



Republic of Rwanda  
Ministry of Education



RTB | RWANDA  
TVET BOARD

## LAYOUT DESIGN

MMPLD401

DESIGN LAYOUT

Competence

RQF Level: 4

Learning Hours



60

Credits: 6

Sector: ICT AND MULTIMEDIA

Trade: MULTIMEDIA PRODUCTION

Module Type: SPECIFIC

Curriculum: TVET Level 4 in Multimedia Production

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Issued date: May 2023

<b>Purpose statement</b>	At the end of this module, the trainees will be equipped with knowledge, skills and attitudes to identify requirements of a design work and to use creative software to create a mood board, mockups and produce different designs layout: Magazines, books, posters, website, brochure, mobile app.					
<b>Learning assumed to be in place</b>	N/A					
<b>Delivery modality</b>	Training delivery	100%	Assessment		Total 100%	
	Theoretical content	30%	Formative assessment		50%	
	Practical work:	70%				
	<ul style="list-style-type: none"> <li>Group work and presentation</li> </ul>	30%	70%			
	<ul style="list-style-type: none"> <li>Individual work</li> </ul>	40%	Summative Assessment		50%	

### Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Develop design Concept	1.1. Creative brief has been accurately interpreted in consultation with relevant personnel.
	1.2. Information and design resources have effectively been gathered as per the design requirements and specifications.
	1.3. The mood board was attentively created with references and sketches in response to the design requirements and specifications.
2. Produce layout design	2.1. The organization and structure of the layout have been appropriately set up in accordance with the design requirements and specifications.
	2.2. Colours have been creatively combined convey intended mood as per the design requirements and specifications.
	2.3. Typography has been creatively applied to convey the intended message as per the design requirements and specifications.

	<b>2.4.</b> Design elements have been harmoniously placed convey the intended message as per layout principles.
<b>3. Prepare final layout</b>	<b>3.1.</b> Mockups and proofs have been properly created according to the design requirements and specifications.
	<b>3.2.</b> Layout design has been properly proofread according to the design requirements and specifications.
	<b>3.3.</b> Designs are properly optimized for different outputs according to the design requirements and specifications.

### Knowledge, Skills, and Attitude

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>✓ Design principles</li> <li>✓ Typography</li> <li>✓ Color theory</li> <li>✓ Layout techniques</li> <li>✓ Digital imaging</li> <li>✓ Printing processes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use design software</li> <li>✓ Time management and multitasking skills</li> <li>✓ Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Creativity</li> <li>✓ Passion</li> <li>✓ Curiosity</li> <li>✓ Professionalism</li> <li>✓ Respectful</li> <li>✓ Attentive</li> <li>✓ Adaptivity</li> <li>✓ Flexibility</li> <li>✓ Openness</li> <li>✓ Attention to detail</li> <li>✓ Adaptability</li> </ul>

### Course content

<b>Learning outcomes</b>	<b>At the end of the module the learner will be able to:</b>
	<ol style="list-style-type: none"> <li>1. Develop design Concept</li> <li>2. Produce Layout Design</li> <li>3. Prepare final Layout</li> </ol>
<b>Learning outcome 1:</b>	<b>Learning hours: 10 HOURS</b>

## DEVELOP DESIGN CONCEPT

### Indicative content

- **Introduction to design concept**
  - ✓ Types of design concept
- **Creative brief description**
  - ✓ Purpose of creative brief
  - ✓ Element of creative brief
- **Information and design resources compilation**
  - ✓ Source of design information
  - ✓ Identification of design resources
    - ⊕ Creative software
    - ⊕ Computer specifications
    - ⊕ Tools
- **Creation of mood board**
  - ✓ Mood board description
  - ✓ Purpose of mood board
  - ✓ Types of mood board
    - ⊕ Physical mood board
    - ⊕ Digital mood Board
  - ✓ Element of mood board
    - Colour palette
    - Typography
    - Image and visuals
    - Pattern
    - texture
    - Symbols
  - ✓ Digital mood board tools
    - Graphic design software
    - Online mood board platforms
    - Mood board Apps
  - ✓ Physical mood board tools
    - Bulletin board
    - Foam board or Poster board
    - Scissors, glue and tape
    - Markers, pens and Labels
- **Producing mood board**
  - ✓ Organize and arrange mood board visual element

