to content and instructions regarding evaluation

Teachers should review the tables for the program modules. This review presupposes, among other things, an understanding of the process involved in acquiring a competency.* Teachers should also consult the program in order to have an overview of the competencies that need to be acquired.

**See “Phases Involved in Acquiring a Competency” and Table 4*

Step 4: Defining the learning and evaluation activities

Teachers are responsible for defining the learning and evaluation activities. Learning activities may be designed on the basis of the learning focuses, which are themselves defined by giving due consideration to the phases involved in acquiring a competency.* Teachers should also take into consideration the criteria presented on this subject at the beginning of Part Two of this document.

**See Table 5*

Formative evaluation activities should take place at the same time as learning activities. With regard to evaluation for certification purposes, teachers must comply with the instructions concerning evaluation presented in the analysis and planning tables, as they are prescriptive. Teachers may also refer to the document “Information on the Evaluations, Evaluation Forms.”

Step 5: Determining the settings and contexts related to the learning and evaluation activities

In order to determine the type of setting or context that is required, teachers may refer to the logic diagram.* They may also consult the table “Training Process and Environment.”**

** See Table 3*

***See Table 6*

PHASES INVOLVED IN ACQUIRING A COMPETENCY

In order to organize the analysis process, it is helpful to refer to the general process of competency acquisition. Five major phases lead to the acquisition of a competency:

- exploration
- basic learning
- practice
- transfer
- enrichment

The **exploration phase** is intended to highlight the relevance of the competencies to be acquired so as to increase students' motivation and facilitate learning. It also allows students to confirm their career choice and help them to get their bearings in the program.

The **basic learning phase** focuses on the cornerstones of the competencies, that is, all of the knowledge, skills in various areas, attitudes and perceptions that make it possible for students to adequately perform an occupational task or activity. The essence of the competency and the potential associated with that competency are developed in this phase.

The **practice phase** relates to the more “operational” dimension of the competency. The focus is on the integration of basic knowledge involved in carrying out a task or activity. During this phase, students learn how to carry out a task or activity by gradually practising the various steps involved, until they are finally able to carry out the task or activity in full, in accordance with predetermined performance standards.

The **transfer phase** refers specifically to the adaptations required to transfer and apply the competency (the basics of which have already been acquired) to a real or simulated working environment, in accordance with the performance standards required for entry into the work force.

The **enrichment phase** makes it possible to occasionally go beyond the minimum performance standard when applying the competency. It may also focus on the acquisition of additional competencies.

It is important to note that for a competency to be fully acquired, at least the three major phases of basic learning, practice and transfer must be involved. Also, learning activities should ideally be preceded by activities related to the exploration phase because such activities highlight the relevance of the competencies that the students are preparing to develop and allow them to situate themselves in relation to the occupation and the program. Table 1 shows the major phases involved in the competency acquisition process and emphasizes the progressive integration of learning.

TABLE 4
MAJOR PHASES INVOLVED IN ACQUIRING A COMPETENCY

Continuum of integration of learning and entry in the work force						
EXPLORATION		BASIC LEARNING		PRACTICE	TRANSFER	ENRICHMENT
Career choice, or getting one’s bearings in the program, or motivation and getting a good start		Acquisition or development of knowledge, skills in various areas, basic perceptions and attitudes, and their integration		Integration of learning while practising occupational tasks or activities, and progression in level of performance	Application of the competency in a new context (real or simulated)	Acquisition or development of a competency beyond the required standard
		General competency of a more basic and transferable nature				
		Specific competency focusing on the mastery of tasks				

This table provides a snapshot of the general process involved in acquiring a competency and is intended to facilitate the analysis process. In reality, this process involves movements back and forth between phases, and some reversals and combination of activities. This process should therefore not be viewed as strictly linear or compartmentalized. In Table 6, the arrows between the major phases of the process indicate these numerous possibilities.

TABLE 5
LEARNING FOCUSES INVOLVED IN ACQUIRING A COMPETENCY

	1	2	3	4	5
PHASES	EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
CATEGORIES OF LEARNING FOCUSES	<p>Knowledge of the environment, the requirements, etc., of the occupation and the training required (at the beginning of the program)</p> <p>Start of the learning process and motivation (at the beginning of a particular course or when learning something specific for the first time)</p>	<p>KNOWLEDGE: notions, principles, concepts, etc.</p> <p>SKILLS: gestures, movements and coordination thereof; use of tools, operation of machinery, application of knowledge, etc.</p> <p>PERCEPTIONS: recognition of odours, noises, colours, heat, etc.; determination of the source, cause, etc.; intuitive understanding, representation of objects, etc.</p> <p>ATTITUDES: general behaviours, way of being and acting, especially in terms of ethics, occupational health and safety, quality control, interpersonal relations, etc.</p>	<p>Performance of the occupational task or activity, progression in the level of performance and integration of basic learning</p> <p>(Guided activities, considerable support and supervision: relatively limited autonomy in performing the task or activity)</p>	<p>Application of learning in a goods producing or service provision context, including any necessary adaptations</p> <p>(A greater degree of autonomy in performing the task or activity)</p>	<p>Development of the competency beyond the required performance standard or the acquisition of new competencies</p> <p>(A limited time allotted within the program. Additional time may be allotted, especially in the case of a work-study program.)</p>
NATURE OF LEARNING ACTIVITIES	<p>a) Observation and information activities: conferences, visits to companies and training centres; library research, etc.</p> <p>b) Introductory activities aimed at raising awareness of the relevance and the usefulness of the learning</p>	<p>a) Activities involving listening, reflection, discussion, etc.</p> <p>b) Activities involving research, observation, analysis, etc.</p> <p>c) Activities involving the observation and analysis of noises, odours, etc.</p> <p>d) Activities involving the observation and performance of gestures, actions, etc.</p>	<p>e) Activities allowing for the integration of basic learning, as practice activities are introduced</p> <p>f) Activities that involve practising parts of tasks or activities</p> <p>g) Activities that involve practising a more complete task or activity</p>	<p>h) Adaptation activities</p> <p>i) Activities involving the performance in a work environment (real or simulated conditions) of a task or activity that has essentially been learned</p>	<p>Various activities, depending on the competency or the part of the competency in question</p>

TABLE 6
TRAINING PROCESS AND ENVIRONMENT INVOLVED IN ACQUIRING A COMPETENCY

Continuum of integration of learning with entry into the work force					
EXPLORATION	BASIC LEARNING		PRACTICE	TRANSFER	ENRICHMENT
Career choice or getting one's bearings in the program, or motivation and getting a good start	Acquisition or development of knowledge, skills in various areas, basic perceptions and attitudes, and their integration		Integration of learning while practising occupational tasks or activities, and progression in level of performance	Application of the competency in a new context (real or simulated)	Acquisition or development of a competency beyond the required standard
	General competency of a more basic and transferable nature				
	Specific competency focusing on the mastery of the tasks				
<div>VARIOUS SETTINGS</div> <div>Observation and information</div>	<div>CLASSROOM</div> <div>Activities focusing on abstract concepts</div>	<div>LABORATORY (scientific, technology, etc.)</div> <div>Experiments and applications</div>	<div>WORKSHOP* (learning)</div> <div>Guided exercises and practice</div>	<div>WORKSTATION* (for the occupation)</div> <div>Exercises in real or simulated conditions</div>	<div>VARIOUS SETTINGS</div> <div>Additional activities or exercises</div>
Educational context or goods producing or service provision context	Educational context		Goods producing or service provision context		One of the preceding contexts
VARIOUS ENVIRONMENTS	SCHOOL ENVIRONMENT (May be acquired in the workplace under certain conditions)		WORK ENVIRONMENT (May be acquired in school under certain conditions)		VARIOUS ENVIRONMENTS

*Note: “Classroom” and “laboratory” facilities usually replace “workshop” and “workstation” in the case of nontechnical general competencies.

PART TWO

HOW TO READ THE ANALYSIS AND PLANNING TABLES

The analysis and planning tables contain information on learning and evaluation for each module of the *Desktop Publishing* program. They also contain an “Activities” column, to be completed by the teacher.

A) LEARNING

ACQUISITION PHASE

Each competency has been analyzed by giving due consideration to the competency acquisition process presented in Part One of this document. The figure appearing in the “Ph” (phase) column indicates the phase under which the learning focus falls.

LEARNING FOCUSES

The learning focuses refer to all the learning required of students in order to acquire and practise the competency. The development team used the program’s operational objectives to define the learning focuses.

With respect to behavioural objectives, learning focuses include the basic learning (knowledge, skills, perceptions, attitudes), as well as certain elements of the competency and the entire occupational task or activity. In the case of situational objectives, the focuses cover some basic learning and correspond to the instructions presented in the learning situation for the objective.

It should be noted that the learning focuses are not exhaustive and can be enriched in order to meet the special needs of certain groups of students.

Also note that in the “Learning Focuses” column, the focuses for phase 1 are not numbered. The focuses for phases 2 and 3 are presented in sequential order and are always accompanied by the specifications of the expected behaviour. The learning focuses corresponding to the specifications of the expected behaviour appear in boldface type. The focuses for phase 4 correspond to the competency as a whole.

For example:

<u>Ph</u>	<u>Learning Focuses</u>
2	G.1 Annotate a layout for purposes of production.
2	G.2 Show concern for the clarity and neatness of their work.
3	G Finalize the comprehensive layout.

GUIDELINES

Guidelines related to the content have been indicated for each learning focus. These guidelines comprise small elements of content that correspond to the learning focus. This list is not exhaustive and is primarily intended to allow teachers to determine the scope of the learning focuses.

ACTIVITIES (REFERENCES)

This column is reserved for the teachers’ use. Via the Internet, teachers can enter learning activities they have developed or make additions to the activities already input by their colleagues. Internet use will thus make it easier to create a bank of activities accessible to all teachers.

In developing learning activities, the following criteria must be respected:

- Ensure that the activity is relevant to the learning focus. Will the suggested activities result in students learning what they need to? Some learning focuses related to the acquisition of psychomotor or socioaffective skills require learning activities in which students play a very active role.
- Vary the activities so as to spark interest and facilitate the desired learning.
- Ensure progress toward the acquisition of the competency; begin with less complex activities and gradually incorporate the learning acquired.
- Take into consideration any constraints related to physical and material conditions (availability of required facilities and educational materials).
- Alternate activities where the teacher plays a more active role (such as presentations) with learning activities where the students take the lead.
- As needed, cover several focuses in the same activity in order to make more effective use of time and make the learning more coherent.

- After a series of basic learning activities, plan an activity related to the practice phase in order to have students gradually integrate the knowledge and skills that have been acquired separately.
- Plan an activity designed to enable students to integrate the competency as a whole.

This column may also include information on written or audio-visual materials. It is important to provide a detailed description so that other teachers may consult the materials mentioned.

DURATION

This column contains information on the duration of the training required for all the learning focuses related to a specification of an operational objective. This information is expressed as a percentage of the total duration of the various learning activities.

B) EVALUATION

GENERAL PRINCIPLES

Curriculum-based approach

Evaluation is closely related to the program. The evaluation focuses (that which is evaluated) stem from components of the operational objective that specify the task or activity that the competency allows to be performed. They also stem from essential elements of the competency, such as the knowledge, skills, perceptions and attitudes to be acquired. From this perspective, the evaluation process is both analytical, because it is based on an analysis of each competency in the program, and global, because it takes into account the program as a whole.

Criterion-referenced interpretation

According to this approach, students are not compared with one another; rather, the teacher verifies the degree to which each student has attained the objectives defined in the program.

Evaluation strategies

a) Behavioural objectives

The following may be evaluated:

- practical knowledge (in the form of theory): in this case, the examination may cover the knowledge applied to the occupation and generally comprises a series of written questions (e.g. determine the possible causes of a problem related to the computer)
- the product: in this case, the examination focuses on the object a student must produce and the evaluation is based on a list of observations related to the expected characteristics of the product (evaluation form) that the teacher completes (e.g. a page layout)
- the process: in this case, the examination covers the work process that the student follows and the evaluation is based on an evaluation form related to the steps involved in the process (e.g. send or receive information by E-mail)

b) Situational objectives

For a situational objective, what is evaluated is the degree to which a student participates in an activity and not his or her performance during the activity. However, students may be required to present relevant information on a given topic.

