



Printing and Graphic Arts Training Package

Professional Development Kit

ICP05



**Professional Development Kit for the
ICPo5 Printing and Graphic Arts Training Package**

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SECTION 1 INTRODUCTION

– linking this Kit to *ICP05*

What is *ICP05*?

ICP05 Printing and Graphic Arts Training Package (ICP05) is the framework for developing the workplace skills and knowledge that Australia's printing industry needs to stay productive and competitive. *ICP05* was endorsed on 22 July, 2005, for national delivery.

ICP05 was developed through extensive industry consultation during 2004 and early 2005. It reflects the skills, knowledge and effort of industry and training organisations. Each unit of competency and each qualification in *ICP05* meets industry requirements, and learner needs, for flexibility and relevance.

The detailed specifications in *ICP05* are only the nuts and bolts. Assembling them to achieve the best results requires industry, training providers, learners and assessors to work together.

Quality implementation – the success of *ICP05* – relies on you.

The Purpose of this Kit

This Professional Development Kit comprises this booklet and associated professional development materials. The Kit is intended to support you in making the best use of *ICP05*. It explains the content of the Training Package and the opportunities it offers for successful application to great learning and excellent industry outcomes.

Working through the Kit and the associated professional development materials gives you the opportunity to:

- explore the content of *ICP05*
- understand how units of competency are put together so you can use them to best advantage
- understand the basis on which competency assessment is undertaken.

A snapshot of the printing industry

The printing industry plays a daily role in our lives – each Australian consumes annually the equivalent of 187.6 kg of newsprint, printing and writing papers and packaging papers.

The industry is a significant national employer providing work for more 115,000 people. About 85% – or close to 100,000 people – work in enterprises with fewer than 20 employees.

In financial and terms, the industry is a substantial player. Annual industry turnover is approximately \$18 billion, annual exports total more than \$600 million and imports more than \$2 billion. Average annual capital expenditure is approximately \$746 million.

Digital products, often CD and Internet based, are becoming more commonplace alongside traditional print products. Digital products are the likely platform for industry growth. Today, the printing industry is characterised by shorter print runs, document customisation, data and knowledge management, and faster turnaround times.

The training effort in the printing industry must be based on a recognition of the shifts in industry directions and a careful focus on the delivery of training to people who are, or will be, working in small and medium-sized businesses.

With these things in mind, *ICPO5* is designed to deliver:

- training that supports the adoption of best industry practice
- training pathways that link one qualification to one or more other qualifications so that employers and learners have more options
- flexible delivery to fit with the needs of individual enterprises whatever their size
- flexibility in the selection of elective units of competency, supporting customisation of training to the training needs of individual enterprises
- qualifications and competency standards that are recognised nationally.

Information on this page is drawn from PrintNet – the Internet Resource of the Printing Industries Association of Australia.

You will find PrintNet at this address: <http://www.printnet.com.au/>

The links under the heading of ‘Our Industry’ lead to a range of information sources that deal with the industry, its future and its training needs.

Symbols used in this Kit



We use this symbol to identify information that is particularly important



We use this symbol to identify activities and ideas that will assist you to apply *ICP05*

Who is this Kit designed for?

This Kit has many audiences. They include:

- trainers and assessors who are implementing *ICP05*
- managers responsible for implementing *ICP05* in training organisations
- employers and managers in the printing industry
- members of the printing industry's professional and industry bodies
- trainers and assessors wanting to integrate *ICP05* units of competency into qualifications from other training packages.

We hope this Kit will assist you to:

- package qualifications
- identify career development and professional development needs.

Important—make *ICP05* your first point of reference

The endorsed Training Package – *ICP05 Printing and Graphic Arts Training Package* – is your source document. Always make *ICP05* your first point of reference.

You can purchase *ICP05* from Innovation & Business Skills Australia (IBSA) at www.ibsa.org.au

You can access *ICP05* from the National Training Information Service (NTIS) at www.ntis.gov.au

This Professional Development Kit addresses important aspects of *ICP05*. But the Kit cannot be used as a substitute for the Training Package itself.



Why was the Training Package revised?

ICP05 replaces *ICP99 Printing and Graphic Arts Training Package*.

