



**Australian Government**

# **ICPPRP324 Create pages using a page layout application**

**Release: 2**

# ICPPRP324 Create pages using a page layout application

## Modification History

| Release   | Comments                                                                                                                                     |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | This version released with ICP Printing and Graphic Arts Training Package Version 2.0.<br><br>Version created to correct typographical error |
| Release 1 | This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.                                                 |

## Application

This unit describes the skills and knowledge required to compose pages according to a client design brief, using a high-end application.

It applies to skilled individuals who design and prepare layouts and artwork, manipulate images and text, and apply solutions to a defined range of problems. They may also provide leadership and guidance to others, with limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

|           |                                               |
|-----------|-----------------------------------------------|
| ICPPRP224 | Produce pages using a page layout application |
|-----------|-----------------------------------------------|

## Unit Sector

Pre-Press

## Elements and Performance Criteria

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                   |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Confirm client design                         | 1.1 Details of client design brief are reviewed and clarified with                                     |

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| brief                       | client or supervisor<br>1.2 Type of document is determined and production requirements are assessed<br>1.3 Client copy and images are assembled to conform to design brief<br>1.4 Library files are accessed for relevant data to conform to design brief                                                                                                                                                                                                                                                                                                                                    |
| 2. Set up document          | 2.1 Master page for multiple pages and with multiple columns is set up<br>2.2 Required text is prepared and formatted and appropriate fonts and size are selected<br>2.3 Master pages, templates and style sheets, as appropriate, are used consistently to ensure data is the same after exchange or transfer<br>2.4 Text boxes and columns are correctly linked for text flow, and chapter heading hierarchies are selected<br>2.5 Colour palettes are set up according to design brief<br>2.6 Document set-up is completed to conform to requirements of the final media and design brief |
| 3. Arrange elements on page | 3.1 Imported text or data from other applications is correctly formatted and any cross-application formatting issues are resolved<br>3.2 Elements are created and arranged on page to conform to design brief<br>3.3 Graphics and other elements are imported from other applications and correctly formatted and arranged<br>3.4 Elements are arranged in layers according to design brief                                                                                                                                                                                                  |
| 4. Finalise artwork         | 4.1 Pages and combined elements are composed correctly to suit specified sheet size<br>4.2 Numerical sequence and laydown of product or mock-up is correctly identified to meet binding and finishing requirements<br>4.3 Bleed allowance is incorporated in margins and borders                                                                                                                                                                                                                                                                                                             |
| 5. Check quality            | 5.1 Text is reviewed for possible errors and omissions and errors are discussed with client or supervisor<br>5.2 Overall balance of layout and correct colour blends and gradients are maintained in arrangement of elements<br>5.3 Completed file is sent to be ripped<br>5.4 Proof is created and checked for errors, omissions and overall                                                                                                                                                                                                                                                |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                               |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | layout balance<br>5.5 Necessary changes are made, reviewed on screen, and reproofed as required<br>5.6 Job is saved according to enterprise procedures<br>5.7 Digital proof or PDF is created to present to client |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                                       | Description                                                                                                                                                                                                                                                                                                |
|----------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                    | 1.1, 1.3, 1.4, 2.2, 2.5, 2.6, 3.1, 3.2, 3.4, 5.1, 5.4, 5.5 | <ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> <li>Uses explicit strategies to make connections between information and ideas</li> </ul>                                |
| Writing                    | 2.2, 3.1, 5.5                                              | <ul style="list-style-type: none"> <li>Uses a variety of strategies for planning, drafting, reviewing and proofreading own writing</li> <li>Chooses appropriate text type to communicate relevant information and/or ideas effectively</li> </ul>                                                          |
| Oral Communication         | 1.1, 5.1, 5.7                                              | <ul style="list-style-type: none"> <li>Participates effectively in spoken interactions by using vocabulary, including technical language, relevant to role and context</li> </ul>                                                                                                                          |
| Numeracy                   | 4.2, 4.3                                                   | <ul style="list-style-type: none"> <li>Selects and uses appropriate mathematical strategies to solve problems in familiar contexts</li> </ul>                                                                                                                                                              |
| Navigate the world of work | 1.1, 1.3, 1.4, 2.1-2.6, 3.1, 3.2, 3.4, 4.1, 4.2, 5.6       | <ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Takes responsibility for decisions about when and how to complete tasks and coordinates with others</li> </ul>                                      |
| Interact with others       | 1.1, 5.1, 5.7                                              | <ul style="list-style-type: none"> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective interaction</li> </ul>                                                                                                                                         |
| Get the work done          | 1.2, 1.3, 2.2-2.6, 3.1-3.4, 4.1-4.3, 5.1-5.5, 5.7          | <ul style="list-style-type: none"> <li>May operate from a broad conceptual plan, developing operational detail in stages, regularly reviewing priorities and performance during implementation, identifying and addressing issues</li> <li>Takes responsibility for planning and organising own</li> </ul> |

|  |  |                                                                                                                                                                                                                                                                                               |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>workload, identifying ways of sequencing and combining elements for greater efficiency</p> <ul style="list-style-type: none"><li>• Understands purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete tasks</li></ul> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Mapping Information

| Code and title<br>current version                                         | Code and title<br>previous version                                           | Comments                                  | Equivalence status |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------|--------------------|
| ICPPRP324<br>Create pages using a<br>page layout<br>application Release 2 | ICPPRP324<br>Create pages using a<br>page layout<br>application Release<br>1 | Updated to correct<br>typographical error | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRP324 Create pages using a page layout application

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### Performance Evidence

Evidence of the ability to:

- correctly prepare THREE different sets of page layouts according to the client's design brief.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline selection of colour qualities and behaviour for trapping during the design phase
- explain different qualities of Tagged Image File Format (TIFF) and Encapsulated PostScript (EPS) and their use
- describe process for distinguishing unmarked colours and principles of additive and subtractive colour mixing
- outline considerations given to the printing process during the design phase, and problems that can occur if the printing process is overlooked during the design stage
- describe media size to be considered during imposition, and planning for multiple colours during imposition
- identify difference between computer type versus print type
- outline importance of type to overall design and factors to be considered to ensure readability
- describe importance of design and layout when arranging artwork and typography used in design

- explain purposeful design, market segmentation and importance of understanding the target audience
- outline factors to be considered when targeting equity groups
- describe the process for creating and saving templates and creating style guides and sheets.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Pre-Press field of work and include access to applicable page layout applications.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

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