PROCESS FOR DEVELOPING THE “EVALUATION” SECTION OF THE ANALYSIS AND PLANNING TABLES

The result of the program analysis is reflected in the tables of specifications. Once validated, these tables are prescriptive. In the context of the analysis and planning tables, the five columns under the “Evaluation” heading correspond to the tables of specifications.

a) **Specifications of the Expected Behaviour**

The *specifications of the expected behaviour* (taken from the program) serve as the starting point for creating these tables; for each competency, a meaningful and representative sample of the focuses to be evaluated is selected. These focuses are also selected by taking into account the program as a whole, so as to simplify the evaluation process. For example, if the task “become familiar with and organize the work” appears in several competencies, then this aspect will be evaluated at the most appropriate time to ensure that it has been acquired. Occasionally, a specification is not selected for evaluation for practical reasons (e.g. do maintenance and repair work on the hard drive).

b) Performance/Participation Indicators

For each specification of a behavioural objective (or learning focus A, B, C, D...), performance indicators are formulated. This indicator either presents an element of the competency to be evaluated or specifies how it will be evaluated.

In the case of situational objectives, participation indicators are used.

c) Criteria

The “Criteria” column indicates the criteria used to determine whether the performance evaluated is satisfactory.

d) Weighting

The relative weighting of indicators (W_I) represents the weighting assigned to an indicator in relation to the competency as a whole. The weighting assigned to all of the indicators is generally 100 points.

The relative weighting of criteria (W_C) represents the weighting assigned to each criterion. The weighting of all the criteria associated with an indicator must equal the weighting of that indicator.

e) Evaluation Strategy

Evaluation may take place using one of the strategies previously described: process (PS), product (PT) or theory (T). An examination may also contain more than one of these strategies.

DEVELOPMENT OF EXAMINATION DESCRIPTIONS AND EVALUATION FORMS

The “Evaluation” section of the analysis and planning tables is used to write a brief description of an examination and an evaluation form (if applicable) so as to assist school boards in developing their examinations. It is therefore up to the teachers to use these forms and descriptions to prepare their examinations.

Uniform ministry examinations will be prepared for three modules of the *Desktop Publishing* program: Module 13, “Colour Image Processing,” Module 17 “Four-Colour Page Layout” and Module 18 “Films for a Colour Document.”

a) **Evaluation Forms**

The evaluation forms list the performance indicators and criteria and specify what needs to be observed for evaluation purposes. Teachers may check off the appropriate boxes on an evaluation form for each student.

b) **Marks**

In vocational education, marks are given in a dichotomous manner: students may obtain either zero or all the points assigned to each criterion component. For example, if criterion component 3.2 is worth 10 points, only two marks are possible: 0 or 10. The acquisition of a competency is also indicated in a dichotomous manner, that is, PASS or FAIL, which is determined on the basis of a minimum performance standard or pass/fail conditions.

c) **Error Tolerance**

If applicable, the number of errors allowed (tolerance) without loss of any point is given for a criterion component.

d) **Duration of the Examination**

The duration of the examination is given for information purposes in the description of the examination.



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ANALYSIS AND PLANNING TABLES

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DESKTOP PUBLISHING (5721)

971 212 – THE OCCUPATION AND THE TRAINING PROCESS (Module 1)

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Determine their suitability for the occupation and the training process

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 212 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Be receptive to information about the occupation and the training process.	Conditions for being receptive: - favourable atmosphere - interest - concentration - physical and psychological well-being							
2	A.2 Be willing to share their views on the occupation with other members of the group.	Advantages of communicating their views and listening to those of others							
2	A.3 Find the relevant information.	Work method: - determine what one is looking for - determine available sources of information - prepare to identify the important points - record these points							

971 212 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	A.4 Choose a method of taking notes.	Methods of taking notes: - summaries - tables - summary of main points, etc.							
2	A.5 Explain the main rules governing group discussions.	Rules governing group discussions: - participating - taking turns - staying with the subject - paying attention to others - accepting different points of view							
2	A.6 Learn about the characteristics of the job market.	Information on: - types of companies - job prospects - salaries - promotion and transfer opportunities - hiring criteria							
2	A.7 Learn about the nature and requirements of the occupation.	Information on: - tasks - evaluation criteria - working conditions - rules of personal and professional ethics - rights and responsibilities of workers							

971 212 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	A.8 Learn about the responsibilities of self-employed workers.	<ul style="list-style-type: none"> - Budget planning - Remittance of sales tax - Report writing - Remittance of advance taxes - Conservation of support documents related to expenses - Liability insurance - etc. 							
2	A.9 Look into the possibility of starting their own business or becoming a self-employed worker.	Links between the current economic situation and the field of desktop publishing Characteristics of an entrepreneur Motivation for starting a business Main steps involved in becoming an entrepreneur Sources of available information							
2	A.10 Present the information gathered in a group meeting and discuss their views on the occupation.	Methods of presentation: <ul style="list-style-type: none"> - notes - summaries - tables - syntheses - oral presentations Advantages, disadvantages and requirements of the occupation							

971 212 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
					2 Express their views on the occupation during a group discussion, relating them to the information gathered.	15	1.3 Produced information on one of the following topics: - personal characteristics of an entrepreneur - requirements for being an entrepreneur 2.1 Presented at least one example of an advantage, disadvantage or requirement of the occupation.	10 15	
2	B.1 Differentiate among the terms skill, aptitude, attitude and knowledge.	Skill: ability to reproduce a behaviour Aptitude: natural, innate disposition Attitude: way of being or behaving in different situations Knowledge: idea, concept, understanding							
2	B.2 Discuss the skills, aptitudes, attitudes and knowledge required to practise the occupation.	Review of the rules governing group discussions							

971 212 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	B.3 Describe the nature, purpose and content of a program of study.	Objectives of the program Links between the modules Procedure followed to develop a program							
2	B.4 Learn about the training program.	Program of study Training process Methods of evaluation Certification of studies							
2	B.5 Discuss the relevance of the training program to the practice of the occupation.	Correlations among the different competencies of the program and the practice of the occupation.							
2	B.6 Share their initial reactions to the occupation and the training process.								

971 212 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
	PHASE 2: Information on and participation in the training process			40	3 Give their opinions on certain requirements for practising the occupation. 4 Present their views on the training program during a group discussion.	10 10	3.1 Expressed their views on the validity of at least two requirements of the occupation (skills, attitudes or knowledge), by basing their opinion on a relevant argument. 4.1 Expressed their views on the relevance or usefulness of at least one aspect of the training program, basing their opinion on a relevant argument.	10 10	
2	C.1 Differentiate among preferences, aptitudes and interests.	Definition of terms							
2	C.2 Describe the main elements of a report confirming their career choice.	Summary of preferences, aptitudes and interests Summary of requirements for practising the occupation Comparison of these two elements							

971 212 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
		Brief conclusion explaining their career choice							
3	C.3 Write a report.								
	PHASE 3: Evaluation and confirmation of career choice			20	5 Write a report that sums up their interests, aptitudes and preferences and explains how they arrived at their career choice, given the characteristics of the occupation. 6 Discuss their career choice with the teacher.	25 10	5.1 Included in their report at least three arguments relating their preferences, aptitudes and interests to certain aspects or requirements of the occupation. 5.2 Included in their report explanations about their career choice. 6.1 Participated actively in a discussion on their career choice with the teacher.	15 10 10	

DESKTOP PUBLISHING (5721)

971 228 – KEYBOARDING (Module 2)

Duration: 120 hours

STATEMENT OF THE COMPETENCY: Keyboard text

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 228 - KEYBOARDING (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Describe occupational diseases and accidents related to desktop publishing.	Skeletal and muscular problems Eyesight problems Accidents related to the use of materials and equipment							
2	A.2 Apply ergonomic standards.	Posture Screen display Organization of the workstation, etc.							
2	A.3 Do exercises to prevent fatigue, muscular tension and pain.	Exercises for: - the eyes - the back - the wrists and hands, etc.							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 228 - KEYBOARDING (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	A Organize the workstation.			10	1 Workstation organization	20	1.1 Ergonomic organization of work environment 1.2 Good posture	10 10	PS PS
2	B.1 Identify the different components of a computer.	Hardware and software components: - microprocessor - monitor - peripherals - etc.							
2	B.2 Use an operating system.	Menus and windows Use of the mouse and keyboard Selection of the control panel parameters							
2	B.3 Use word processing or page layout software.	Launching of the application Use of the menus and main functions Creation of files							
3	B Open the applications.			20					

971 228 - KEYBOARDING (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.1 Explain the advantages of using a good fingering technique.	Advantages: - speed, performance - ergonomics - etc.							
2	C.2 Apply a fingering technique.	Identification of the keyboard pads Positioning of the fingers Typing speed							
2	C.3 Manage files.	Identification of files File saving File deleting Creation of directories							
3	C Enter information.			60	2 Keyboard mastery	30	2.1 Application of proper fingering technique (Lasalle, Laperle, etc.).	30	PS
					3 Typing speed	30	3.1 Minimum speed of 20 words per minute, after typing errors are taken into account	30	PS
2	D.1 Select a printer.	Access to the network Location of the available printers							

971 228 - KEYBOARDING (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.2 Setting parameters for printing a document	Print format Page orientation for printing, etc.							
2	D.3 Solve simple printing problems.	Network access problems Paper feed problems Page orientation for printing, etc.							
2	D Manage and print files.			10	4 Saving of file	10	4.1 File saved and properly identified	10	PS
					5 Use of print parameters	10	5.1 Printing procedure followed correctly	10	PS
3	Keyboard texts.	The entire competency							

DESKTOP PUBLISHING (5721)

971 238 – VISUAL COMMUNICATION (Module 3)

Duration: 120 hours

STATEMENT OF THE COMPETENCY: Communicate a visual message

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 238 - VISUAL COMMUNICATION (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
2	Identify the elements of the visual communication.	The colour The typography The images The page layout The characteristics of good and bad visual communication							
2	A.1 Identify the client's needs.	Methods for determining the client's needs Importance of meeting a client							
2	A.2 Describe the characteristics of the main target audiences.	Criteria used to differentiate the main target audiences Graphic requirements of different target audiences							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 238 - VISUAL COMMUNICATION (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.3 Identify a client's target audience.	Methods for determining the target audience							
2	A.4 Interpret a message.	Identification of the main goal and the secondary goals of the message Identification of the message style: - technical - humorous - promotional - etc.							
2	A.5 Determine the meaningful parts of an image.	Analysis of the images vis-a-vis the message Ways of framing the image to reinforce the message							
3	A Analyze the client's order.			15					
2	B.1 Identify the major font families.	Reference to a well-known classification system							
2	B.2 Match the fonts with their particular use.	Criteria for selecting fonts: - message - target audience							

971 238 - VISUAL COMMUNICATION (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.3 Explain colour theory.	Colour wheel: - prisms - secondary - tertiary							
2	B.4 Decide on colour harmonies.	Complementary relationship Enhanced and toned-down colours Relationship between predominant and accented colours Criteria for deciding on the colour harmony: - message - target audience							
2	B.5 Select the graphic elements that reinforce a message.	Elements: - images - frames for the images - style of the images - rules - etc. Criteria for determining the selections of graphic elements: - message - target audience							

971 238 - VISUAL COMMUNICATION (Module 3)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St	
3	B Determine the graphic style of the document.			25	1 Choice of layout elements	25	1.1 Appropriate choice of typography 1.2 Appropriate choice of images 1.3 Appropriate choice of graphic elements	10 10 5	PT PT PT	
2	C.1 Establish the aspects of a page layout that make it visually attractive.	- Golden rule - Rule of thirds - Other								
2	C.2 Use contrast effects in a page layout.	Elements to work on in order to establish contrasts: - typographic elements - images - black, white and colour								
2	C.3 Organize the visual path of a page layout.	Possibilities and limitations of the format imposed Organization of the visual path based on the sequence of reading the message Quality criteria for a visual path								

971 238 - VISUAL COMMUNICATION (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	C Determine the composition of the elements.			45	2 Balanced composition	40	2.1 Appropriate choice of main features 2.2 Balanced layout of typographic elements, images, blacks and whites 2.3 Images framed so as to reinforce the message	10 25 5	PT PT PT
2	D.1 Outline the steps to follow for the presentation of a document to a client.	Description and purpose of each step: - summary of the client's order - description and justification of the selected design - demonstration of the relationship between the selected design and the order							
2	D.2 Show concern for adopting professional behaviour with a client.	Importance of preparing for the meeting Personal appearance Use of vocabulary							
3	D Present the document and justify their choices.			15	3 Establishment of links between the client's order and the work done	15	3.1 Valid justification of selections made	15	PT