The printing industry continues to evolve rapidly. Industry training has to keep up with the changes and to anticipate them.

Based on industry feedback, a conscious effort was made to simplify the qualification structure while enlarging flexibility and choice for learners and enterprises.

The old Training Package, *ICP99*, comprised 52 qualifications. *ICP05* comprises only 34 qualifications. However, there is an improved capacity to package business, technology and design competencies in single qualifications. Process improvement and management skills are now incorporated into *ICP05*, along with higher level technical units of competency. There is an improved balance between core and elective competencies. Improvements in individual learning and articulation pathways mean more training options.

ICP05 includes qualifications that develop and recognise skills in emerging areas like Sack and Bags, Corrugating, Digital Production and Graphic Design. The extension into these areas partly explains the increase in the number of units of competency from 223 in *ICP99* to 271 in *ICP05*. An additional 88 units of competency were imported from other Training Packages (up from 54 in *ICP99*).

In summary, while the number of qualifications has decreased, *ICP05* offers more diversity, more options, greater flexibility and greater relevance.

SECTION 2 SPECIAL TERMS IN *ICP05*

Introduction

ICP05 uses terms that are common in the VET sector and in all Training Packages. To work effectively with *ICP05* and with this Kit it is important to understand these terms and to use them consistently so that our communication with others is clear.

If you don't work in VET, some of these terms may be new to you.

If you do work in VET you will be familiar with the terms used in *ICP05*, but occasionally interpretations may differ from your own. Some technical and policy terms and acronyms have developed slightly different meanings over time and in different work contexts. You might not always agree with the definitions used in *ICP05*, but it is critical that you use the terms in the way the developer intended.

With these things in mind we have included a detailed Glossary of Acronyms, Technical Language and Terms in Appendix 1 on page 61.

The Glossary includes definitions from national policy frameworks such as the Australian Quality Training Framework (AQTF) and the Australian Qualifications Framework (AQF). Assessment terms in the Glossary are the same as those used in the *Training Package Assessment Materials Kit* (DETYA 2001).

The Training Package developers have used terms consistently within each unit of competency and across units of competency. When significant terms are used within a unit of competency the meaning is explained in the Range Statement for that unit of competency. (The Range Statement in each unit of competency explains how the competency is applied in practical terms in a workplace. There is more information about the Range Statement in Section 5 – *ICP05* Units of Competency, page 29).

Key terms used in *ICP05* and in this Kit

There are some terms used in *ICP05* and in this Kit that we'd like to cover here. These are terms that are often used in different ways at different times. It is important to tie these general terms to specific uses. They are in the table below.

The term	The definition
Australian Quality Training Framework (AQTF)	The AQTF sets the national standards for Registered Training Organisations (RTOs). An RTO must meet the standards and maintain them to secure and keep registration. More detail on the AQTF is contained in Appendix 2 on page 64.
Candidate	A candidate is the person whose competence is being, or will be, assessed.
Client	A client includes both learners and candidates. It also refers to enterprises and industry, other parts of the training or assessment organisation, government departments and agencies and other organisations.
Learner	A learner is anyone who is the subject in a learning situation and may include employees, trainees, apprentices and students.
Trainer	When discussing training based on a Training Package, a trainer is anyone who delivers training or assists learners to become competent (on the job, or off the job). The meaning of 'trainer' is similar to the meaning of terms like VET teacher, workplace trainer, industry trainer and VET practitioner. A trainer must have the necessary vocational competencies, training and assessment competencies/qualifications, or equivalent competencies. (See page 46 of this Kit for further details).
Training organisation (RTO)	'Training organisation' means a Registered Training Organisation (RTO). An RTO is registered to provide recognised training and assessment, like training based on a Training Package. RTO's include: <ul style="list-style-type: none"> ● TAFE institutes ● private commercial colleges and companies ● enterprises ● community organisations ● Group Training Companies ● schools ● an organisation working in partnership with an RTO to provide recognised training and assessment services ● an organisation that provides non-recognised training and assessment services.



Read through the Glossary of Terms, Acronyms and Technical Language. The Glossary is in Appendix 1. You will find it on page 56 of this booklet.