- Compositions
- Placements
- sizes
- Supporting elements
- Typography
- texture swatches
- sketches and written words

✓ Review and refine

✓ Digitize (optional)

✓ Display and share

### Resources required for the learning outcome

<b>Equipment</b>	<ul style="list-style-type: none"> <li>▪ Drafting tape, tracing paper, templates</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>▪ Light table, drawing board, computer</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>▪ T-square, set squares, compass, protractor, French curve, drafting pencil, eraser, ruler, divider, technical pen</li> </ul>
<b>Facilitation techniques</b>	<ul style="list-style-type: none"> <li>▪ Demonstration</li> <li>▪ Practical exercise</li> <li>▪ Trainer guided</li> <li>▪ Group discussion</li> </ul>
<b>Formative assessment methods / (CAT)</b>	<ul style="list-style-type: none"> <li>▪ Written Assessment</li> <li>▪ Performance Assessment</li> <li>▪ Oral Presentation</li> </ul>

<b>Learning outcome 2: PRODUCE LAYOUT DESIGN</b>	<b>Learning hours: 35HOURS</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>● <b>Description of Layout Structure</b> <ul style="list-style-type: none"> <li>✓ Elements of layout structures</li> <li>✓ Standard and custom layout formats <ul style="list-style-type: none"> <li>⊕ Booklets</li> <li>⊕ Brochures</li> <li>⊕ Custom formats</li> </ul> </li> </ul> </li> <li>● <b>Grids</b> <ul style="list-style-type: none"> <li>✓ Purpose of grids</li> <li>✓ Using modular grids</li> <li>✓ Using typographic grid</li> </ul> </li> <li>● <b>Application of colours</b> <ul style="list-style-type: none"> <li>✓ Establish visual hierarchy with colour</li> <li>✓ Using colour to create contrast</li> <li>✓ Using colour to create balance</li> <li>✓ Using colour to create unity</li> <li>✓ Creating depth with colour</li> </ul> </li> <li>● <b>Application of Typography</b> <ul style="list-style-type: none"> <li>✓ Heading hierarchy</li> <li>✓ Text formatting</li> <li>✓ Typing on a path <ul style="list-style-type: none"> <li>⊕ Curves</li> <li>⊕ Spirals</li> <li>⊕ Circles</li> </ul> </li> </ul> </li> <li>● <b>Placement of design elements</b> <ul style="list-style-type: none"> <li>✓ Applying layout principles</li> <li>✓ Arrangement of design element</li> </ul> </li> </ul>	

Resources required for the learning outcome	
<b>Equipment</b>	<ul style="list-style-type: none"> <li>Drafting tape, tracing paper, templates, light table, drawing board, computer</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Technical pen</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>T-square, set squares, compass, protractor, french curve, drafting pencil, eraser, ruler, divider</li> </ul>
<b>Facilitation techniques</b>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Trainer guided practical exercise</li> <li>Group discussion</li> </ul>
<b>Formative assessment methods /(CAT)</b>	<ul style="list-style-type: none"> <li>Written Assessment</li> <li>Performance Assessment</li> <li>Oral Presentation</li> </ul>

<b>Learning outcome 3:</b> <b>PREPARE FINAL LAYOUT</b>	<b>Learning hours: 15HOURS</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>● <b>Creation of Mockups</b> <ul style="list-style-type: none"> <li>✓ Description of mockups <ul style="list-style-type: none"> <li>⊕ Elements</li> <li>⊕ Types</li> </ul> </li> <li>✓ Purpose of mockups</li> <li>✓ Applying Mockups Creation Techniques</li> </ul> </li> <li>● <b>Creation of proofs</b> <ul style="list-style-type: none"> <li>✓ Identification of Proofs <ul style="list-style-type: none"> <li>⊕ Elements</li> <li>⊕ Types</li> </ul> </li> <li>✓ Applying proofs creation techniques</li> </ul> </li> <li>● <b>Proofreading layout design</b> <ul style="list-style-type: none"> <li>✓ Describing proofreading</li> <li>✓ Optimizing images</li> <li>✓ Updating links</li> <li>✓ Preflighting</li> </ul> </li> <li>● <b>Optimisation of design</b></li> </ul>	