971 238 - VISUAL COMMUNICATION (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3-4	Communicate a visual message.	The entire competency			4 Presentation of the work	20	4.1 Originality of the finished product	10	PT
							4.2 Neatness of the work	10	PT

DESKTOP PUBLISHING (5721)

971 244 – BLACK-AND-WHITE ILLUSTRATIONS (Module 4)

Duration: 60 hours

STATEMENT OF THE COMPETENCY: Produce black-and-white illustrations

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 244 - BLACK-AND-WHITE ILLUSTRATIONS (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
2	A.1 Show concern for the ergonomic organization of their workstations.	Position of the chair and monitor Functional organization of the work area							
2	A.2 Produce a template.	Acceptable resolution and storage of the scanned images for their adaptation as models in vector graphic software							
2	A.3 Use vector graphic software.	Importing of the model Setting of preferences Tracing of tolerance Format for saving							

971 244 - BLACK-AND-WHITE ILLUSTRATIONS (Module 4)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.4 Set the preferences for illustration software.	Removal of previous preferences Creation of new preferences: - tolerances - grids and guides - increments - etc. Preparation for printing							
2	A.5 Set the size of the work.	Width and height of the document Margins Bleed							
2	A.6 Prepare the working layers.	Determination of the options for the layers Number of layers Distribution of the work on the layers							
3	A Prepare the work environment.			15	1 Preparation of templates according to the complexity of the illustration.	5	1.1 Templates clearly established	5	PT
2	B.1 Use the selection tools.	Group, Direct-select Lasso, Block							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 244 - BLACK-AND-WHITE ILLUSTRATIONS (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.2 Show concern for the precision of the work.	Precision of the curves and straight lines Position of the elements Size of the elements Joining the lines							
2	B.3 Work with geometric shapes.	Creating, positioning and assembling of shapes generated by the software Closed shapes, open shapes							
2	B.4 Use registration systems.	Rulers, guides, layout grid, starting point, etc.							
2	B.5 Use drawing and transformation tools.	Creation of simple and complex illustrations Pen, brush, freeform, etc. Drawing of curves and straight lines Anchor point and control handles Transformation tools: Scale, Italicize, Mirror and Rotate							
2	B.6 Interpret grayscale colours.	Values of the spot colours and continuous tones							
3	B Draw and modify shapes.			30	2 Assembling of elements	20	2.1 Presence and correct position of all the elements	20	PT

971 244 - BLACK-AND-WHITE ILLUSTRATIONS (Module 4)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
					3 Precision of lines	25	3.1 Precise use of drawing tools	25	PT
					4 Use of conversion tools	10	4.1 Elements converted in accordance with the sketch	10	PT
2	C.1 Use conversion filters.	Preparation and distortion of lines: <ul style="list-style-type: none">- embossed lines- merged lines- twisted lines- swirling lines- perspective lines- other							
2	C.2 Create tints and black-and-white gradients.	Creation of gradients: <ul style="list-style-type: none">- with the gradient palette- with the shape gradient tool- by calculating the number of steps based on the output Adjustment of contrasts Use of the attribute palette: <ul style="list-style-type: none">- tint for the shape- tint on the rules							

971 244 - BLACK-AND-WHITE ILLUSTRATIONS (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.3 Do perspective drawing.	Orthographic projection Perspective with two vanishing points Interpretation of shadows and lights via tints and gradients							
2	C.4 Use the mask function.	Single mask Multiple mask							
3	C Add effects.			25	5 Production of black-and-white tints and gradients 6 Illustration of an object in three dimensions	10 5	5.1 Observance of contrasts and tints 5.2 Accurate calculation of gradients 6.1 Object projected in conformity with the client's order	5 5	PT PT
2	D.1 Use the text tools.	Full text, text with line constraints and text with form constraints Selection of typographic attributes for a title: type of font, style, size, etc.							
2	D.2 Vectorize characters.	Properties of the ATM utility Identification of the character fonts that lend themselves to vectorization							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 244 - BLACK-AND-WHITE ILLUSTRATIONS (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
	D.3 Modify characters.	Personalization of a title by modifying the characters in it							
	D Add the titles.			20	7 Introduction of a title	10	7.1 Correct typographic attributes	10	PT
					8 Modification of the typography	5	8.1 Modification of typeface in accordance with the sketch	5	PT
2	E.1 Save an illustration.	Selection of the format based on the medium: - printout - Internet - PDF - other Classification of files and folders Selection of the printer Print parameters: size, orientation, screen ruling, etc.							
3	E Save and print illustrations.			10	9 Archiving of document	5	9.1 Appropriate method of archiving	5	PT
					10 Printing	5	10.1 Correct printing parameters	5	PT

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 244 - BLACK-AND-WHITE ILLUSTRATIONS (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3-4	Produce black-and-white illustrations.	The entire competency							

DESKTOP PUBLISHING (5721)

971 254 – PROOFREADING (Module 5)

Duration: 60 hours

STATEMENT OF THE COMPETENCY: Proofread text

ANALYSIS AND PLANNING TABLES DESKTOP PUBLISHING (5721)

971 254 - PROOFREADING (Module 5)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	<p>Reason for the competency, links with other competencies</p> <p>Course outline</p> <p>Desktop publishing technician’s responsibility with respect to the proofreading of printed or published documents</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> - of the client - of the proofreader - of the desktop publishing technician - etc. <p>Importance of communication between the client and the desktop publishing technician</p>							

971 254 - PROOFREADING (Module 5)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.1 Apply a speed-reading method.	Distinction among the various visual elements of a text Reading and summarizing of short texts							
2	A.2 Parse sentences.	Distinction between the parts of a simple sentence and the parts of a complex sentence Types of words in a sentence and their functions Distinction between the types of sentences: declarative, interrogative, etc. Distinction between the forms of sentences: affirmative, negative, etc. Role of punctuation							

971 254 - PROOFREADING (Module 5)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
	A.3 Identify types of texts by the discourse structure.	Types of discourses: - opinion - humorous - motivational - analytical - other Role and structure of paragraphs in a text							
3	A Do a first reading of the material.			20	1 Understanding of text	15	1.1 Accurate understanding of the message	15	PT
2	B.1 Apply the rules of standard spelling.	Identification of spelling errors Use of reference materials: - dictionary - spelling dictionary - grammar textbook - other							
2	B2 Apply rules of grammar.	Homophones, agreement, alternative spellings, number and gender, writing numbers, etc.							
2	B.3 Conjugate verbs.	Tense, mood, person Agreement of tenses Use of a spelling dictionary							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 254 - PROOFREADING (Module 5)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.4 Correct a text in English using proofreader's marks.	Identification and use of proofreader's marks to indicate the errors in the text							
2	B.5 Apply the rules of punctuation.	Types of punctuation marks (quotations, sentence structure and coordination) E.g. sentence structure: question mark, exclamation mark, comma							
2	B.6 Show concern for neatness and clear annotations.								
3	B Detect the errors.			25	2 Identification of all errors	50	2.1 Identification of spelling errors in the text 2.2 Identification of errors in punctuation and writing numbers 2.3 Correct use of proofreader's marks	15 15 20	PS PS PS
2	C.1 Organize sentences.	Inversion of the sentence structure Suggestions for new structures							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 254 - PROOFREADING (Module 5)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St	
3	C Correct the errors.			25	3 Interpretation of proofreader's marks	20	3.1 Correction of all errors with no additions or omissions	20	PS	
3	D Check the corrected text.			30	4 Checking of the corrected text	15	4.1 Identification of proofreading errors in the final printout	15	PS	
3-4	Proofread text.	The entire competency								

DESKTOP PUBLISHING (5721)

971 267 – TYPOGRAPHY (Module 6)

Duration: 105 hours

STATEMENT OF THE COMPETENCY: Ensure the quality of the typography of a text

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 267 - TYPOGRAPHY (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
1	A.1 Show an understanding of the importance of the typography in a printed document.	Role of typography Quality criteria Evolution of typography through the ages							
4	A Keyboard the text.				1 Typing speed	5	1.1 Speed of at least 20 words per minute	5	PT
2	B.1 Classify fonts.	International classification of characters Characteristics of font families Parts of the character							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 267 - TYPOGRAPHY (Module 6)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.2 Match fonts with their particular use.	Based on: - the message - the reader - the document (support) - the size - the colour							
2	B.3 Determine the line spacing.	Based on: - the font family and size - the text width							
3	B Select fonts.			10	2 Choice of fonts	10	2.1 Appropriate selection of fonts 2.2 Appropriate selection of font size and line spacing	5 5	PT PT
2	C.1 Determine the spacing limits between words and between letters.	Spacing Function of the spacing Setting of hyphenation and justification parameters							
2	C.2 Set the hyphenation in both English and French.	Rules of hyphenation with respect to the number of characters before and after the hyphen, number of consecutive hyphens							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 267 - TYPOGRAPHY (Module 6)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		Setting of hyphenation and justification parameters							
2	C.3 Create text boxes and style sheets with the page layout software.	Description of the text tools Creation of style sheets							
2	C.4 Transfer a document from word processing software to page layout software.	Inclusion of the style sheets Conversion of quotation marks							
3	C Set the parameters of the text.			25	3 Selection of parameters	25	3.1 Appropriate setting of hyphenation and justification parameters	10	PT
							3.2 Style sheets created properly	15	PT
4	D.1 Show concern for the importance of checking English language quality before applying typographic rules.	<i>See Module 5.</i>							

971 267 - TYPOGRAPHY (Module 6)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.2 Use reference materials.	Books on typographic rules, grammar textbooks, dictionary, writing guide, etc. Organization of reference materials and research methods							
2	D.3 Use different typographic styles.	- Capital letters - Italics - Boldface - Other							
2	D.4 Write numbers and place names.	- Numbers in decimal form - Numbers in nominal form - Plurals of numbers - Roman numerals - Other							
2	D.5 Use the proper gender.	Rules and their exceptions							
2	D.6 Use abbreviations, initialisms, acronyms and symbols.	- In English - In French							

971 267 - TYPOGRAPHY (Module 6)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.7 Separate words, groups of words, paragraphs.	Types of spaces used in typography Types of dashes used in typography Use of appropriate spacing Use of appropriate dashes							
2	D.8 Place emphasis on parts of a text.	Use of quotation marks, parentheses, italics							
3	D Apply the rules for writing.			40	4 Application of typographic rules	30	4.1 Observance of typographic rules 4.2 Correct separation of words and hyphenation	20 10	PT
2	E.1 Identify orthographic and punctuation marks.	Orthographic and punctuation marks							
2	E.2 Match the marks with the corresponding spaces.								
2	E.3 Select the marks.	Particular use of each mark							

971 267 - TYPOGRAPHY (Module 6)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	E.4 Determine the typeface for marks based on their use.	Rules governing marks and their use in a sentence							
3	E Apply the rules for the use of orthographic and punctuation marks.			15	5 Use of orthographic and punctuation marks.	15	5.1 Appropriate marks, spacing and typeface.	15	PT
2	F.1 Use proofreader's marks.	Conventions for marking corrections							
3	F Check the typographic composition against the original text.			10	6 Typographic corrections	15	6.1 Correct use of proofreader's marks 6.2 Identification of all typographic errors	10 5	PT PT
3-4	Ensure the quality of the typography of a text.	The entire competency							

DESKTOP PUBLISHING (5721)

971 275 – BLACK-AND-WHITE IMAGE PROCESSING (Module 7)

Duration: 75 hours

STATEMENT OF THE COMPETENCY: Process black-and-white images

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 275 - BLACK-AND-WHITE IMAGE PROCESSING (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
1	A.1 Define image processing.	Role Uses							
2	A.2 Distinguish among the different types of image structures.	Vector images In pixels: - picture elements (Pixels) - pixels per inch (PPI) in an image - screen resolution, in dots per inch (DPI) - halftone dots, in lines per inch (LPI) Sampling of the points: - black-and-white - grey levels							
2	A.3 Select the input resolution.	According to the type of original: - per line: · final reproduction size · resolution of the output equipment							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 275 - BLACK-AND-WHITE IMAGE PROCESSING (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		- grey levels: <ul style="list-style-type: none"> · final reproduction size · screen resolution: <ul style="list-style-type: none"> - press - base stock 							
2	A.4 Select the scanning mode based on the original.	Line copy: <ul style="list-style-type: none"> - opaque - transparent Grey levels or colours: <ul style="list-style-type: none"> - opaque - transparent 							
2	A.5 Show concern for the importance of preserving the quality of the image.	Precautions to take during scanning							
2	A.6 Set the scanning parameters.	Scanning mode Input surface Resolution Scaling Tonal ranges							
3	A Scan images.			30	1 Quality of the scanning	20	1.1 Use of the appropriate scanning mode	20	PT