It is especially important to use terms consistently when you are interpreting units of competency and the relationships between units. Using different definitions could undermine skills development because:

- the training provided might not fit appropriately with the training required by the unit of competency and
- the assessment of competence might not be accurate.

SECTION 3 THE CONTENTS OF *ICPO5* – finding your way around

Introduction

This section explains how the contents of *ICPO5* – in print and online – are put together. Don't be put off by size. It's true that the hard copy version of *ICPO5* comes in two folders and runs to more than a thousand pages. But it's also true that you won't need to read all of it. The Training Package covers 34 qualifications, describes in detail 271 units of competency that are specific to the printing industry, and lists another 88 competencies from other training packages that are included in *ICPO5*.

You need to be familiar only with those qualifications and units of competency that are relevant to your interests and needs.

Breaking down the document into manageable chunks makes it easier to identify what you need to read. The table on the page 10 is a starting point. It gives an overview of what is contained in each of the six *ICPO5* volumes.

Always use the current version of *ICPO5*



Two words of warning before you explore the contents of *ICPO5*.

First, while the text is the same in both the Version 1 hard copy of *ICPO5* and the online Version 1 of *ICPO5*, the same text doesn't fall on the same page numbers. For example, the explanation of how competency codes are constructed falls on page 29 of the hard copy version, but falls on page 33 of the online version.

Second, always be sure that you are using the most recent version of the Training Package. It's always best to refer to the online version. It is often convenient to work with a hard copy, but Training Packages do change over time and hard copies get out of date. Mostly this happens because units of competency are revised from time to time to make sure they are as relevant as possible to industry requirements.

If you need a hard copy of the Training Package it can be purchased from IBSA at www.ibsa.org.au or you can print the parts you need from the online version which is located on the National Training Information Service (NTIS) website.

When you are communicating with others about specific text in a Training Package, say a unit of competency, make sure you are working with the same version.

(If you want to know more about version control arrangements for *ICPO5* they are explained at the beginning of Volume I).

Breaking down the contents of ICP05

There are six volumes. The contents of each volume are shown below.

Volume number and title	Contents	
Volume I ➤ Introduction ➤ Assessment Guidelines ➤ Qualifications	<p>This Volume contains important information. Everyone concerned with <i>ICP05</i> should be familiar with some sections, including:</p> <ul style="list-style-type: none"> ● relationships between the old <i>ICP99</i> and the new <i>ICP05</i> ● assessment guidelines ● general information about units of competency. <p>You should be familiar with the packaging rules for each qualification you are concerned with. The packaging rules for each qualification are set down in this Volume.</p>	
Volume II ➤ Support Units of Competency ➤ Pre-press Units of Competency	<p>This volume contains full descriptions of each of the support and pre-press units of competency.</p>	<p>There is some information at the beginning of each volume that is helpfully repeated from Volume 1. This information is about things like pre-requisites.</p>
Volume III ➤ Multimedia Units of Competency ➤ Printing Units of Competency	<p>This volume contains full descriptions of each of the multimedia and printing units of competency.</p>	
Volume IV ➤ Converting, Binding and Finishing Units of Competency	<p>This volume contains full descriptions of each of the converting, binding and finishing units of competency.</p>	
Volume V ➤ Screen Printing Units of Competency ➤ Ink Manufacture Units of Competency ➤ Holistic Knowledge Units of Competency	<p>This volume contains full descriptions of each of the screen printing, ink manufacture and holistic knowledge units of competency.</p> <p>Holistic knowledge units of competency are concerned with things that affect sectors of the printing industry. For example, the unit of competency 'Apply knowledge and requirements of mail house operations' includes things like knowing about industry terminology, industry codes of practice affecting mail-house operations, and how mail house operations relate to other parts of the printing industry such as pre-press.</p>	
Volume VI ➤ Imported Units of Competency	<p>This volume contains summary descriptions of all the imported units of competency. (Imported units of competency are explained on page 25).</p>	

SECTION 4 QUALIFICATIONS IN *ICPO5*

– working with qualifications

Introduction

There are 34 qualifications in *ICPO5*. The qualifications are listed in Appendix 3 on page 68.

This Kit covers four important matters that must be considered when looking at qualifications in *ICPO5*. They are:

- entry requirements
- qualification packaging rules
- qualification pathways
- important aspects of training and assessment.

