



Job profile



eumesta 
european media standards
in vocational education and training

Graphic Designer

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Leonardo da Vinci

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Graphic Designer - Job profile



Generic job description

A Graphic Designer is responsible for the research, creation and development of a concept that is communicated visually, through the use of appropriate media in order to solve a client given problem.

Main task / Describing the role in the professional environment including the position in the workflow and the company hierarchy

Graphic Designer's are generally approached by the client after the requirements have been decided upon: these requirements usually take the form of a final product(s). Designers sometimes receive a briefing through an intermediary (for example an agency or agent) or even another member of the creative consultancy for which they work. In all cases it is the designer's duty to learn as much about the intricate elements (in essence the flavour) of the requirements as possible before they commence working on research, concepts, visual design and development using their skills of communication, visual language and typography to create an interesting and creatively suitable solution.

Alternative job title

The position of a Graphic Designer denotes an individual that has 2-3 years industrial experience within one or more of the design specialist areas also known as: Visual Communication Designers and Commercial Artists although these terms are not often used.

EQF level

Although no strict guidelines exist for this vocational subject, it is considered common within the design industry that all practitioners are educated to EQF levels 3-5, so that sufficient knowledge, skills and competence have been acquired.

Access, level of education, typical careers (Previous experience and possible further development)

The Designer works in a hierarchical system of: Junior Designer who aids and assists the Graphic Designer who in turn receives input and direction from the Art-Director (also known as a Mid-weight Designer); and a Creative Director (also known as a Heavy-weight Designer) gives both overall guidance and conceptual vision, these positions all maintain the potential for further development of skills and techniques that will improve all aspects of an individual's work. The positions stated exist within a design or creative consultancy. If working as a Freelance Designer the individual has to manage all these roles themselves.

Graphic Designer - Job profile



EQF Definition of the Learning Outcomes (Basis of Eumesta methodology) Level: 3-5

Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.

Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)

Competence is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'Competence' is described in terms of responsibility and autonomy.

Tasks	Knowledge	Skills	Competence
<p>Briefing, Consultation and Communication with a client</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Contact and briefing with client</i> • <i>Defining target groups</i> • <i>Determining technical specifications</i> • <i>Project management</i> 	<p>Knowledge of principles, accessibility and processes to identify key aspects such as: Technical, creative and marketing expertise. Also the knowledge to identify and utilise different requirements for target audiences within work briefings and work requirements.</p>	<p>The ability to communicate abstract possibilities through cognitive and practical expertise to develop discussion points for information gathering in order to develop work schedules.</p>	<p>The competence to take responsibility for developing work schedules to meet deadlines.</p> <p>The competence to adapt work-flow and personal approaches to solve graphic design problems.</p>
<p>Creation of Concepts, Creative thinking and Ideas.</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Gathering of research materials</i> • <i>Analysis of research</i> • <i>Development of concepts</i> • <i>Initial ideas</i> 	<p>Knowledge of research principles and techniques, the creation of concepts and ideas that communicate to a specific target audience: Thought processes, mind maps etc. including dissemination processes to formulate facts and general concepts in the creation of creative design work.</p>	<p>The ability to apply a range of cognitive and practical expertise to accomplish and solve conceptual and creative based problems via a range of methods, tools, materials and media/information.</p>	<p>The competence to take responsibility of and perform structured research.</p> <p>The competence to analyse various forms of information and adapt results to inform inspiration and own behaviour to solve conceptual graphic design problems.</p>