971 275 - BLACK-AND-WHITE IMAGE PROCESSING (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.1 Distinguish among the different types of storage units used for scanned images.	Diskette Optical disk cartridge CD-ROM							
2	B.2 Select the transfer procedure.	Based on the type of archiving: - opening: · conventional archiving · photo CD - importing: · photo CD Preservation of tones and brightness							
2	B.3 Adjust the resolution of digital images.	Based on: - the type of printing: · the type of press · the base stock - the screen ruling - publishing method - final reproduction size							
3	B Transfer digital images to the monitor.			10					
2	C.1 Convert colour images into black-and-white images.	Conversion methods Preservation of tones and brightness							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 275 - BLACK-AND-WHITE IMAGE PROCESSING (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.2 Classify images according to their tones.	- Light tones - Midtones - Dark tones							
2	C.3 Adjust the tonal ranges.	Use of: - curves - histograms - contrasts and brightness Use of adjusting layers							
3	C Adjust the grey levels of the images.			15	2 Precision of adjustments.	20	2.1 Images correctly adjusted	20	PT
2	D.1 Transform images.	Enlargement and reduction Angle and rotation Horizontal and vertical inversion Other							
2	D.2 Select parts of images.	Use of the tools Use of the masks Use of the Alpha channels Based on the grey areas Use of the lines							
2	D.3 Save selections.	In Alpha channels In lines							

971 275 - BLACK-AND-WHITE IMAGE PROCESSING (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.4 Protect parts of images.	Use of layers Use of selections							
2	D.5 Restore images.	Removal and addition of elements Cloning Blurring Other							
2	D.6 Crop parts of images.	Ways of creating lines Precision of the lines							
2	D.7 Show concern for legal aspects and professional ethics.	Copyright Scope of responsibilities Other							
3	D Retouch the images.			15	3 Quality of the image retouching	35	3.1 Correct modification of images 3.2 Proper restoration of images 3.3 Precision of the cropping	15 10 10	PT PT PT
2	E.1 Remove portions of an image.	Methods: - cropping - reframing - resizing							

971 275 - BLACK-AND-WHITE IMAGE PROCESSING (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	E.2 Import images.	Various sources Various resolutions Inadequate dimensions							
2	E.3 Merge images.	Adjusting of resolutions Adjusting of tonal ranges Assembling of the elements using layers: - masks - modes - opacity							
3	E Do photomontages.			10					
2	F.1 Convert vector images into pixel images.	Dimensions Resolution Mode							
2	F.2 Select colours from a reference colour chart.	Types of reference colour charts available							
2	F.3 Convert black-and-white images into monochrome and duotone images.	Use of predetermined curves Creation of special curves							
2	F Convert images.			5	4 Quality of the conversion	10	4.1 Proper conversion of images	10	PT

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 275 - BLACK-AND-WHITE IMAGE PROCESSING (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	G.1 Control the dot gain.	Description of the dot gain: - type of equipment - type of printing - base stock							
2	G.2 Save images.	Format Compression							
3	G Prepare and save the processed images for printing.			10	5 Preparation of images for saving	10	5.1 Proper saving technique	10	PT
2	H.1 Set the parameters.	Format and orientation Screen ruling Transfer curves							
3	H Print proofs.			5	6 Quality of the printing	5	6.1 Printing in accordance with instructions	5	PT
3-4	Process black-and-white images.	The entire competency							

DESKTOP PUBLISHING (5721)

971 284 – PRODUCTION OF A COMPREHENSIVE LAYOUT (Module 8)

Duration: 60 hours

STATEMENT OF THE COMPETENCY: Produce a comprehensive layout

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 284 - PRODUCTION OF A COMPREHENSIVE LAYOUT (Module 8)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Distinguish among the different types of layouts.	Display layout Comprehensive layout Sketches							
2	A.2 Distinguish among the different types of printed documents.	Identification of standard formats Types of printed documents: - flyers - periodicals - packages - other							
3	A Become familiar with the project.	<i>See Module 3.</i>		10					
2	B.1 Look for creative ideas.	Creative techniques Sources of inspiration							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 284 - PRODUCTION OF A COMPREHENSIVE LAYOUT (Module 8)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.2 Show concern for retaining proper proportions when resizing.	Size of the text Size of the images							
2	B.3 Annotate sketches.	Types of annotations: - typographic - colours - images - other							
3	B Prepare the sketches.	<i>See Module 3.</i>		15	1 Quality of the preparation of the sketches	10	1.1 At least three different sketches drawn 1.2 Correct proportions for the size selected	5 5	PS PT
2	C.1 Identify the elements of a layout grid.	Images Gutters and margins Width of columns Other							
2	C.2 Lay out fold and crop marks.	Symbols used Meaning Placement							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 284 - PRODUCTION OF A COMPREHENSIVE LAYOUT (Module 8)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.3 Adjust a sketch to its actual size.	Criteria to fulfill Types of modifications to make							
2	C.4 Apply tracing methods.	Instructions to follow to make the work clear							
2	C Trace the layout grid of the document.			15	2 Positioning of the layout grid	15	2.1 Grid elements traced correctly	15	PS
2	D.1 Estimate the space needed for the titles and texts.	Calculation of number of characters Evaluation of the copy							
2	D.2 Simulate texts.	Method: - manual - using software							
3	D Prepare the text.	<i>See Module 6.</i>		10	3 Preparation of the texts	25	3.1 Use of the font selected for the title 3.2 Correct preparation of the running text	10 15	
2	E.1 Calculate the percentages of enlargement and reduction of an image.	Application of the rule of three Importance of the proportions							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 284 - PRODUCTION OF A COMPREHENSIVE LAYOUT (Module 8)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	E Prepare the images.	<i>See Module 3.</i>		10	4 Calculation of the percentages	10	4.1 Accurate calculation of the percentage of reduction based on the sketch	10	
					5 Preparation of the images for reproduction	10	5.1 Inclusion of the parameters necessary for the reproduction	10	
2	F.1 Show concern for including all the elements necessary for the layout.								
2	F.2 Paste elements on the layout grid.	Types of adhesives Pasting method							
3	F Place the elements.			20	6 Placement of the elements in the layout	10	6.1 All the elements included and positioned in accordance with the sketch	10	
2	G.1 Annotate a layout for purposes of production.	Technical annotations: - content of the cross - selection of colours - position of the images							

971 284 - PRODUCTION OF A COMPREHENSIVE LAYOUT (Module 8)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	G.2 Show concern for the clarity and neatness of their work.								
3	G Finalize the comprehensive layout.			20	7 Technical annotations concerning the graphic design production of the layout	20	7.1 Correct placement of the tracing paper 7.2 Inclusion of all the necessary instructions 7.3 Overall neatness of the layout	5 10 5	
3-4	Produce a comprehensive layout.	The entire competency							

DESKTOP PUBLISHING (5721)

971 298 – MONOCHROME PAGE LAYOUT (Module 9)

Duration: 120 hours

STATEMENT OF THE COMPETENCY: Do a page layout for a monochrome document

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 298 - MONOCHROME PAGE LAYOUT (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
1	A.1 Define a monochrome page layout.	Definition of a monochrome document based on printing principles							
2	A.2 List the elements necessary for a page layout.	Elements supplied by the client Elements to be produced Image retrieval							
3	A Become familiar with the work and organize it.			10					
2	B.1 Optimize a monochrome page layout.	Selection of typography Selection of graphic elements Selection of paper (thickness, finish, colour)							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 298 - MONOCHROME PAGE LAYOUT (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.2 Distinguish a comprehensive layout from a display layout.	Review of the function and content of each type of layout, Module 8 Similarities and differences between the two types of layouts							
3	B Prepare the sketches and the display layout.			20					
2	C.1 Clean up a text.	Removal of redundant keystrokes: - returns - tabs - spaces - other							
	C.2 Prepare the page templates.	Use of menus							
3	C Prepare and insert the text.			20	1 Keyboarding and formatting of text	35	1.1 Keyboarding of text 1.2 Correction of all errors 1.3 Proper use of style sheets 1.4 Text layout in accordance with comprehensive layout	5 15 5 10	PS PS PT PT

971 298 - MONOCHROME PAGE LAYOUT (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	D.1 Use the image box menus.	- Contours - Runarounds - Other							
3	D Prepare and insert the images.			20	2 Preparation of images	20	2.1 Proper adjustment of images	10	PT
							2.2 Layout of images in accordance with the comprehensive layout.	10	PT
2	E.1 Classify the documents.	“Images” file Page layouts “Fonts” file Organization of a follow-up folder							
3	E Save the files and print a proof.			10	3 Saving of elements necessary for the project	10	3.1 Organization of a folder for project follow-up	10	PT
2	F.1 Check and correct the project.	Checking of the proof Indication of the corrections to be made Use of proofreader’s marks, as required Introduction of corrections							
3	F Check the quality of the proof and have it			5	4 Quality of the proof	10	4.1 Identification and correction of all errors,	10	PT

971 298 - MONOCHROME PAGE LAYOUT (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
	approved.						except the typographic, spelling and grammatical errors covered in criterion component 1.2		
2	G.1 Print the final proof of the document.								
2	G.2 Fill out a purchase order for the film output.	Learning of the most common elements of a purchase order: - name of the document - software used - resolution - other							
2	G.3 Copy the final folder to the appropriate storage unit.	Final check to ensure that all the elements necessary for the film output are included Selection of a storage unit: - zip drive - diskette - other Copying to the storage unit							
3	G Prepare the folder for the film output.			15	5 Preparation of the film output folder	15	5.1 Inclusion of all elements necessary for film output	15	PT

971 298 - MONOCHROME PAGE LAYOUT (Module 9)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St	
3-4	Do the page layout of a monochrome document.	The entire competency			6 Posture and workstation organization	10	6.1 Observance of ergonomic rules	5	PS	
					7 Time limit for the work		7.1 Observance of time limit	5	PS	

DESKTOP PUBLISHING (5721)

971 304 – IMPOSITION (Module 10)

Duration: 60 hours

STATEMENT OF THE COMPETENCY: Do the imposition of a document

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 304 - IMPOSITION (Module 10)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Explain the printing and finishing processes.	Printing: - sheet presses - web presses Finishing: - folding machine - gathering machine - guillotine cutter							
2	A.2 Distinguish among the different types and sizes of paper.	Paper in sheets Paper in rolls Types of paper: - writing - book: · coated · uncoated - newsprint, other Standard sizes Standard basis weights							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 304 - IMPOSITION (Module 10)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.3 Identify the standard folds used for the finish.	Parallel folds Right-angle folds Relationship with the production equipment capacity							
2	A.4 Match different types of bindings with their respective uses.	Saddle-stitch binding: - brochures - catalogues - limited number of pages Flat binding: - books - catalogues - large number of pages							
2	A.5 Describe the characteristics of the production equipment.	Folding machine: - number of parallel folds - number of right-angle folds - maximum and minimum paper sizes Gathering machine: - type - minimum and maximum sizes - number of stations - width and positioning of the calibration bar							

971 304 - IMPOSITION (Module 10)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.6 Distinguish among the printing techniques.	Backing-up Lateral reversal Recto-verso							
2	A.7 Match imposition methods with production techniques.	Half-sheet: - work and twist - work and tumble Full-sheet							
3	A Determine the imposition method to use.			25	1 Use of an effective work method 2 Selection of the type of imposition	10 10	1.1 Calculation of possible impositions 2.1 Selection of the most efficient type of imposition	10 10	PS PS
2	B.1 Determine the folding sequence for the document.	Direction of the folds Number of folds Paper size Number of pages Characteristics of the equipment taken into consideration							
2	B.2 Write the register marks on the layout.	Gripper edge Guide edge							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 304 - IMPOSITION (Module 10)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.3 Fold the layout.	Orientation of the sheet Folding sequence							
2	B.4 Mark the layout.	Folio and orientation of the pages: - even numbers on the left - odd numbers on the right Trimmings: - simple - double Edge (calibration bar)							
3	B Produce the layouts.			20	3 Quality of the layout	20	3.1 Folding and page numbering carried out in accordance with the imposition method 3.2 Correct orientation of pages 3.3 Appropriate placement of cutting spaces and calibration bar	10 5 5	PT PT PT
2	C.1 Show concern for the importance of precision in tracing the template.	Impact of imprecise tracing on the final document							