Before dealing with each of these in turn, it is important to be aware of the difference between a qualification and a Statement of Attainment. It's also useful to know about the Australian Qualifications Framework (AQF). There is more information about the AQF in Appendix 4 on page 70.

What's the difference between a qualification and a Statement of Attainment?

An *ICPO5* qualification is awarded by a Registered Training Organisation when a person has met all the requirements set down in the Training Package for that qualification. For example, to be awarded the Certificate III in Printing and Graphic Arts (Multimedia), a learner must be assessed as competent in 18 units of competency made up of 14 core units and 4 elective units that are attached to the Certificate.

A Statement of Attainment is issued by a Registered Training Organisation when a learner has completed one or more of the units of competency, but has not completed all the units attached to a qualification.

There are many occasions on which training is needed in only one or a few units of competency, rather than all the units of competency that meet the requirements for the award of a qualification.



A learner doesn't need to complete a full qualification to have their competence and their learning effort recognised. A Statement of Attainment is accepted nationally as evidence that a learner is competent in one or more areas, even though that person may not have all the competencies that make up a full qualification.

Entry requirements

General entry requirements

Anyone enrolling in an *ICP05* qualification must have a certain level of skills in reading, writing, oral communication, numeracy and mathematics, and computer literacy. The level of skill required differs depending on the qualification level.

As an example, here are the computer literacy levels expected of someone commencing a Certificate II and of someone commencing a Diploma.

Qualification level	Computer literacy level
Certificate II	A learner will be able to start a computer and identify features of a computer's operating system. They will also be able to create, open and save files and correctly shut down the computer.
Diploma	A learner will be able to apply a number of computer applications to different tasks and logically organise work files in directories or computer files. They will be able to resolve minor application problems through the use of the help menu.

Some qualifications have preferred or pre-requisite entry requirements. These pathways are discussed on the following page.

Qualification pathways

A qualification pathway is the path a learner could take through the ICP05 qualifications. Pathways mean that one qualification is designed to lead on to one or more other qualifications so that learners have more options if they wish to do more training.

The list at Appendix 5 on page 71 reproduces the list provided in Volume I of the Training Package. This list shows both pre-requisite pathways and preferred pathways.

Pre-requisite pathways

There are three qualifications in *ICPO5* that have another qualification as a pre-requisite. They are listed below.

A learner must complete this qualification:	... before they can commence this qualification:
ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)	ICP40105 Certificate IV in Printing and Graphic Arts (Graphic Pre-press)
ICP30505 Certificate III in Printing and Graphic Arts (Printing)	ICP40305 Certificate IV in Printing and Graphic Arts (Printing)
ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing)	ICP40405 Certificate IV in Printing and Graphic Arts (Print Finishing)

Preferred pathways

Other qualifications in *ICPO5* have preferred pathways, but they are not mandatory or pre-requisite pathways. The Training Package states that while the lower level qualifications are not compulsory, they would be useful to a learner who wanted to successfully complete the higher qualification.

An example of a preferred pathway is shown below.

A learner would benefit from completing one of these qualification:	... before starting on this qualification:
ICP20305 Certificate II in Printing and Graphic Arts (Instant Print) OR ICP20105 Certificate II in Printing and Graphic Arts (General)	ICP30405 Certificate III in Printing and Graphic Arts (Instant Print)

The full list of preferred pathways is reproduced in Appendix 5 on page 71.

What does the qualification code mean?

Each qualification in *ICP05* has its own code. For example:

- ICP20705 Certificate II in Printing and Graphic Arts (Sacks and Bags)

The code has four parts, as follows.

ICP20705	ICP	This is the code for the Printing and Graphic Arts Training Package
ICP20705	2	<p>The first number in the code matches the qualification level. So a Certificate II is matched by the number 2 in the code. There are five qualification levels in <i>ICP05</i> and each is matched by a number:</p> <ul style="list-style-type: none"> ➤ Certificate I – 1 ➤ Certificate II – 2 ➤ Certificate III – 3 ➤ Certificate IV – 4 ➤ Diploma – 5.
ICP20705	07	<p>The position of the qualification in the sequence of qualifications at the same level. Altogether, there are 11 Certificate III qualifications in <i>ICP05</i>. This qualification – ICP20705 Certificate II in Printing and Graphic Arts (Sacks and Bags) – is the seventh Certificate II listed in <i>ICP05</i>. Because it is the seventh Certificate II qualification listed the number 07 appears here.</p>
ICP20705	05	These numbers identify the year in which the qualification was endorsed – 05 stands for 2005.

