



# OCR iMedia

## Certificate and Diploma

### Level 3 - Unit 1 Digital Graphics

#### Introduction

Serif's suite of innovative and intuitive graphics software, supported by their comprehensive education tutorials and schemes of work, can deliver the complete learning package for OCR's new iMedia qualifications. For students of all levels of ability Serif can smooth the pathway to the dynamic working world of creative interactive media. The following scheme of work, commissioned by Serif, covers all the learning outcomes, assessment objectives and knowledge, skills and understanding a student needs to prepare successfully for level 3 of the mandatory Unit 1 in Digital Graphics. Approved centres can obtain specimen Assessment Tasks directly from OCR: email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk) or phone 024 76 851509.

The text below is an extract from the Tutor's Handbook and Specification for OCR's **Level 3 Certificate and Diploma for iMedia Users**. The full document can be downloaded from: <http://www.imedia.ocr.org.uk/centres/intro.htm>

#### Unit description

*This unit is designed to accredit understanding of digital graphics, digital graphics sourcing and digital graphics image manipulation. Candidates will develop the ability to use digital sourcing hardware such as digital scanners and digital cameras. Candidates will develop competencies in using digital graphics software to source, manage, edit and manipulate and save graphics files.*

#### Learning outcomes

*A candidate following a programme of learning leading to this unit will be able to:*

- *obtain digital graphics using a variety of sources*
- *demonstrate the use of the manipulation tools and features of a digital image manipulation program*
- *manipulate a bitmap digital graphic for a particular purpose*

#### Assessment objectives

*These are the skills and understanding that successful candidates will need to demonstrate in order to achieve this unit. Candidates will be required to achieve all of the assessment objectives in order to achieve the unit.*





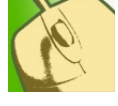

#### Knowledge, skills and understanding

*This is the underpinning knowledge and understanding that candidates will need in order to undertake the assessment for the unit and to meet the requirements of the assessment objectives. It is anticipated that tutors will cover all of the skills, knowledge and understanding requirements fully prior to entering candidates for assessment.*

#### Level 3 (60 hrs per unit)

*It is suggested that an average candidate with the stated recommended prior learning should take around 60 guided learning hours per unit to acquire the knowledge, understanding and skills necessary to demonstrate each assessment objective successfully. However, this figure is for guidance only and will vary depending on individual candidates and mode of delivery.*

## Key to symbols

	<b>Fact file</b> – manageable chunks of information to help students acquire the necessary knowledge and understanding for each assessment objective.
	<b>Activity</b> – each fact file is followed by a short practical activity that applies or tests students' understanding of it.
	<b>How to do it</b> – step-by-step guides help students acquire new skills.
	<b>Mini brief</b> – each section of the scheme of work concludes with a small task that embeds and reinforces new skills in context.
	<b>Review</b> – students are encouraged to seek regular feedback about their designs and to make modifications in response. A scaffolded record sheet supports this process. <b>Self-review</b> – sections conclude with a skills check to help students measure progress and identify areas for further development.
	<b>Extras</b> – a summary of the help sheets, scaffolded worksheets, blank templates and other resources available to support teaching and learning in each section.

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*The visual literacy and planning activities in Chapter 3 should not be delivered independently of the practical tasks in Chapters 1 and 2. They should be introduced at appropriate points during the course, as they will inform student responses to graphic design briefs and encourage sound working practices throughout.*

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