971 304 - IMPOSITION (Module 10)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.2 Delineate the printable area on the layout.	Sufficient space left for: - the margin grip - the plate grip - blank spaces on the sides Size of the sheet							
2	C.3 Determine the position of each page on the layout.	Size of the pages Blank spaces for imposition Trimmings Calibration bar							
2	C.4 Adjust the page masks.	Cutting of the surfaces to be printed Cutting of openings for the control elements							
2	C.5 Prepare a template with imposition software.	Similarities and differences between automated and manual imposition Software interface Parameters input Printing of an imposition layout							
3	C Produce the template.			25	4 Proper placement of register marks	5	4.1 Indication of register marks necessary for the production	5	PS

971 304 - IMPOSITION (Module 10)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
					5 Precision of parameters	20	5.1 Accuracy of data entered in the template	20	PS
2	D.1 Import PostScript files.	File selection sequence Number of pages in each file							
2	D.2 Arrange the pages in each signature.	Page numbering Presentation standards in publishing Inclusion of blank pages							
2	D.3 Index the signatures.	Purpose of indexing Solution of common indexing problems							
3	D Form the signatures.			20	6 Inclusion of all the pages	10	6.1 All the files imported from the PostScript format 6.2 Creation of all the central panels	5 5	PS PS
					7 Page positioning and orientation	20	7.1 Conformity with the layout	20	PT
2	E.1 Print a reduced imposition proof.	Size of the press sheet Orientation Options							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 304 - IMPOSITION (Module 10)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	E.2 Print a full-size imposition proof.	Splitting up of the job, depending on the equipment available Size and orientation Options							
2	E.3 Apply a quality control method to the proofs.	Use of a test grid Order of the checkpoints Recording of the problems identified Correction of the problems							
3	E Produce and check the imposition proofs in reduced or actual size.			10	8 Checking of the proof	5	8.1 Form for evaluating the quality of the proofs	5	PS
3-4	Do the imposition of a document.	The entire competency							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

DESKTOP PUBLISHING (5721)

971 314 – FILMS FOR A MONOCHROME DOCUMENT (Module 11)

Duration: 60 hours

STATEMENT OF THE COMPETENCY: Produce films for a monochrome document

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 314 - FILMS FOR A MONOCHROME DOCUMENT (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Prepare solutions for processing the films.	Health and safety rules Preparation method							
2	A.2 Distinguish among the different types of emulsion supports used in printing.	Film Paper Plates							
2	A.3 Use a transmission densitometer.	Concepts in densitometry Characteristics of the emulsion supports							
2	A.4 Prepare the film exposure and processing equipment.	Processor: - speed - temperature - level Image setter: - installing the support Calibration of the equipment							

971 314 - FILMS FOR A MONOCHROME DOCUMENT (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.5 Become aware of the importance of each element of a job.	Impact of a missing element on the production process							
2	A.6 Complete a worksheet.	Data to be gathered Quality of a properly completed worksheet							
2	A.7 Estimate the time required for the work.	Production sequence Duration of each step Special conditions							
3	A Plan and organize the work.			20	1 Preparation for the work	15	1.1 Equipment check	10	PS
							1.2 Film output form completed correctly	5	PS
2	B.1 Use software for checking electronic documents.	Operation of the software Selection of the parameters							
2	B.2 Save a document in PostScript format.	Brief description of this format Finality and irreversibility of this type of saving Function and particular characteristics of this save format							

971 314 - FILMS FOR A MONOCHROME DOCUMENT (Module 11)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St	
3	B Check and adjust the graphic elements of the original electronic document.	<i>See Modules 7 and 9.</i>		15	2 Preparation of the page layout	15	2.1 Adequate management of the fonts and images	15	PT	
3	C Do the imposition of the document using the PostScript format.	<i>See Module 10.</i>		5						
2	D.1 Explain the procedure for exposing films.	Preparation of the image setter Selection of parameters Processing of the file with RIP Exposure of the films								
2	D.2 Determine the exposure parameters.	Resolution Direction of the emulsion Negative/positive Width of the support Orientation Page order								
3	D Expose the films in the image setter.			10	3 Exposure parameters	15	3.1 Correct setting of exposure parameters	15	PS	

971 314 - FILMS FOR A MONOCHROME DOCUMENT (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
	E.1 Describe the precautions to take when handling photo-sensitive supports.	Image setter film output Installation in the processor							
	E.2 Set the parameters of the processor.	Speed Temperature Refresh rate Based on the photosensitive support Based on the exposed surface							
3	E Develop the films.			5					
2	F.1 Apply a quality control method.	Use of a test grid Order of checkpoints Recording of the problems identified Correction of the problems							

971 314 - FILMS FOR A MONOCHROME DOCUMENT (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	F.2 Identify possible sources of anomalies commonly observed at the time of film output and suggest solutions.	Problem originating in the photography: - incorrect density - lack of transparency - pre-exposed film - other Problem originating in the computer: - missing image - incorrect resolution or screen ruling - missing text - missing font - other							
3	F Assess the quality of the films.			15	4 Proofing of the film 5 Necessary corrective measures	5 10	4.1 Test grid completed correctly 5.1 Appropriate solution to the problems	5 10	PS PS
2	G.1 Trace a layout template.	Press feeds Imaging surface Position of each page							

971 314 - FILMS FOR A MONOCHROME DOCUMENT (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	G.2 Impose the films.	In accordance with: - the size of the plates - the size of the paper - the type of finish - the page order							
2	G.3 Retouch the films.	Retouching tools and method							
2	G.4 Cut out the masks.								
2	G.5 Explain the role of the registration system.	Ease Precision							
2	G.6 Punch the templates and masks.	Method Operation							
2	G.7 Position the control elements.	Necessity Placement							
3	G Strip the films.			20	6 Stripping of the films	25	6.1 Precision of the stripping	25	PT
2	H.1 Explain the use of a printing frame.	Health and safety rules Components Operation							

971 314 - FILMS FOR A MONOCHROME DOCUMENT (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	H.2 Distinguish among the different types of photographic proofs.	Support Emulsion Sensitivity Processing							
2	H.3 Expose the proofs.	Procedure Stripping of the elements Exposure time							
2	H.4 Use a method for classifying films and proofs.	Labelling of the work Classification sequence Storage							
3	H Produce the final proofs from the films and have them approved.			10	7 Pulling of the proofs	10	7.1 Correct production of proofs	10	PT
3-4	Produce the films for a monochrome document.	The entire competency			8 Safety	5	8.1 Observance of health and safety rules	5	PS

DESKTOP PUBLISHING (5721)

971 325 – COLOUR ILLUSTRATIONS (Module 12)

Duration: 75 hours

STATEMENT OF THE COMPETENCY: Produce colour illustrations

ANALYSIS AND PLANNING TABLES DESKTOP PUBLISHING (5721)

971 325 - COLOUR ILLUSTRATIONS (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
2	A.1 Differentiate among the colours in progressive colour proofs.	Visual perception Analysis by means of a colorimeter							
2	A.2 Identify the different colours in a printout.	Printouts made with reference colours, four-colour and duotone processes, etc.							
2	A.3 Calibrate the colours.	Calibration of the monitor based on the colour sample Analysis of the colours in a printout with respect to their appearance on-screen							
2	A.4 Scan images.	Scanning of an image in order to: - obtain a model to be traced - obtain an image to be imported (and placed in a document)							

971 325 - COLOUR ILLUSTRATIONS (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.5 Prepare a colour palette.	Selection of the reference colours Creation and personalization of process colours Identification of personal colours							
3	A Prepare the work environment.			20	1 Selection of colours	15	1.1 Application of tints in conformity with printing standards	15	PT
2	B.1 Describe the process of printing a colour document.	Performance of the press and paper during a print job Colour printing sequence Printing problems related to the number of colours to be printed							
2	B.2 Convert colours.	Conversion of reference colours into process colours Checking and correction of the values of converted tints and colours Analysis of the values of adjacent process colours							

971 325 - COLOUR ILLUSTRATIONS (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.3 Assign colours to shapes and lines.	Application of reference colours with or without tints Application of reference colours to a gradient The limitations of reference colours in a gradient Application of solid process colours, with tints or in gradient							
2	B.4 Select the colour trapping method.	Distinction between tones and colours in a document Selection of the method based on the illustration (with or without a filter): - overprinting - overlapping (choke or spread)							
3	B Draw and modify colour shapes.			40	2 Presence of all elements shown on the sketch	15	2.1 Presence of all elements shown on the sketch: - the illustration - the text - the pattern - the photo - the graphics - the logo	10	PT

971 325 - COLOUR ILLUSTRATIONS (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
					3 Application of colour trappings	20	2.2 Positioning of elements as shown on the sketch 3.1 Colour trappings in conformity with quality standards	5 20	PT PT
2	C.1 Mask images.	Single and multiple masks Tracing of the mask Positioning of the mask and the object to be masked Modification of the mask							
2	C.2 Produce a pattern.	Tracing of the elements of the pattern Determination of the tile size Moving of the pattern in a shape Danger of using a large number of patterns in a document							
2	C.3 Produce colour perspectives.	Creation of fade-out effects in colour Shadow and light effects: - volume - contrast - other							

971 325 - COLOUR ILLUSTRATIONS (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.4 Create gradients.	Tonal ranges in reference colours and in process colours Calculation of gradients							
2	C.5 Use 3D graphics software.	Drawing of vectors Importing Transposing of vectors into 3D object Determination of the light source Saving of the illustration							
	C.6 Convert a vector image into a raster image.	Selection of the elements to be converted Determination of the image resolution, based on its intended use Saving format based on its use							
2	C.7 Modify illustrations with filters.	Modification of colours, contrasts, grains, etc. Merge, texture, perspective filters, etc.							
3	C Add effects.			20	4 Application of effects	20	4.1 Application of effects in conformity with the sketch	20	PT

971 325 - COLOUR ILLUSTRATIONS (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.1 Import short texts into the illustration software.	Drawing of the text box Importing of the text							
2	D.2 Determine the typographic attributes of the text.	Type of font, style, size, line spacing and alignment Typographic spaces Wordspacing, letterspacing							
2	D.3 Lay out a text.	Runarounds Column snaking Modification of the text box							
2	D.4 Determine the colour trapping parameters for the text.	Based on: - how the characters are arranged - the colours - the type of printing - the type of characters used							
2	D.5 Distinguish among the different types of graphics.	Based on: - the message to be conveyed - the data provided							
2	D.6 Create graphics.	Transcribing of the data Selection of the graphic style Positioning of the axis and the							

971 325 - COLOUR ILLUSTRATIONS (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		caption Modification of the colours in the graphic							
2	D.7 Personalize a graphic illustration.	Drawing of the elements that make up the graphic Saving of the elements Application of the elements to a graphic illustration							
2	D Incorporate short texts and graphics.			10	5 Incorporation of text 6 Incorporation of data in graphic form	10 10	5.1 Layout and typographic style in conformity with the sketch 6.1 Correct inputting of data in the tables 6.2 Graphics style in conformity with the sketch	10 5 5	PT PT PT
	E.1 Print a colour separation.	Selection of the PostScript printer Determination of the crop and register marks Selection of the colours							

971 325 - COLOUR ILLUSTRATIONS (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		Determination of the orientation, polar coordinates and screen ruling for printing Conversion of the colours Overprinting of the black							
	E.2 Print in colour.	Evaluation of the quality of the printing							
	E.3 Print a report.								
	E Save and print colour illustrations.			10	7 Printing of the illustration	10	7.1 Well-executed colour separation	10	PT
3-4	Produce colour illustrations.	The entire competency							

DESKTOP PUBLISHING (5721)

971 338 – COLOUR IMAGE PROCESSING (Module 13)

