

**Unit Title:** Imaging software

OCR unit number: 37

Level: 2

Credit value: 4

Guided learning hours: 30

Unit reference number: L/502/4613

## Unit purpose and aim

This is the ability to use a software application designed to create, modify and layout images for display in print or on a screen.

This unit is about the skills and knowledge required by an IT user to select and use a range of intermediate imaging software tools and techniques to produce at times non-routine or unfamiliar images. Any aspect that is unfamiliar may require support and advice from others.

Imaging software tools and techniques at this level are described as ‘intermediate’ because:

- the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the user will take some responsibility for setting up or developing the type or structure of the document.

Learning Outcomes	Assessment Criteria	Examples
<p>The learner will:</p> <p>1 Obtain, insert and combine information for images</p>	<p>The learner can:</p> <p>1.1. Describe what <b>images</b> are needed</p> <p>1.2. Obtain, input and <b>prepare images</b> to meet needs</p> <p>1.3. Describe what <b>copyright and other constraints</b> apply to the use of images</p> <p>1.4. Use appropriate techniques to organise and <b>combine information</b> of different types or from different sources</p> <p>1.5. Describe the <b>context in which the images</b> will be used</p> <p>1.6. Describe what <b>file format</b> to use for saving images to suit different presentation methods</p>	<p><b>Designs or images:</b> Designs or images will vary according to the task for example, photos from a digital camera, scanned images, graphic elements, drawings, clip art</p> <p><b>Prepare images:</b> Size, crop and position</p> <p><b>Copyright constraints:</b> Effect of copyright law (e.g. on use of other people’s images), acknowledgment of sources, permissions</p> <p><b>Combine information:</b> Insert, size, position, wrap, order, group</p> <p><b>Context for designs and images:</b> Contexts will vary according to</p>

Learning Outcomes	Assessment Criteria	Examples
	1.7. <b>Store and retrieve</b> files effectively, in line with local guidelines and conventions where available	<p>the software and task, for example: on screen display, publishing on a web site, hard copy print out, digital file</p> <p><b>File formats for designs and images:</b> Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers)</p> <ul style="list-style-type: none"> <li>- Digital picture format (e.g. jpeg and psd)</li> <li>- Bitmap or raster picture formats (e.g. raw bitmaps, bmp and compressed formats jpeg and png)</li> <li>- Vector graphics (e.g. svg, wmf, eps, ai)</li> <li>- Open formats (e.g. html, odf, pdf and rtf)</li> <li>- Proprietary formats (e.g. pub and qxd)</li> <li>- Method of compression (lossy, non-lossy)</li> </ul> <p><b>Store and retrieve:</b> Save, save as, find, open, close, import, export to other file formats; reduce file size</p>
2 Use imaging software tools to create, manipulate and edit images	2.1 Identify what <b>technical factors affecting images</b> need to be taken into account and how to do so 2.2 Select and use suitable techniques to <b>create images</b> 2.3 Use guide lines and dimensioning tools appropriately to enhance precision 2.4 Select and use appropriate tools and techniques to <b>manipulate and edit</b> for images 2.5 <b>Check images</b> meet needs, using IT tools and making corrections as necessary	<p><b>Technical factors affecting designs and images:</b> Page or canvas size; colour mode; file size and format; difference between screen and print resolution</p> <p><b>Create designs and images:</b> Draw basic shapes and adjust properties (e.g. line width, fill colour, transparency); download digital photos from a camera; scan and resize images; add text and other elements such as lines, boxes and arrows; create more complicated designs using painting, drawing or image</p>

Learning Outcomes	Assessment Criteria	Examples
	2.6 Identify and respond to <b>quality problems with images</b> to make sure that they meet needs	<p>manipulation software</p> <p><b>Manipulate and editing techniques:</b> Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour, group, ungroup, change templates, filters to create special effects, orders and layers</p> <p><b>Check designs and images:</b> Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution</p> <p><b>Quality problems with designs and images:</b> Will vary according to the content, for example, levels, contrast, resolution</p>

## Assessment

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All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of:

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

See the Assessment and postal moderation section of the [ITQ Centre Handbook](#).

## Evidence requirements

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An Evidence Checklist must be completed without gaps. Where candidates are submitting evidence produced having sat an OCR-set assignment, there is no need to complete an Evidence Checklist.

Individual checklists are available to download from the qualification [webpage](#) (see forms).

## Guidance on assessment and evidence requirements

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Please refer to the ITQ centre handbook on our [webpage](#).

## Details of relationship between the unit and national occupational standards

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).