



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBITU309A Produce desktop published documents**

**Revision Number: 1**

## BSBITU309A Produce desktop published documents

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to individuals who work in a range of environments and require skills in desktop publishing. They may work as individuals providing administrative support within an enterprise, or may be technical or knowledge experts responsible for the production of their own documents.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce desktop published documents	<p>1.1. Use safe work practices including addressing <i>ergonomic requirements</i> and using <i>work organisation strategies</i></p> <p>1.2. Use <i>energy and resource conservation techniques</i></p> <p>1.3. Identify <i>document</i> purpose, audience and presentation requirements, and clarify with relevant personnel as required</p> <p>1.4. Identify <i>organisational and task requirements</i> for desktop published documents to ensure consistency of style and image</p>
2. Set up desktop published document	<p>2.1. <i>Design</i> content <i>structure and layout</i> to ensure information and graphics are arranged according to related topics and logical sequences</p> <p>2.2. Select appropriate formatting and create templates or master pages to ensure <i>consistency of design and layout</i></p> <p>2.3. Confirm layout with appropriate person</p>
3. Create desktop published document	<p>3.1. Prepare, format and enter required text</p> <p>3.2. Import text from other applications and resolve any formatting issues</p> <p>3.3. Scan or import graphics from other applications and resolve any formatting issues</p> <p>3.4. Arrange text and graphics according to organisational and task requirements</p>
4. Finalise desktop published document	<p>4.1. Review text for possible errors and omissions, and resolve any issues</p> <p>4.2. Check page order, structure and linkages</p> <p>4.3. Produce completed document in required format</p> <p>4.4. <i>Name and store</i> text documents, in accordance with organisational requirements and exit the application without information loss/damage</p> <p>4.5. Prepare text documents within <i>designated time lines</i> and organisational requirements for speed and accuracy</p> <p>4.6. Use manuals, user documentation and online help to overcome problems with document design and production</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to clarify requirements of documents
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- editing and proofreading skills to check own work for accuracy against original
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand the organisation's procedures and to use models or exemplars to produce a range of documents
- problem-solving skills to edit documents and to resolve issues of consistency of design.

#### Required knowledge

- energy and resource conservation techniques
- organisational requirements for ergonomics, work periods and breaks
- organisational style guides
- purposes, uses and functions of desktop publishing software
- styles and their effect on formatting, readability and appearance of document.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• knowledge of document design and layout principles</li> <li>• producing desktop published documents.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to office equipment and resources in a workplace or simulated environment</li> <li>• access to samples of relevant workplace desktop published documents.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of desktop published documents</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of desktop publishing software functions.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• general administration units</li> <li>• other IT use units.</li> </ul>

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<b><i>Ergonomic requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimisation</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul>
<b><i>Work organisation strategies</i></b> may include:	<ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> </ul>
<b><i>Energy and resource conservation techniques</i></b> may include:	<ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• recycling used and shredded paper</li> <li>• re-using paper for rough drafts (observing confidentiality requirements)</li> <li>• utilising power-save options for equipment</li> </ul>
<b><i>Documents</i></b> may include:	<ul style="list-style-type: none"> <li>• brochures</li> <li>• calendars</li> <li>• faxes</li> <li>• flyers</li> <li>• forms</li> <li>• mail merge documents, including labels</li> <li>• memos</li> <li>• multi-page letters</li> <li>• promotional material</li> <li>• reports</li> <li>• schedules</li> <li>• tables</li> </ul>
<b><i>Organisational and task requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• company colour scheme</li> <li>• company logo</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• consistent corporate image</li> <li>• content restrictions</li> <li>• established guidelines and procedures for document production</li> <li>• house styles</li> <li>• observing copyright legislation</li> <li>• organisation name, time, date, document title, filename or other fields in headers and footers</li> <li>• templates</li> </ul>
<b><i>Design</i></b> may include:	<ul style="list-style-type: none"> <li>• balance</li> <li>• diversity</li> <li>• relative positioning of graphics, headings and white space</li> <li>• simplicity</li> <li>• text flow</li> <li>• typography</li> </ul>
<b><i>Structure and layout</i></b> may include:	<ul style="list-style-type: none"> <li>• boxes</li> <li>• colour</li> <li>• columns</li> <li>• drawing</li> <li>• graphics</li> <li>• headings</li> <li>• letter and memo conventions</li> <li>• page layout</li> <li>• photographs</li> <li>• typeface</li> <li>• white space</li> </ul>
<b><i>Consistency of design and layout</i></b> may include:	<ul style="list-style-type: none"> <li>• annotated references</li> <li>• borders</li> <li>• bulleted and numbered lists</li> <li>• captions</li> <li>• consistency with other business documents</li> <li>• footnotes and endnotes</li> <li>• indentations</li> <li>• page numbers</li> <li>• spacings</li> <li>• font styles and point size</li> </ul>
<b><i>Naming and storing</i></b> documents may include:	<ul style="list-style-type: none"> <li>• authorised access</li> <li>• file and folder names which identify requirements such as the operator, author,</li> </ul>

<b>RANGE STATEMENT</b>	
	section or date <ul style="list-style-type: none"> <li>• filing locations</li> <li>• file names according to organisational procedure</li> <li>• file names which are easily identifiable in relation to the content</li> <li>• organisational policy for backing up files storage in folders and sub-folders</li> <li>• organisational policy for filing hard copies of documents</li> <li>• security and password protection</li> <li>• storage on disk drives, USBs, CD-ROM, tape back-up to server</li> </ul>
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> <li>• time line agreed with internal or external client</li> <li>• time line agreed with supervisor or person requiring document</li> <li>• organisational time line e.g. deadline requirements</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Information and Communications Technology - IT Use
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## Co-requisite units

<b>Co-requisite units</b>		