Duration: 120 hours

STATEMENT OF THE COMPETENCY: Process colour images

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 338 - COLOUR IMAGE PROCESSING (Module 13)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Explain colour reproduction modes.	Additive colour synthesis Subtractive colour synthesis							
2	A.2 Identify the limitations of colour reproduction modes and equipment.	Modes: - additive colour synthesis - subtractive colour synthesis Equipment: - printer - monitor - scanner - colour proofer							
2	A.3 Calibrate the colour reproduction equipment.	Hardware: - adjustment of the characteristics of the equipment							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 338 - COLOUR IMAGE PROCESSING (Module 13)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		Software: - according to the operating system - according to the software - creation of calibration profiles							
3	A Prepare the work environment.			10	1 Preparation of the workstation	10	1.1 Calibration of the equipment	10	PS
2	B.1 Determine the scanning mode for the colour images.	RGB CMYK CIE Lab Sampling: - 8-bit - 16-bit							
2	B.2 Determine the tonal ranges.	Numeric values of the white and black points, based on the scanning methods: - RGB - CMYK - levels Values of the tonal ranges, based on the type of printing and the storage unit							

971 338 - COLOUR IMAGE PROCESSING (Module 13)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.3 Correct the predominant colour.	Determination of which layer lacks balance Use of levels Use of curves Use of adjusting layers: - type - method of application - opacity							
2	B.4 Use scanning profiles.	Application Inclusion							
3	B Scan colour images.			25	2 Quality of the scanned images	20	2.1 Proper scanning	20	PT
2	C.1 Adjust the lighting for the object to be scanned.	Quantity of light: - evenness - shadows and highlights Quality of the light: - colour temperature in Kelvin° - impact on the image							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 338 - COLOUR IMAGE PROCESSING (Module 13)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.2 Prepare the 3D scanner.	Setting of the exposure: - opening - speed - fill-in flash Stability of the camera Framing Depth of field							
2	C.3 Transfer images from the 3D scanner to the computer.	Saving format: - resolution - compression Procedure for transferring images to the computer							
3	C Scan objects.			10	3 Quality of the scanned objects	10	3.1 Correct alignment of images	10	
2	D.1 Modify the dimensions of the canvas.	Enlarging Reframing Positioning of the image on the canvas							

971 338 - COLOUR IMAGE PROCESSING (Module 13)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.2 Change the colours of parts of an image.	Use of the colour selection tools: - magic wand - colour areas Selective modification of colours: - preserving tones and brightness Quality of the modifications							
3	D Retouch images.			15					
2	E.1 Convert the colours from one reproduction mode to another.	Colour modes: - 8-bit and 16-bit Indexed colour mode Generation of black							
2	E.2 Work on the layers.	Application methods Control of the transparency Layer masks							
2	E.3 Create effects.	Application of filters Use of layers Use of selection layers Calculation of functions							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 338 - COLOUR IMAGE PROCESSING (Module 13)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		Types of effects: - shading - keying - embossing - engraving - other							
2	E.4 Make typographic additions.	Use of the letter tool Resolution vs. size of the typography Fonts vs. desired effect							
3	E Do photomontages.			20	4 Retouching of the image	15	4.1 Correct adjustment of images	15	PS
					5 Doing of the photomontage	20	5.1 Proper use of overlays and effects	20	PS
2	F.1 Convert the additive colours of an image into subtractive colours.	Reproduction of colour areas differently from one mode to another Colour conversion mode: - under-colour removal (UCR) - grey component replacement (GCR)							
2	F.2 Use print and proof profiles.	Application Inclusion							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 338 - COLOUR IMAGE PROCESSING (Module 13)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	F.3 Trap the colours of a raster image.	Use of the colour trapping function Field of application Special parameters, depending on the printing method							
2	F.4 Convert RGB images into indexed colours.	Selection of the colour palette Sampling depth							
2	F.5 Determine the saving parameters for printing or publication on the Web.	Selection of the format Compression ratio and type Saving options							
3	F Prepare and save the processed images for printing or publication.			15	6 Preparation for saving the images	10	6.1 Preparation appropriate for the type of printing or publishing	10	PS
					7 Saving of the images	10	7.1 Selection of appropriate format for saving	10	PT
2	G Print colour proofs.	<i>See Modules 6 and 7.</i>			8 Congruency of the proof with the original	5	8.1 Exact reproduction of image	5	PT
3-4	Process colour images.	The entire competency							

DESKTOP PUBLISHING (5721)

971 346 – TELECOMMUNICATIONS MEDIA (Module 14)

Duration: 90 hours

STATEMENT OF THE COMPETENCY: Use telecommunications media

ANALYSIS AND PLANNING TABLES DESKTOP PUBLISHING (5721)

971 346 - TELECOMMUNICATIONS MEDIA (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Distinguish an E-mail from a fax.	E-mail: - information exchange - file attachment Fax: - transmission of the image of a document							
2	A.2 Prepare to receive a fax by computer.	Selection of the software parameters Automatic receipt Manual receipt Consulting and printing of the document							
2	A.3 Pick up E-mail from the Inbox.	Internet or Intranet connection User name and password E-mail reception Attachment extraction Decompression Disconnection							

971 346 - TELECOMMUNICATIONS MEDIA (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	A Receive information by E-mail, fax-modem.			5					
2	B.1 Prepare to send a fax by computer.	Selection of the software parameters Automatic transmission Manual transmission							
2	B.2 Send E-mail.	Compression of the attachments to be transmitted Identification of the recipient Attachment of files Sending of E-mail							
2	B.3 Keep the E-mail boxes up to date.	Compression of documents received and sent Deleting of unneeded documents Deleting of documents from the recycle bin							
3	B Transmit information by E-mail, fax-modem.			5					
2	C.1 Describe the features of the different search engines.	Function of each search engine Special features Depth of the search							

971 346 - TELECOMMUNICATIONS MEDIA (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.2 Formulate the search criteria.	Simple search Multiple search: - logical operators - combination - exclusion Text string							
2	C.3 Assess the relevance of the data retrieved by the search engine to the information specified in the search.	Interpretation of the brief description provided by the search engine Discrimination of the data returned based on the source (Web site address)							
2	C.4 Import files.	FTP transmitting mode: - identification of the device Filing of documents in appropriate folders							
2	C.5 Create bookmarks.	Method of creating bookmarks Classification of files in folders and site categories							
3	C Search for and organize information in internal and external networks.			5					

971 346 - TELECOMMUNICATIONS MEDIA (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.1 Distinguish between a printed page layout and an electronic page layout.	Static aspect vs. dynamic aspect User's limited control of the appearance of the page layout Screen sizes vs. paper sizes Distinctive graphic features of the two types of documents: - colours - typography							
2	D.2 Describe the technical aspects that must be taken into account when creating a Web site.	Speed of access and consultation Prevalence of HTML and variations thereof Increasing use of JavaScript							
2	D.3 Use Web site creation software.	Software interface Similarities and differences between Web site creation software and other commonly used page layout software programs Learning of the commands for: - insertion of text and images - frames and tables - page background							

971 346 - TELECOMMUNICATIONS MEDIA (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.4 Prepare the images for a Web site.	Resolution Saving format Colour palette Compression rate Sequence generation							
2	D.5 Create frames to facilitate navigation.	Structure and organization of the frames Display target for the links							
2	D.6 Create hyperlinks.	Anchors (internal links to the page) Internal links to the site (different pages) External links to the site Syntax for each type of link Confirmation of the validity of the link							
2	D.7 Apply the conventions for identifying files and folders for various platforms.	Limited use of certain characters Syntax of file names Syntax of file extensions							
3	D Create the home page of a Web site.	<i>See Modules 3, 5, 9 and 13.</i>		55	1 Quality of the Web site preparation	25	1.1 Proper preparation of images and text	25	PT

971 346 - TELECOMMUNICATIONS MEDIA (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
	of a Web site.				2 Visual presentation of the site	20	2.1 Appropriate choice of images and typographic styles	20	PT
					3 Access and consultation	15	3.1 Effective page layout	15	PT
2	E.1 Distill a page layout.	Saving in PS format: - inclusion of fonts Selection of the distillation software parameters: - inclusion of fonts - resolution of images - compression of images - conversion of the colour space of the images - other							
2	E.2 Modify a distilled document.	Adding elements: - text - images - sequences - other Creation of hyperlinks Index representative of site content							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 346 - TELECOMMUNICATIONS MEDIA (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	E.3 Set the parameters for consulting the electronic document.	Selection of the transition mode Navigation mode WWW links							
2	E.4 Set the security parameters to protect the electronic document.	Opening Modifying Printing							
3	E Prepare documents for electronic consultation.			30	4 Preparation of the PDF file	20	4.1 Proper saving of parameters	20	PT
					5 Modification of the document	20	5.1 Correct indexing of contents	20	PT
3-4	Use telecommunications media.	The entire competency							

DESKTOP PUBLISHING (5721)

971 356 – COLOUR PAGE LAYOUT (Module 15)

Duration: 90 hours

STATEMENT OF THE COMPETENCY: Do a page layout for a document in two or three colours

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 356 - COLOUR PAGE LAYOUT (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
1	A.1 Explain what is meant by a page layout in two or three colours.	Graphic possibilities of a document in two or three colours with respect to: - the message - the budget							
2	A.2 Prepare the files for the project.	Files: - loading - text - image Preparation: - decompression - conversion							
2	A.3 Show concern for honouring agreements concerning royalties for the use of images.	Bank of images Clip art Suppliers such as:							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 356 - COLOUR PAGE LAYOUT (Module 15)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		- photographers - illustrators - other							
2	A.4 Estimate the time frame and costs of a project.	Estimate of the time needed for design and production Estimate of the costs: - visual content - scanning - colour output - films - other							
3	A Become familiar with and organize the project.			10	1 Organization of the work	10	1.1 Files prepared correctly	10	PT
2	B.1 Distinguish among the different types of finish.	Knowledge of the types of bindings with respect to: - the number of pages - legibility - the budget - the paper							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 356 - COLOUR PAGE LAYOUT (Module 15)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.2 Decide on harmonies for two or three colours.	Determination of the portion of each colour in the page layout							
3	B Prepare the sketches and comprehensive layout.			20					
2	C.1 Import and digitize text.	Importing of a text electronically Importing of a text by scanning (specialized software)							
2	C.2 Use colour in a page layout software program.	Comparison of Pantone colours with Process colours Use of the various menus							
3	C Prepare and insert the text.			15	2 Clean-up of the text	10	2.1 No errors of any type	10	PT
					3 Graphic authoring	10	3.1 Authoring done according to the appropriate method	10	PT

971 356 - COLOUR PAGE LAYOUT (Module 15)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	D Prepare and insert images such as photos, illustrations, graphic elements.			15	4 Preparation of the images	15	4.1 Images prepared and adjusted with precision	15	PT
2	E.1 Set the print parameters for one colour and one multi-page document.	Greyscale printing Double-page printing							
3	E Save and print a proof.			5					
3	F Check the quality of the proof and have it approved.			5	5 Checking of the proof quality	10	5.1 Correction of all types	10	PT
2	G.1 Determine and apply the trapping parameters in the page layout software.	Application and final check of the trapping for: - text - rules - other							
2	G.2 Print a colour separation.	Understanding and use of colour and print menus in order to perform a colour separation							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 356 - COLOUR PAGE LAYOUT (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	G Prepare the folder for the film output.			30	6 Completion of the document	45	6.1 Parameters for colour trappings appropriately selected and applied	20	PT
							6.2 Final folder for film output prepared	25	PT
3-4	Do the page layout for a document in two or three colours.	The entire competency							

DESKTOP PUBLISHING (5721)

971 362 – COMPUTERS IN THE WORKPLACE (Module 16)

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Ensure that a computer workstation functions properly

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Describe the health and safety rules to be observed.	Switching the power on Risk of an electric shock							
2	A.2 Identify the different ways a computer can be connected.	Main power supply SCSI channel ADB port Serial ports Ethernet port Audio/video ports Other							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.3 Explain the operation of the SCSI channel and the procedure for connecting peripherals.	Eight possible addresses per channel Reserved addresses Unique address for each component of the channel Channel terminator							
3	A Make the necessary connections at the computer.			10					
2	B.1 Describe the main components of the system folder.	Folders Files System, extensions, control panels, etc.							
2	B.2 Distinguish the necessary elements from the superfluous elements in the system folder.	Analysis of the designed use of the device Use of a grid to assess the relevance of the elements							
2	B.3 Organize the folder hierarchy for storing files.	Description of the tree structure of the folders Effectiveness of the file saving and retrieval operations							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.4 Describe the memory allocation modes for the system and for applications.	Read/write Virtual memory Buffer storage Virtual disk Allocation of memory to an application Relationships among different settings							
2	B.5 Personalize the desktop.	Screen background: - pattern - image View format: - icons - buttons - alignment on the grid Personalization of icons Creation of an alias							
3	B Organize and manage the system folder and desktop.			25					