Qualification packaging

Every qualification in *ICP05* has packaging rules. These rules specify how competencies can be combined to make up a valid qualification.

The example on the two following pages shows how to identify the packaging rules for a qualification. The example is based on the Certificate II in Printing and Graphic Arts (Desktop Publishing). All qualifications follow the same model.

You might ask two questions:

- why are there 9 core units of competency when a learner must complete only 8 core units?
- why are there 22 elective units when a learner must complete only 6 elective units?

There are good reasons for these arrangements. They are set out in the table below.

Briefly, it works like this.

Core	<ul style="list-style-type: none">➤ For the Certificate II in Printing and Graphic Arts (Desktop Publishing), 8 core units must be completed➤ There is a choice between two core health and safety units➤ Only one health and safety unit must be completed in the core➤ It's a matter of choosing the most appropriate health and safety unit for a particular enterprise or group of learners.
Electives	<ul style="list-style-type: none">➤ Every qualification is designed to be as flexible as possible➤ Electives provide flexibility by allowing the most appropriate competencies to be selected for a particular enterprise or group of learners➤ From the list of 13 electives in the Certificate II in Printing and Graphic Arts (Desktop Publishing), only 6 are chosen.

Qualification packaging rules – an example

The box on the opposite page contains the text about the qualification requirements and core units of competency for one qualification – the Certificate II in Printing and Graphic Arts (Desktop Publishing). See Appendix 6 for the full qualification rules for this Certificate. We have placed labels against the each of the five rules.

Rule 1

Rule 1 means that a learner must complete 14 units of competency, made up of 8 core units and 6 elective units.

There are 22 units of competency offered in this Certificate. The 22 units are split into two groups of competencies:

- there are 9 core units listed
- there are 13 elective units listed.

In this example we are looking at the core units only.

Rule 2

Rule 2 means that all the core units listed must be taken. The full list of core units is always in plain type.

Rule 3

Rule 3 permits an RTO to package either one or two elective units as core units.

However, an RTO can only do this in exceptional circumstances.

It may be that the only way to customise a qualification to suit a particular enterprise is to use this option.

If an RTO decides to do this it must apply to the Registration/ Course Accrediting Body in its state or territory for permission to go ahead. The final decision rests with this Body, not the RTO.

Rule 4

Rule 4 follows on from Rule 3. Even if you decide to package either one or two elective units as core units, because of exceptional circumstances, you must always offer the three compulsory units. You cannot substitute these, even under exceptional circumstances.

(These three compulsory units are common to every qualification in *ICPO5*, regardless of qualification level).

Rule 5

Rule 5 allows you to choose between these two work safety units of competency. You can offer one but not both.



Once you have worked through this example, go to the following page to practice using the packaging rules.

This exercise focusses on identifying the packaging rules.

In the Units of Competency Section in this Kit there are several case studies that also ask you to apply some packaging rules.

The Training Package reads as follows:

ICP2025 Certificate II in Printing and Graphic Arts (Desktop Publishing)

Rule 1

► *Qualification requirements: 14 units (8 core and 6 elective units, plus any specified pre-requisite units).*

Rule 2

► *All of the following core units must be undertaken*

Rule 3

► *but in exceptional circumstances up to two of the core units can be exchanged with competency standards from the elective list below,*

except for the three compulsory units:

Rule 4

- *• ICPSU216A Inspect quality against required standards*
- *• ICPSU261A Follow OHS practices and identify environmental hazards OR ICPSU260A Maintain a safe work environment*
- *• ICPSU262A Communicate in the workplace*

ICPMM263A	Access the Internet
ICPPP211A	Develop a basic design concept
ICPPP221A	Select and apply type
ICPPP224A	Produce pages using a page layout application
ICPPP225A	Produce graphics using a graphics application
ICPSU216A	Inspect quality against required standards
ICPSU261A	Follow OHS practices and identify environmental hazards
	OR
ICPSU260A	Maintain a safe work environment
ICPSU262A	Communicate in the workplace

Rule 5

►

Using the packaging rules



This activity give you an opportunity to use packaging rules as they are described on the previous three pages.