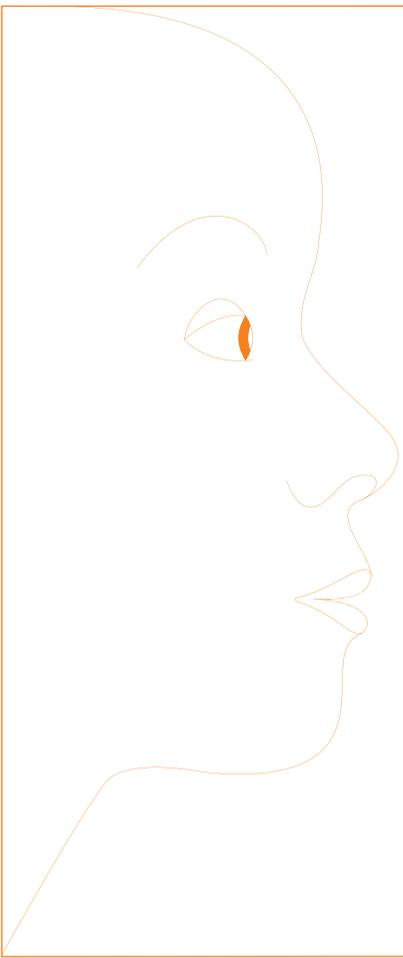
Tasks	Knowledge	Skills	Competence
<p>Development of Ideas and Concepts.</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Conceptual development</i> • <i>Idea development</i> 	<p>Knowledge of typography, layout/composition, use of colour and the creation of imagery through various methods, tools and materials to communicate graphic design ideas and concepts.</p>	<p>The ability to apply a range of cognitive and practical expertise to accomplish and solve conceptual and creative based problems via a range of methods, tools, materials and media/information.</p>	<p>The competence to self-manage a successful approach to the production of graphic design works within the guidelines of work.</p>

Tasks	Knowledge	Skills	Competence
<p>Product Realisation.</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Conceptual development</i> • <i>Idea development</i> • <i>Production techniques</i> 	<p>Knowledge of graphic design production techniques. Involving: typography, layout/composition, use of colour and the creation of imagery; through various methods, tools and use of relevant graphic design software and materials including pre-press, printing techniques and quality management issues to communicate graphic design ideas and concepts.</p>	<p>The ability to apply expertise in a range of cognitive and practical skills involving the use of production processes and techniques, tools, materials and digital software to generate solutions to specific problems in graphic design work.</p>	<p>The competence to take responsibility of a structured approach to the production of graphic design work.</p> <p>The competence to adapt own behaviour to circumstances to solve production and realisation problems in own work.</p>

Tasks	Knowledge	Skills	Competence
<p>Presentation Techniques.</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Development of presentation techniques</i> • <i>Production of presentation tools</i> • <i>Client presentation</i> 	<p>Knowledge of the principles, facts and general concept of presentation techniques of graphic design work including production of, and use of mock-ups and documentation to present work to a client.</p>	<p>The ability to apply presentation techniques and expertise effectively. Demonstrating practical skills in generating suitable solutions to presenting graphic design work.</p>	<p>The competence to take responsibility of presenting outcomes of work.</p> <p>The competence to adapt to circumstances in solving problems for presenting graphic design work.</p>



Job profile



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DTP Professional

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DTP Professional - Job profile

Generic job description

A DTP Professional is responsible for the creation, design and layout properties of periodicals; such as magazines, newspapers and books etc. The role of the DTP professional is considered to be a production role; consequently this Job Profile reflects the nature of the occupation.

Main task /

Describing the role in the professional environment including the position in the workflow and the company hierarchy

Essentially any aspect of structuring and presenting text material with images for publication is the remit of a DTP Professional. As DTP Professional is a specialist area of the design profession and each organisation that deals with periodicals etc has its own particular internal structure, although generally the hierarchical positions of the Graphic Design profile can be used.

Alternative job title

Page Layout Artist, Layout Designer, Pagination Artist etc

EQF level

Although no strict guidelines exist for this vocational subject, it is considered common within the design industry that all practitioners are educated to EQF levels 3-5, so that sufficient knowledge, skills and competence have been acquired.

Access, level of education, typical careers (Previous experience and possible further development)

As Editorial Design is a specialist area of the profession, each organisation that deals with periodicals etc. has its own particular internal structure, although generally the hierarchical positions of the Graphic Design profile can be used without the creative variation.