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.1 Describe the characteristics of the different procedures for installing software.	Standard installation Personalized installation Updates							
2	C.2 Install software.	Personalization of the installation Destination (folder) for the installation Software updates: - selection of the software to be updated - personalization of updates							
2	C.3 Create shortcuts to access the software.	Creation of alias Use of microcommands							
3	C Install and upgrade software.			10	1 Personalized installation of a software program 2 Installation of the software	25 15	1.1 Correct selection of all elements 2.1 Proper installation of the software	25 15	PS PS

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.1 Update the desktop file.	Preservation of links between files and folders and their icons Preservation of the link between the documents and the software used to create them Removal of redundant entries in the desktop file Reconstruction method							
2	D.2 Explain how data are written onto the hard drive and how fragmentation affects a user's work.	Structure in tracks and sectors Saving on nonadjacent sectors Access time between the tracks and sectors Advantages of defragmentation							
2	D.3 Defragment a hard drive.	Setting of parameters Checking of the hard drive structure Defragmentation							

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.4 Explain how computer viruses work and what steps can be taken to protect against them.	Viruses and Trojan horses Effects on the computer Virus detection software							
2	D.5 Remove viruses from the computer.	Detection and eradication of viruses Immunization against a possible virus infection							
2	D.6 Explain how conflicts arise between extensions and software.	Use of a same part of the system's memory by two software programs							
2	D.7 Solve software conflicts.	Determination of the source of the conflict and solution by utilities							
2	D.8 Transfer files to optical disk.	Type of platform Preparation of the archiving Selection of parameters, etc.							
3	D Maintain the hard drive.			15					

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	E.1 Identify common problems.	Software conflicts Bombs or freezing PS errors, etc.							
2	E.2 Take a methodical approach to solving problems.	Analysis of the data on the problem Testing Formulation and testing of hypotheses Determination of the exact cause Suggestion and application of a solution Verification of results							
2	E.3 Match proven solutions with common problems.	Standard solutions to: - software conflicts - bombs or freezing - PS errors Use of problem-solving algorithms							
2	E.4 Use software to repair and recover data.	Installation of software and prevention of problems Repairing of the hard drive structure							

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		Recovery of: - deleted files - data from a defective hard drive							
2	E.5 Reinstall the system.	Bootling with the aid of an external medium Setting parameters for the installation Recovery of system components that were not reinstalled							
2	E.6 Reboot the hard drive.	Preliminary recovery of the data Setting parameters for the boot Reinstallation of the system, software, etc.							
3	E Solve common problems.			40	3 Solution of simple problems	60	3.1 Accuracy of diagnosis 3.2 Determination of probable cause 3.3 Proposal of a possible solution	20 20 20	PT PT PT

971 362 - COMPUTERS IN THE WORKPLACE (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
4	Ensure that a computer workstation functions properly.	The entire competency							

DESKTOP PUBLISHING (5721)

971 378 – FOUR-COLOUR PAGE LAYOUT (Module 17)

Duration: 120 hours

STATEMENT OF THE COMPETENCY: Do a page layout for a document in four colours

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 378 - FOUR-COLOUR PAGE LAYOUT (Module 17)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
1	A.1 Describe the characteristics of a four-colour page layout.	Difference between a document made with four-colour process and a document made with four colours Graphic features specific to four-colour process documents: - packaging - book cover - catalogue/periodical - other							
2	A.2 Estimate the time required for and costs of a four-colour process job.	Estimate of the costs specific to the four-colour process							

971 378 - FOUR-COLOUR PAGE LAYOUT (Module 17)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
	A.3 Determine the software necessary for a production.	Analysis of the work Advantages and disadvantages of the software for a production							
3	A Become familiar with and organize the work.	<i>See Modules 3, 14 and 18.</i>							
2	B.1 Determine colour harmonies in the four-colour process.	Colour menu in the page layout software Selection of multicolour harmony							
3	B Prepare the sketches and the comprehensive layout.	<i>See Modules 3, 6 and 15.</i>			1 Preparation of a comprehensive layout	10	1.1 Appropriate selection of character fonts, images and colours	10	PT
3	C Prepare and insert the text.	<i>See Modules 2, 5, 6 and 9.</i>			2 Graphic authoring of the page layout	10	2.1 Graphic authoring done according to the appropriate method	10	PT
3	D Prepare and insert images such as photos, illustrations, graphic elements.	<i>See Modules 12 and 13.</i>			3 Preparation and adjustment of images	15	3.1 Correct adjustment of images	15	PT

971 378 - FOUR-COLOUR PAGE LAYOUT (Module 17)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	E Save and print a proof.	<i>See Module 9.</i>							
3	F Check the quality of the proof and have it approved.	<i>See Module 9.</i>			4 Checking of the conformity of the proof with the comprehensive layout	10	4.1 Correction of all errors of all types (typographic, positions of images, etc.)	10	PT
2	G.1 Trap the colours of a four-colour process document.	Parameters Pantone process Characteristics of four-colour process printing							
102	G.2 Print a colour separation using the four-colour process.	Use of colour and print menus in four-colour process printing							
2	G.3 Make out a purchase order for a colour separation film output.	Special instructions regarding a four-colour process document							
	G.4 Make an invoice for the work.	<i>See Module 18.</i>							
3	G Prepare the folder for the film output.				5 Completion of the document	55	5.1 Selection and application of colour trapping parameters	20	PT

971 378 - FOUR-COLOUR PAGE LAYOUT (Module 17)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
							5.2 Complete preparation of the file for film output	20	PT
							5.3 Complete preparation of the computer file	15	PT
3	Do the page layout of a four-colour process document.								

DESKTOP PUBLISHING (5721)

971 388 – FILMS FOR A COLOUR DOCUMENT (Module 18)

Duration: 120 hours

STATEMENT OF THE COMPETENCY: Produce the films and plates for a colour document

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 388 - FILMS FOR A COLOUR DOCUMENT (Module 18)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W ₁	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
3	A Organize the work.	<i>See Modules 11, 13, 14 and 17.</i>		10					
2	B.1 Detect problems using proofing software.	Parameters of the software Common problems							
3	B Check and adjust the graphic elements of the document.	<i>See Modules 7, 9, 11, 12 and 13.</i>		15	1 Use of proofing software	10	1.1 Selection of the right production parameters	10	PT
					2 Adjustment of the graphic elements	20	2.1 Precise adjustment of the images and illustrations	20	PT
3	C Do the imposition of the document using PS format.	<i>See Modules 10 and 11.</i>		10					
3	D Expose the films in the image setter.	<i>See Module 11.</i>		5					
3	E Develop the films.	<i>See Module 11.</i>		5					

Ph: acquisition phases; W₁: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 388 - FILMS FOR A COLOUR DOCUMENT (Module 18)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	F Evaluate the quality of the films.	<i>See Modules 11, 13 and 17.</i>		5					
3	G Strip the films.	<i>See Module 11.</i>		20	3 Stripping of the films	35	3.1 Accuracy of the template and masks 3.2 Precise positioning of the films and control elements	20 15	PT PT
2	H.1 Distinguish among the different types of colour proofs used in printing.	Acetate overlays Laminated proofs							
2	H.2 Describe the precautions to take when handling proof treatment products.	Health and safety rules Reference to WHMIS							
2	H.3 Pull the photographic proofs.	Health and safety rules Procedure Exposure Processing Acetate overlays Laminated proofs							

971 388 - FILMS FOR A COLOUR DOCUMENT (Module 18)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	H.4 Evaluate the quality of the colour proofs.	Conditions for evaluation Lighting standards Density of the proofs							
3	H Produce the final proofs from the films and have them approved.	<i>See Module 11.</i>		15	4 Production of the proofs	20	4.1 Precise processing and assembly	20	PT
2	I.1 Distinguish among the different types of plates used in printing.	Offset plates Flexographic plates Silkscreening frames							
2	I.2 Burn the plates.	Health and safety rules Procedure Stripping of the elements Exposure time							
2	I.3 Describe the safety precautions to be observed in handling plate treatment products.	Health and safety rules Reference to WHMIS							
2	I.4 Develop the plates.	Procedure							

971 388 - FILMS FOR A COLOUR DOCUMENT (Module 18)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	I.5 Use a method for classifying the plates.	Naming of the plates Classification sequence Storage							
3	I Produce the plates.			15	5 Production of the plates	15	5.1 Correct exposure and development of the plates	15	PT
3-4	Produce the films and the plates for a colour document.	The entire competency							

DESKTOP PUBLISHING (5721)

971 392 – QUALITY CONTROL (Module 19)

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Evaluate the quality of documents with respect to the work prepared

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 392 - QUALITY CONTROL (Module 19)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with other competencies Course outline							
2	A.1 Identify different types of possible problems in a printed document.	Printing problems Pre-print problems Problems with the finish							
2	A.2 Show an understanding of the importance of precision and careful observations during the examination.	Attention to details Methodical examination Impact of errors on the work							
2	A.3 Compare documents with each other.	Points of comparison: - printout and proof - electronic document and specifications - other							

971 392 - QUALITY CONTROL (Module 19)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.4 Use a reflexion densitometer.	Operation Typical values of the ink densities on a printout Measurement of the dot gain Other							
3	A Examine the document.			25					
2	B.1 Identify printing problems on printouts.	Ink density Scratches, stains, etc. Lack of colour register Other							
2	B.2 Identify pre-print problems on printouts.	Moirés Missing font Incorrect resolution Incorrect colour trappings Other							
2	B.3 Use a quality control grid for a printout.	Interpretation of the criteria Analysis sequence							
2	B.4 Identify elements in an electronic document that can cause printing problems.	Images with incorrect resolution Illustrations with incorrect colour trappings Blocks of text overlapping margins Other							

971 392 - QUALITY CONTROL (Module 19)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.5 State a problem clearly.	Terminology to be used Clear language Naming of the elements							
3	B Identify the problems.			30	1 Identification of problems in printed documents	40	1.1 Precise identification of the problems in the document 1.2 Identification of all the problems present 1.3 Listing of only the existing problems	15 20 5	PS PS PS
2	C.1 Look for the possible causes of a problem.	Formulation of hypotheses Elimination of the causes unlikely to be involved Testing of hypotheses Identification of the most likely causes							
3	C Identify the possible causes of the problems.			30	2 Formulation of hypotheses	35	2.1 Various possible hypotheses advanced for each problem 2.2 Selection of the most likely hypothesis	15 20	PS PS

971 392 - QUALITY CONTROL (Module 19)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	D.1 Match proven solutions with common problems.	Moirés Pixelization Dot enlargement Other							
2	D.2 Assess the effectiveness of a solution.	Evaluation criteria: - speed - feasibility - cost - impact on quality							
3	D Suggest possible solutions.			15	3 Selection of the solution	25	3.1 Selection of an effective, cost-efficient solution that is based on the hypothesis retained	25	PS
3-4	Evaluate the quality of documents with respect to the work prepared.	The entire competency							

DESKTOP PUBLISHING (5721)

971 402 – BIDDING ON PROJECTS (Module 20)

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Bid on a project

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 402 - BIDDING ON PROJECTS (Module 20)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Identify the characteristics of the order.	Requirements of the order							
2	A.2 Assess the feasibility of the client's order.	Assessment of the requirements of the order regarding the human resources, material resources and time available Technical feasibility of the preparation of printed materials Foreseeing of printing problems							

971 402 - BIDDING ON PROJECTS (Module 20)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	A.3 Advise a client.	Attitude to adopt in dealing with the client Presentation of suggestions for improving the product (give supporting reasons) Importance of the vocabulary used							
3	A Analyze the order.			30					
2	B.1 Prepare a production schedule.	Identification of the steps and estimate of the time required for each step Entering of the steps on a schedule Scheduling of buffer days Verification of the availability of subcontractors							
2	B.2 Determine the raw materials to be used in preparing a document.	Development solutions Films Paper Diskettes Other							

971 402 - BIDDING ON PROJECTS (Module 20)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	B.3 Calculate the costs related to the preparatory work for a printout.	Hourly rate Costs of outsourcing and raw materials Examination of subcontractors' price lists							
3	B Plan the steps involved in preparing the document.			30	1 Preparation of a production schedule	15	1.1 Proper use of a production schedule	15	PT
2	C.1 List subcontractors according to their areas of specialization in printing and finishing.	Types of specializations: - wide and/or limited distribution - silkscreen printing - publishing - packaging - other Compilation and organization of data Identification of resource persons							
2	C.2 Identify the different documents used for communicating with subcontractors.	Call for tenders Specifications Bid Other							

