

<b>Unit Title:</b>	<b>Drawing and planning software</b>
OCR unit number:	26
Level:	3
Credit value:	4
Guided learning hours:	30
Unit reference number:	F/502/4611

## Unit purpose and aim

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This is the ability to use software designed for producing 2D drawings or plans, such as flowcharts, mind maps and technical drawings

This unit is about the skills and knowledge required by an IT user to select and use advanced tools and techniques to produce complex and non-routine drawings and plans.

2D drawing and planning software tools and techniques will be described as ‘advanced’ because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Learning Outcomes	Assessment Criteria	Examples
<p>The learner will:</p> <p>1 Input, organise and combine information for drawings or plans</p>	<p>The learner can:</p> <p>1.1. Identify what <b>types of shapes and other elements</b> will be needed</p> <p>1.2. Evaluate templates and explain why and how they need to be changed to meet needs</p> <p>1.3. Select, adapt, create and use the appropriate shapes to meet needs, including shapes imported from other sources</p> <p>1.4. Select, adapt, define and create appropriate <b>templates and styles</b> to meet needs</p> <p>1.5. Provide guidance on what</p>	<p><b>Shapes and other elements:</b> Shapes will vary according to the required outcome, for example: flow chart shapes, building plan shapes, audit</p> <p>Other elements: graphic elements (e.g. lines, arrows, borders, backgrounds, clip art), text, numbers</p> <p><b>Input information:</b> Using keyboard, mouse, scanner, voice recognition, touch screen, stylus</p> <p><b>Templates and styles:</b> Existing templates and styles, working from an example document; adapt templates, apply styles; create new templates, define</p>

Learning Outcomes	Assessment Criteria	Examples
	<p><a href="#">copyright constraints</a> apply to the use of own and others' shapes or other elements</p> <p>1.6. <a href="#">Combine information</a> for drawings or plans including exporting outcomes to other software</p> <p>1.7. <a href="#">Store and retrieve</a> drawing files effectively, in line with local guidelines and conventions where available</p>	<p>new styles and colour schemes</p> <p><a href="#">Copyright constraints</a>: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act</p> <p><a href="#">Combine information</a>: Insert, size, position, wrap, order, group</p> <p><a href="#">Store and retrieve</a>: Save, save as, find, open, close, import, export, other file formats.</p>
<p>2 Use tools and techniques to edit, manipulate, format and present drawings or plans</p>	<p>2.1. Explain what <a href="#">drafting guides</a> to use so that the shapes and other elements are appropriately prepared</p> <p>2.2. Select and use appropriate software tools to <a href="#">manipulate and edit shapes and other elements</a> with precision</p> <p>2.3. Select and use appropriate software tools to <a href="#">format shapes and other elements</a>, including applying styles and colour schemes</p> <p>2.4. <a href="#">Check drawings or plans</a> meet needs, using IT tools and making corrections as necessary</p> <p>2.5. Identify and respond to <a href="#">quality problems with drawings or plans</a> to make sure they are fit for purpose and meet needs</p> <p>2.6. Explain what <a href="#">context the drawings and plans</a> will be used in and how this will effect how they are presented</p> <p>2.7. Select and use appropriate <a href="#">presentation methods</a> and</p>	<p><a href="#">Drafting guides</a>: Grids, snap to grid, snap to shape, rulers, guidelines</p> <p><a href="#">Manipulate and edit shapes and other elements</a>: Will vary, for example:  Edit: select, insert, delete, cut, copy, paste, drag and drop, find, replace  Text: font, colour, alignment  Shapes: size, colour, orientation, connections to other shapes and elements, add labels</p> <p><a href="#">Format shapes and other elements</a>: Will vary, for example:  Text: font, paragraphs, text block, tabs, bullets  Lines: width, length, colour, endings, beginnings  Drawing elements: fill, shadow, corners  Connections between shapes and other elements  Protection: length, width, axis  Behaviour: interaction, selection highlighting</p> <p><a href="#">Check shapes and other elements</a>: Spell check, grammar check, accuracy of numbers,</p>

Learning Outcomes	Assessment Criteria	Examples
	accepted page layouts	labelling and size of shapes, connections between shapes and other elements <b>Presentation methods:</b> Will vary according to the task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding <b>Quality problems with drawings and plans:</b> Will vary according to the content, for example, text (e.g. formatting, styles, positioning), shapes (e.g. size, position, orientation, unwanted content), other elements (e.g. scale, thickness, colour, connections), page layout, formatting; proportion, balance, symmetry,

## 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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Candidates must complete the Evidence Checklist for this unit without any gaps. Individual unit 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).