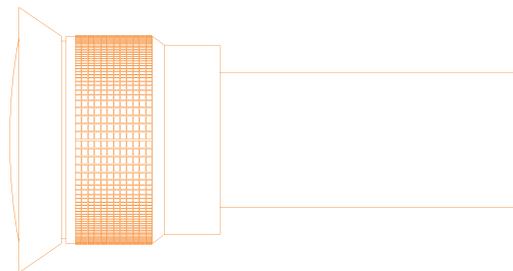
EQF Definition of the Learning Outcomes (Basis of Eumesta methodology) Level: 3-5

Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.

Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)

Competence is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'Competence' is described in terms of responsibility and autonomy.

Tasks	Knowledge	Skills	Competence
<p>Product Realisation.</p> <ul style="list-style-type: none"> • <i>Task list includes:</i> • <i>Page Layout</i> • <i>Production techniques</i> 	<p>Knowledge of fonts and groups, the fundamentals of print, colour theory and the creation of imagery to develop editorial layouts, to communicate to specified target audiences or other requirements.</p> <p>Typographic elements such as: type size, type style, fonts, line length, line feed, headlines, sub-headings, initial caps, inter-character space (kerning), word space, justification, alignments, hyphenation, paragraph breaks, colour, positioning and use of grids.</p> <p>Knowledge about the possibilities and features of Editorial Design software and data formats: QuarkXpress or InDesign, Acrobat/ PDF.</p> <p>Knowledge about various printing technologies and specific preparations of printing processes and products.</p>	<p>The ability to apply expertise in the implementation of fonts and the use of visual imagery to create page layouts. Technical and creative use of grid systems and structuring. Use of colour and other aesthetic decisions; plus practical decisions such as: size, scale, meaning, intention/purpose and constraints of reprographic process</p> <p>Structuring of page sizes, gutters, constructing and breaking: grids, borders, text and image positioning, tone and colour, legibility and style. Aesthetic decisions: eg. Colour, shape, proportion, balance in the creation of moods, emphasis, levels of message.</p> <p>Skilled and competent use of Editorial Design software: QuarkXpress or InDesign, Acrobat.</p>	<p>The competence to take responsibility of a structured approach to the production of DTP work.</p> <p>The competence to understand instructions and technical specifications.</p> <p>The competence to document and communicate specific technical information.</p> <p>The competence to adapt own behaviour to circumstances to solve production and realisation problems in own work.</p>



Job profile



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Video / TV Producer
low budget

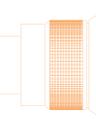
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Video / TV Producer – low budget - Job profile



Generic job description

A Video/TV Producer has overall responsibility for the production of Video/Audio projects. This begins with winning the project for the production company, then overseeing research, pre-production, shooting ('production'), video editing, graphics and sound design/mixing. Productions they work on may reach their audiences via mainstream or digital TV, DVD or the Web.

Main task /

Describing the role in the professional environment including the position in the workflow and the company hierarchy

The Video/TV Producer is effectively the project manager of a Video/Audio production, taking responsibility for all organisational aspects of the project including finance, appointment of other team members, scheduling, locations, shoot organisation, post-production, delivery to client and often also marketing and dissemination.

The Producer has traditionally worked alongside the Director, who, in theory at least, has overall creative control of the project. However, financial constraints mean that this boundary often becomes blurred, against the Director's will.

The Producer will undertake a project briefing(s) with the client/fundholder, often together with the Director if they have already been appointed. He/she will then assemble an appropriate creative and technical production team, which will normally include Director, Assistant Director, Director of Photography, Camera Operator, Sound Designer, Production Designer, Sound Recordist, Production Assistant, Editor, etc. The size of the team will be determined by the size of the project budget.