971 402 - BIDDING ON PROJECTS (Module 20)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
2	C.3 Prepare specifications.	Details of the steps in the production Detailed description of the tasks for each subcontractor							
2	C.4 Prepare a call for tenders.	Points of comparison: - costs vs. profits - types of services provided - materials used - delivery dates - reputation - other							
2	C.5 Analyze bids submitted by subcontractors.	Importance of the terminology Quality of a call for tenders Standards for the preparation and presentation of bids Methods of submitting the bid to a recipient (rules to be followed)							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 402 - BIDDING ON PROJECTS (Module 20)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
3	C Select a printing and finishing subcontractor.			10	2 Preparation of specifications	20	2.1 Complete transcription of the specifications	20	PT
					3 Selection of an appropriate subcontractor	10	3.1 Appropriate choice of subcontractor	10	PT
2	D.1 Show concern for the professional ethics and legal issues surrounding bids.	Confidentiality Commitment of the parties involved Other							
2	D.2 Calculate the overall cost of a production.	Total costs, taking into account: - the costs related to the preliminary work (human and material resources) - the costs of outsourcing - taxes - other							
2	D.3 Draw up a project proposal.	Content of the proposal: - introduction - technical data - price - timetable - other Presentation standards							

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 402 - BIDDING ON PROJECTS (Module 20)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance Indicators	W _I	Criteria	W _C	St
		Terminology							
3	D Prepare an offer of services.			30	4 Preparation of a bid	55	4.1 Accurate, complete data 4.2 Presence of all the elements in the bid 4.3 Observance of standards for presentation 4.4 Absence of spelling errors 4.5 Use of correct, accurate terminology	10 20 10 10 5	PT PT PT PT PT
3-4	Bid on a project.	The entire competency							

DESKTOP PUBLISHING (5721)

971 416 – TEAMWORK (Module 21)

Duration: 90 hours

STATEMENT OF THE COMPETENCY: Work as a team on the preparation of a document

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 416 - TEAMWORK (Module 21)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
1	Situate this competency with respect to the practice of the occupation.	Links between the competency and the workplace							
2	A.1 Identify the basic elements of good communication.	Positive elements: - self-confidence - openmindedness - other Negative elements: - poor attitudes - lack of respect for others - other							
2	A.2 Analyze their ability to work as a team.	Identification of: - one's strengths and weaknesses with respect to teamwork - aspects of the teamwork enjoyed and not enjoyed							

971 416 - TEAMWORK (Module 21)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
	A.3 Discuss the attitudes and behaviours to adopt in order to facilitate the teamwork.	Factors that affect the dynamics of a group: - commitment - leadership - conduct of colleagues - other							
	A.4 Participate in forming work teams.	Tasks of the persons that form a desktop publishing work team: - design - graphic design production - scanning - other							
	PHASE 1: Preparation for teamwork			20					
2	B.1 Plan the work.	Analysis of the work to be done Preparation of a production schedule Assignment of tasks							

971 416 - TEAMWORK (Module 21)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	B.2 Carry out the tasks for which they are responsible.	Importance of the quality of their work for the team's overall good performance Application of the work methods learned during training							
2	B.3 Participate in team meetings to take stock of the progress of the work.	Attitudes to adopt at a production meeting Production meeting attended by a person in charge (teacher, person in the industry, client, other)							
	PHASE 2: Document preparation			60	1 Participate in planning the work. 2 Carry out the tasks assigned. 3 Participate in team meetings.	15 30 15	1.1 Took on part of the workload. 2.1 Showed concern for the quality of the work. 2.2 Met the deadline. 3.1 Was available when asked for assistance.	15 15 15 15	

971 416 - TEAMWORK (Module 21)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	C.1 Assess the quality of the work done as a team.	Aesthetic aspect of the work Precision Conformity with the client's needs Other							
2	C.2 Evaluate their own participation and that of their teammates in the group project.	Objective self-evaluation Objective evaluation of their teammates' work							
	C.3 Write a report on the experience.	Aspects of the work they enjoyed Difficulties encountered and steps taken to overcome them Strengths and weaknesses of the teamwork Objectives and steps that must be taken to improve their performance							
	PHASE 3: Evaluation of the work			20	4 Participate in evaluating the quality of the work.	10	4.1 Expressed a personal opinion on the quality of the work.	10	

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 416 - TEAMWORK (Module 21)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
					5 Evaluate their own participation and that of their teammates.	15	5.1 Expressed a realistic opinion on the quality: <ul style="list-style-type: none"> - of their own participation - of the participation of the other team members 	15	
					6 Write a report on their experience.	15	6.1 Presented a thorough assessment of their experience of working on a team.	15	

DESKTOP PUBLISHING (5721)

971 422 – CAREER DEVELOPMENT (Module 22)

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Commit themselves to their career development

ANALYSIS AND PLANNING TABLES DESKTOP PUBLISHING (5721)

971 422 - CAREER DEVELOPMENT (Module 22)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, links with the other competencies Course outline							
2	A.1 Learn about new technologies.	Technologies used in the industry Foreseeable changes in the methods and equipment used in the industry Market trends Sources to be consulted							
2	A.2 Assess the impact of new technologies.	Impact of new technologies on a business's survival and competitiveness							
2	A.3 Discuss the impact of change on the duties performed in the occupation.	Identification of impact of changes on the desktop publishing technician's work Attitudes to develop in the face of change							

971 422 - CAREER DEVELOPMENT (Module 22)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
	PHASE 1: Reflection on the impact of technological change			10					
2	B.1 Become familiar with the organizations to consult during the job search.	Government bodies Sources of information: - periodicals - Internet - personal and professional contacts, other							
2	B.2 Prepare a list of prospective employers.	Selection of companies on the basis of one's interests and values Information on the hiring criteria of targeted employers							
	B.3 Write a resumé and a cover letter.	Types of résumés Content of a resumé and a cover letter Quality of the page layout of the documents							

971 422 - CAREER DEVELOPMENT (Module 22)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	B.4 Present a detailed job search plan.	Attitude to be adopted First contact with the employer: - by mail - by telephone - via the Internet Request for an interview Interview follow-up							
	B.5 Prepare a portfolio.	Definition of the purpose of a portfolio Selection of projects to be included in a portfolio Order and arrangement of the projects in a portfolio Adaptation of a portfolio to the type of business							
2	B.6 Show an understanding of the importance of being well prepared for an interview.	Importance of being well prepared: - making a good impression - showing interest - showing that one has the qualities required, etc.							

971 422 - CAREER DEVELOPMENT (Module 22)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	B.7 Prepare for and undergo a screening interview.	Distinction among different types of interviews Typical questions asked at an interview Possibility of a practical evaluation of the competencies Rehearsal of an interview A thank-you letter							
	PHASE 2: Preparation and implementation of a job search plan			70	1 Present a detailed job search plan. 2 Write and format a résumé. 3 Write and format a cover letter. 4 Prepare a portfolio.		1.1 Selected the companies based on their interests. 2.1 Presented a complete résumé. 2.2 Formatted their résumé in an attractive way. 3.1 Provided a suitable cover letter. 4.1 Selected work that demonstrates the extent of their skills. 4.2 Arranged their work neatly.		

Ph: acquisition phases; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process, PT: product, T: theory)

971 422 - CAREER DEVELOPMENT (Module 22)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	C.1 Learn about the personal characteristics needed to be an entrepreneur.	Personality traits Qualities Attitudes Interests Sources of motivation, other							
2	C.2 Learn about the education and experience required to be an entrepreneur.	Responsibilities Unstable situation Business sense Other							
2	C.3 Assess their entrepreneurial abilities.	Comparison of their motivations and personal characteristics with those associated with entrepreneurship Evaluation of their entrepreneurial profile							
	PHASE 3: Entrepreneurship			10					

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971 422 - CAREER DEVELOPMENT (Module 22)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	D.1 Comment on the relevance of the documents used and the effectiveness of the steps they took.	Evaluation of their job search plan and their experiences throughout the module							
2	D.2 Adapt their job search plan.	Identification of areas where they need to improve following the evaluation Preparation of a realistic timetable							
	PHASE 4: Evaluation and follow-up			10					

DESKTOP PUBLISHING (5721)

971 437 – ENTERING THE LABOUR MARKET (Module 23)

Duration: 105 hours

STATEMENT OF THE COMPETENCY: Enter the labour market

ANALYSIS AND PLANNING TABLES

DESKTOP PUBLISHING (5721)

971 437 - ENTERING THE LABOUR MARKET (Module 23)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the program as a whole.	Reason for the competency, its usefulness in relation to other competencies and learning process							
1-2	Situate this competency with respect to the practice of the occupation.	Links between the competencies and the workplace Description of the possible training activities to which the company can contribute							
1	A.1 Describe their interests and apprehensions about the practicum.	Description of their preferences, expectations, interests and apprehensions regarding the practicum							
2	A.2 Describe the steps involved in the search for a practicum.	Steps in the search: - consulting the bank of companies - writing an application letter - updating their résumé - making an appointment by telephone - preparing for the interview							

971 437 - ENTERING THE LABOUR MARKET (Module 23)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	A.3 List the attitudes needed for carrying out a dynamic search for a practicum.	Attitudes: - enthusiasm - dynamism - determination - openmindedness - positive mental attitude - availability							
2	A.4 Become familiar with the terms and conditions of the practicum.	Objectives of the practicum Duration Supervisory framework Journal Practicum report Participating in the evaluation of the practicum							
2	A.5 Set criteria for selecting a host company.	Selection criteria: - types of companies - size of the companies - products or services provided - locations of the companies							

971 437 - ENTERING THE LABOUR MARKET (Module 23)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
		Selection of the company: - consulting several sources in order to make a list of businesses that are likely to fulfill the practicum student's expectations							
2-3	A.6 Take steps to find a practicum.	Contacting the company: - by mail - by telephone - through a visit - by fax - by E-mail Request for the employer to sign the practicum confirmation form							
	PHASE 1: Preparation for the practicum			10	1 Look for a practicum position by following the instructions.		1.1 Prepared a list of at least three companies contacted in order to obtain a practicum position, indicating their selection criteria used.		

971 437 - ENTERING THE LABOUR MARKET (Module 23)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
							1.2 Identified the company selected and the person responsible for the practicum, and provided confirmation of their acceptance as a practicum student.		
2	B.1 Become aware of the importance of adopting a positive attitude at work and communicating effectively during the practicum.								
2	B.2 Observe the work situation.	Observations of the workplace: <ul style="list-style-type: none">- socioeconomic environment- professional associations- structure- equipment- technological developments- working conditions- interpersonal relations- health and safety- vocabulary							

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971 437 - ENTERING THE LABOUR MARKET (Module 23)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	B.3 Observe and carry out or help carry out various occupational tasks.	Graphic design production Corrections Scanning Film output Production meeting							
2	B.4 Describe how to write journal entries.	Recording of the following information in the journal: - information on the company							
2	B.5 Keep their journal up to date.	Journal updated in accordance with the instructions provided by the teacher Profile of the company Observations on the work situation Tasks performed at the company Reflection on the strengths and weaknesses of the training							

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971 437 - ENTERING THE LABOUR MARKET (Module 23)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
	PHASE 2: Observation of and participation in occupational activities			80	2 Note the information required in the journal. 3 Demonstrate a professional attitude when carrying out assigned tasks.		2.1 Noted the information on the company and their practicum experience. 2.2 Described the tasks performed at the company. 3.1 Complied with the company's policies and requirements. 3.2 Showed concern for applying the quality standards required in the industry.		
2	C.1 List the attitudes to adopt when co-evaluating the practicum.	Attitudes: - honesty - openness to positive and constructive criticism - openness to making changes							

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971 437 - ENTERING THE LABOUR MARKET (Module 23)

COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Participation Indicators	W _I	Criteria	W _C	St
2	C.2 Discuss their perceptions of the occupation before and after the practicum.	Aspects of the occupation that are different from the training program Workplace Professional practices, other							
2	C.3 Discuss the future prospects of a job in the field of desktop publishing.	Links between the practicum experience and their preferences, interests, aptitudes and expectations							
3	C.4 Comment on the health and safety measures taken at the company.								
	PHASE 3: Evaluation of the practicum	Advantages and disadvantages: - ergonomic rules - facilities - organization of the work - other		10	4 Express an opinion on their practicum experience.		4.1 Shared their opinion on their practicum experience with the teacher and with the class.		