- ✓ Elements of design optimisation

- **Specifying design output**

- ✓ File format
- ✓ Colour mode
- ✓ Resolution
- ✓ Dimension
- ✓ Bleed and trim

### Resources required for the learning outcome

<b>Equipment</b>	<ul style="list-style-type: none"> <li>Drafting tape, tracing paper, light table, drawing board, computer</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Technical pen</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>T-square, set squares, compass, protractor, French curve, drafting pencil, eraser, ruler, divider,</li> </ul>
<b>Facilitation techniques</b>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Practical exercise</li> <li>Trainer guided</li> <li>Group discussion</li> </ul>
<b>Formative assessment methods / (CAT)</b>	<ul style="list-style-type: none"> <li>Written Assessment</li> <li>Performance Assessment</li> <li>Oral Presentation</li> </ul>

### Integrated/Summative assessment

#### Integrated situation

**Company XYZ** located at Gisagara District/Southern Province is a well-known producer and supplier of electronic devices across several sectors. The business significantly relies on catalogues to present its items to buyers. However, their current catalogue design has failed to grab buyers' interest, accurately communicate product information, and increase sales. As a result, it is necessary to solve the following problems and create a better catalogue design for **Company XYZ**.

As a layout designer you are hired to design an effective television catalogue for **company XYZ** with the following specification:

1. Accuracy
2. Clarity
3. Organization
4. Completeness

5. Aesthetic
6. Communicative
7. Design should be exported as (.Pdf)

The final product must be available within 3 hours.

### Resources

<b>Tools</b>	Adobe illustrator, adobe photoshop, adobe in design, adobe bridge, adobe acrobat reader professional, pencils, erasers, sharpeners, geometrical tools
<b>Equipment</b>	Computer, monitor, mouse, keyboard, scanner, digital camera, desktop printer
<b>Materials/ Consumables</b>	sketchbook, pieces of paper , internet.

<b>Assessable outcomes</b>	<b>Assessment criteria (Based on performance criteria)</b>	<b>Indicator</b>	<b>Observation</b>		<b>Marks allocation</b>
			<b>Yes</b>	<b>No</b>	
<b>Learning Outcome</b> 1. Develop design Concept <b>(20%)</b>	1.1.Interpretion of creative brief	Creative brief is interpreted.			5
	1.2.Gathering information and design resources	Design information is presented.			3
		Design resources are identified.			4
	1.3. Creation of mood board	Physical /digital mood board is produced.			10
<b>Learning Outcome</b> 2. Produce layout design <b>(47%)</b>	2.1. Setting up layout structure	Layout structure is described.			5
	2.2. Applying grids	Grids are applied.			5
	2.3. Combination of colour	Contrast is created.			5
		Balance is created.			5

		Unity is created.			5
		Depth is created.			5
	2.3. Applying typography	Typography is applied.			9
	2.4. Placing design elements	Layout principles are applied.			10
<b>Learning Outcome</b>  3. Prepare Final Layout (23%)	3.1. Creation of mockups and proofs	Mockups is created.			5
		Proofs are created.			5
	3.2. Proofreading layout design	Images are optimised.			3
		Links are updated.			3
	3.3.Optimisation of design	Design elements are applied.			4
	3.4.Specification of design output	File format is specified.			3
		Resolution is specified.			3
		Dimension is specified.			3
<b>Total marks</b>					100
<b>Percentage Weightage</b>					100%
<b>Minimum Passing line % (Aggregate):</b>					
70%					

## References

1. Graver,A &Jura,B. (July 2012). Best Practices for Graphic Designers. Massachusetts: Rockport Publishers.
2. Lauer, D & Pentak,S. (2008). *Design Basics* (7th Ed ed.). Chicago:Thomson Learning.

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