On larger projects, the Producer's responsibilities will be spread between a number of different roles, including Executive Producer, Producer, Production Manager, Line Producer etc. Due to the increasing expectation of multi-skilling on very small projects, the Producer may also be expected to direct and operate the camera. This model is found mainly in low budget factual Video and TV production.

Alternative job title

Executive Producer, Line Producer, Production Manager, Director (see above)

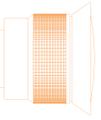
EQF level

4 - 6

Access, level of education, typical careers (Previous experience and possible further development)

A Video/TV Producer is an organised, efficient and assertive person with a broad range of creative and technical skills. Established Producers will usually have worked their way up from other Video or TV production roles such as Researcher, Production Assistant, Editor, etc, but others will have migrated across from a different area of Digital Media production such as multimedia design. New Producers will increasingly have specialist media degrees from universities or relevant vocational qualifications from specialist institutions.

Video / TV Producer – low budget - Job profile



EQF Definition of the Learning Outcomes (Basis of Eumesta methodology) Level: 3-5

Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.

Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)

Competence is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'Competence' is described in terms of responsibility and autonomy.

Tasks	Knowledge	Skills	Competence
<p>Briefing, Consultation and Communication with a client</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Contact and briefing with client</i> • <i>Defining target groups</i> • <i>Determining technical specifications</i> • <i>Project management</i> 	<p>Knowledge of initial strategies necessary to help identify client/fund-holder requirements clearly.</p> <p>Knowledge of similar project models and target group models to inform initial response to briefing.</p> <p>Up-to-date knowledge of a wide range of Video/ Audio concepts, techniques, equipment and software options, to enable successful realisation of the production, for instance Video/Audio pre-production and scripting techniques and Video/Audio production techniques ('shooting').</p> <p>Knowledge of project management implications of different production strategies.</p>	<p>The ability to develop discussion points for information-gathering to help finalise possible strategies.</p> <p>The ability to communicate a range of ideas based on client ideas and own experience.</p> <p>The ability to identify suitable production techniques, equipment and software following briefing discussion with client/fund-holder.</p> <p>The ability to identify project management implications of project under discussion including budget implications for pre-production, production and post-production phases of the project.</p>	<p>The competence to tactfully question a client's assumptions about intended concept and audience where necessary.</p> <p>The competence to anticipate potential problems resulting from initial discussions to client and explore solutions with client.</p>

Tasks	Knowledge	Skills	Competence
<p>Creation of Concepts, Creative thinking and Ideas.</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Gathering of research materials</i> • <i>Analysis of research</i> • <i>Development of concepts</i> • <i>Initial ideas</i> 	<p>Knowledge of primary and secondary research principles and techniques.</p> <p>Knowledge of strategies for analysis of research and development of pre-production strategy.</p> <p>Knowledge of appropriate strategies for enabling ideas generation with Director and creative team.</p>	<p>The ability to synthesise research findings and develop into initial ideas for further development, in liaison with director and other creatives in production team.</p> <p>The ability to manage budget implications of concept development.</p>	<p>The competence to take responsibility for a structured research and analysis programme.</p> <p>The competence to consider initial ideas from creative team and identify the most appropriate solutions, balancing creativity with cost-effectiveness.</p>

Tasks	Knowledge	Skills	Competence
<p>Development of Ideas and Concepts.</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Conceptual development</i> • <i>Idea development</i> • <i>Project Management</i> • <i>Presentation of concept to client</i> 	<p>Up-to-date knowledge of a wide range of audio/ visual concepts and techniques.</p> <p>Up-to-date knowledge of a wide range of appropriate equipment and software to enable successful realisation of the production.</p>	<p>The ability to adapt a range of conceptual and practical knowledge to accomplish and solve conceptual and practical problems using a range of methods (for instance: Writing of rationale, proposal and detailed creative treatment in liaison with Director).</p> <p>The ability to finalise a practical production strategy (production team, scheduling, locations, equipment, software, logistics, health and safety etc).</p> <p>The ability to manage budget implications for development phase of the project and the completion of production budget to enable realisation of proposed strategy.</p> <p>The ability to communicate both verbally and through written documents creative and logistical approach to client/fund-holder, using a range of pre-production presentation approaches.</p>	<p>The competence to manage the successful development of an audio/visual production within agreed budget and timeframe.</p> <p>The competence to demonstrate strong management and social skills in leading a specialised creative and technical team through the development process.</p>

