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| **Media Technicians Print** | | | | |  |
| **Name of the Unit:** | **Producing a specialist dictionary in three languages**  (DIN A 5 brochure in German/English/Spanish) | | |  | |
| **Reference to the qualification:** | **Curriculum Framework for Media Technicians Print** Field of learning 12 – Planning and Producing Print Products | | |
| **Task covers:** **Identifying the steps of procedures and producing print products** | | | EQF-level: 4 | DQR-level: 4 | |
| **Description of the Unit:**  The students/apprentices plan and produce the first part of a specialist dictionary for the graphic sector in three languages. In respect of content, a selection of words from the available specialist dictionaries in Spanish/English and German/English are to be incorporated. Therefore, the students/apprentices have to identify the important process steps in cooperation with their Spanish colleagues as to select which technical terms are to be incorporated. Then, the respective resources and materials have to be selected. Moreover, the students/apprentices cooperate with the media designers and design and layout the product jointly. Finally, they monitor the printing process and quality according to common company (respectively school) standards. | | | | | |
| **Knowledge** | | **Skills** | **Competence** | | |
| He/she is able to:   * explain the basic idea of a trilingual specialist dictionary in English * observe fundamental creative principles when designing * select adequate product-related resources and materials * observe the safety instructions of production * apply the necessary typographical skills in respect of orders | | He/she is able to:   * collect and select texts and pictures, create new ones or translate texts * assist in creating a layout by means of a software typical in the industry for prepress * observe typographic principles * expose a printing plate in a platesetter * operate the printing machine adequately * observe the safety guidelines for production-technically | He/she is able to:   * differentiate between necessary and unimportant words or new and obsolete words from existing dictionaries and document this in written form * find and apply solutions to problems * express and accept product-related criticism and deal with it appropriately * work as part of a team * contribute helpful strategies and ideas to foster the implementation of the project. | | |
| **Additional information:**  It is not expected that a complete specialist dictionary can be completed by the students/apprentices during a first sojourn in Spain. Therefore, the students/apprentices coming next during the second sojourn shall carry on the work, print the second part, and plan and accomplish the further processing. | | | | | |
| **Developed by**: Volker Müller, Fachpraxislehrkraft Medientechnik, BBS Cuxhaven | | | | | |

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