Tasks	Knowledge	Skills	Competence
<p>Product Realisation.</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Production of ideas and their requirements</i> 	<p>Up-to-date knowledge of a wide range of audio/ visual concepts and production techniques.</p> <p>Up-to-date knowledge of a wide range of appropriate equipment and software to enable successful realisation of the production.</p> <p>Up-to-date knowledge of relevant logistical factors relating to production including scheduling, Health and Safety, legal issues etc</p>	<p>The ability to apply knowledge of a range of practical production processes and techniques to formulate appropriate strategies enabling a smooth-running production process (for instance: Audio/visual production filming techniques 'shooting'.</p> <p>The ability to apply solutions to routine problems as they arise, identify and implement solutions, and communicate them effectively to the team.</p> <p>The ability to manage the successful realisation of an au-</p>	<p>The competence to demonstrate strong management and social competence in leading a specialised creative and technical team through the realisation process.</p> <p>The competence to intervene when serious problems arise, identify and implement solutions, and communicate them effectively to the team.</p>

Tasks	Knowledge	Skills	Competence
<p>Presentation Techniques.</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Development of presentation techniques</i> • <i>Client presentation</i> 	<p>Knowledge of a range of possible approaches available for the presentation of Video/Audio work.</p> <p>Knowledge of techniques for acquisition and assimilation of feedback from client and preview sample audience.</p>	<p>The ability to select and apply appropriate presentation techniques effectively.</p> <p>The ability to implement appropriate approaches for acquisition and assimilation of feedback.</p> <p>The ability to manage budget implications for the presentation phase of the project.</p>	<p>The competence to take responsibility for presenting outcomes of work, and adapt to circumstances in solving problems for presenting Video/Audio work.</p> <p>The competence to respond to feedback and make final amendments accordingly.</p>



Job profile



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Web Designer

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Web Designer - Job profile



Generic job description

A Web designer is responsible for the design, layout, coding and maintaining web pages using relevant software packages. He creates what the users sees. The work is a combination of individual and consultative activities.

Main task /

Describing the role in the professional environment including the position in the workflow and the company hierarchy

A web designer is responsible for the development of navigation, visual consistency and the overall experience of accessing content and "media" within a website. This is achieved by creating a structure for the content, determining the design elements required to support that structure and deciding what media is appropriate for presenting particular parts of the content. He/she works usually with the project manager, the web programmer or the database specialist.

Alternative job title

Web Developer, Web Master, Website Administrator, Web Producer, Web Programmer, Interface Designer

EQF level

Although no strict guidelines exist for this vocational subject, it is considered common within the design industry that all practitioners are educated to EQF levels 4-5, so that sufficient knowledge, skills and competence have been acquired.

Access, level of education, typical careers (previous experience and possible further development)

The person suited with this job is a creative and communicative person, who also has some interest in applying technology. Most of these persons have graduated at university or a college, have followed a bachelors degree or a shorter computer programming course.

Web Designer - Job profile



EQF Definition of the Learning Outcomes (Basis of eumesta methodology) Level: 3-5

Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.

Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)

Competence is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'Competence' is described in terms of responsibility and autonomy.

Tasks	Knowledge	Skills	Competence
<p>Briefing, Consultation and Communication with a client</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • Contact and briefing with client • Determining content and website objectives • Defining target groups • Determining technical specifications • Project management 	<p>Knowledge of principles, accessibility and processes to identify key aspects such as: technical, creative and marketing expertise, classification of websites, Internet based technologies, I.S.P's, domain registration, web space, browser compatibility and Internet specific software within work briefings and work requirements.</p>	<p>The ability to communicate abstract possibilities through cognitive and practical expertise to develop discussion points for information gathering in order to develop work schedules.</p>	<p>The competence to take responsibility for developing work schedules to meet deadlines.</p> <p>The competence to adapt work-flow and personal approaches to solve web design problems.</p>
<p>Creation of concepts, creative thinking and ideas</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • Analysis of content • Navigation and information flow • Visual development of website • Prototyping of website sample 	<p>Knowledge of research principles and techniques: information, content structures and hierarchies, including dissemination processes, accessibility and content analysis to formulate facts and general concepts in the creation of web design work, such as: creation of concepts and ideas, thought processes, mind maps etc, and principles of design for multimedia products, interfaces, navigation and visual layout, typographical elements and other digital assets to prototype multimedia product.</p>	<p>The ability to apply a range of cognitive and practical expertise to accomplish and solve conceptual and creative based problems via a range of methods, tools, materials and media/information to develop navigation methods and web content.</p>	<p>The competence to take responsibility for, and perform, structured research.</p> <p>The competence to analyse various forms of information, such as navigation, content and visual development, and adapt results to inform inspiration to solve conceptual web design problems.</p>

Tasks	Knowledge	Skills	Competence
<p>Development of ideas and concepts</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Developing hierarchy</i> • <i>Developing conceptual navigation paths</i> • <i>Developing conceptual screen layout</i> • <i>Acquiring and preparing assets</i> 	<p>Knowledge of development of content structures, hierarchies and creative development techniques. The development of multimedia elements, user Interfaces, navigation and visual layout. Typographical elements and other digital assets; through various methods, tools and interactive media (e.g. animation, sound, movies) to communicate web design ideas and concepts.</p>	<p>The ability to apply a range of cognitive and practical expertise to accomplish and solve conceptual and creative based problems such as screen layout, navigation paths and content hierarchies via a range of methods, tools, materials and media/information.</p>	<p>The competence to take responsibility for and adapt own choices and behaviour to use tools and methods effectively; as well as other formal design elements to prepare assets and communicate creative ideas logically through web hierarchies.</p>

Tasks	Knowledge	Skills	Competence
<p>Product realisation</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Programming and optimisation of website</i> • <i>Testing and validation of website</i> 	<p>Knowledge of composition and relevant/formal design aspects such as: adherence of web standards and website production techniques, browser compatibility or Internet specific software issues, including the use of production processes, techniques and of all relevant digital software within the field of work or study; such as: HTML and other necessary web languages, Web authoring software for multimedia content and quality management (testing, optimisation and validation) of multimedia products.</p>	<p>The ability to apply a range of cognitive and practical expertise through the application of basic methods, tools, media, production and programming techniques, publication and optimisation processes and digital software to accomplish web design work.</p>	<p>The competence to take responsibility for, and adapt, own choices and behaviour to use tools and methods effectively; as well as other formal design elements to prepare assets and communicate creative ideas logically through web hierarchies.</p>

Tasks	Knowledge	Skills	Competence
<p>Creation of concepts, creative thinking and ideas</p> <p><i>Task list includes:</i></p> <ul style="list-style-type: none"> • <i>Client approval</i> • <i>Publication and promotion of website</i> 	<p>Knowledge of the principles, facts and general concept of presentation techniques of web design work, in order to present to a client, upload a web site (FTP software and domain servers) and to produce website documentation. Finally to promote the website on the World Wide Web.</p>	<p>The ability to apply a range of practical and cognitive expertise in accomplishing publication, promotion and presentation of web design work by applying basic methods, media and information.</p>	<p>The competence to take responsibility for presenting outcomes of work or study.</p> <p>The competence to adapt to circumstances in solving problems for presenting and publishing web design work.</p>