Appendix 7 on page 78 shows the qualification rules for ICP30505 Certificate III in Printing and Graphic Arts (Printing).

Answer the following questions based on your reading of the qualification rules.

Question	Your answer
How many core units are there? How many must be completed to gain the qualification?	
What choices are there in the selection of core units?	
In exceptional circumstances, how many core units can be replaced by elective units? Are there any limitations on substituting core units?	
Is it possible to select elective units other than those listed in the qualification rules?	
There are 77 elective units listed. How many elective units must be completed to gain the qualification?	
How many Print Process Streams are there? How many elective units are there in each Print Process Stream? How many Print Process Streams can be chosen?	
How many Complex Set Up elective units can be selected?	
How many electives can be chosen from the list of Other Elective Units?	

See a set of sample answers on page 121.

SECTION 5 UNITS OF COMPETENCY IN *ICPO5* – building blocks for qualifications

Competency standards

Competency standards describe the skills and knowledge employees need to use competently at different skill levels and in various jobs in industry. They are the national benchmark for the skills addressed in *ICPO5*.

Each individual description of skills and knowledge is called a unit of competency. The units of competency listed in *ICPO5* are the building blocks for each qualification.

One unit of competency could appear in a number of qualifications, sometimes as a core unit, sometimes as an elective unit.

For example, the unit of competency ICPPP328A Generate high-end PDF files is listed:

- as a core unit of competency in the Certificate IV in Printing and Graphic Arts (Multimedia)
- as an elective unit in the Certificate III in Printing and Graphic Arts (Multimedia)
- in four other qualifications in *ICPO5*.

Each qualification has a specialised set of competencies. The number of competencies in each qualification varies. Appendix 8 at page 82 is a list of all qualifications and the number of elective and core competencies in each qualification. This list also shows the qualifications in *ICPO5* that have pre-requisite qualifications.

There are 359 units of competency listed in *ICPO5* – 271 industry specific units and 88 imported units.

Kinds of units of competency in *ICP05*

Core units

Each qualification in *ICP05* lists a number of core units – that is, units of competency that must be completed by every learner undertaking that qualification.

Compulsory core units

There are three units of competency that are common to every qualification in *ICP05*, irrespective of the level of the qualification. These three units are the compulsory core units:

- ICPSU216A Inspect quality against required standards
- ICPSU262A Communicate in the workplace
- ICPSU261A Follow OHS practices and identify environmental hazards
OR
- ICPSU260A Maintain a safe work environment

You will notice that there is a choice between two safety units of competency. One of these must be completed. The level of safety skills and knowledge that a worker requires varies across workplaces. With the growth of digital design and production in the printing industry, the emphasis on safety in a machine environment is not always relevant. These two units of competency recognise that for some qualifications and workplaces different levels of safety skills and knowledge are necessary.

It is important to select the safety unit after considering the workplace and the qualification concerned.

Core units

Besides the compulsory core units, every qualification in *ICP05* lists a number of core units which must be completed by every learner.

The number of core units varies from qualification to qualification. For example:

- the Certificate III in Printing and Graphic Arts (Graphic Design Production) lists 14 core units (including the three compulsory units)
- the Certificate III in Printing and Graphic Arts (Mail House) lists 11 core units (including the three compulsory units).

Refer to the pages 18 and 19 to revise the packaging rules about core units.

Elective units - enterprises and learners making choices

Each qualification in *ICPO5* has a list of elective units.

Let's return to the Certificate II in Printing and Graphic Arts (Desktop Publishing) which we looked at in the Qualifications section of this booklet. (See Appendix 6 on page 75 for the full qualification rules for this Certificate).

In Volume I of *ICPO5* the qualification requirements for each qualification are stated. The opening sentence under each qualification title specifies how many core and elective units must be completed before a learner can be awarded the qualification. In the case of the Certificate II (Desktop Publishing), this sentence reads as follows:

Qualification requirements: 14 units (8 core and 6 elective units), plus any pre-requisite units.

There are 13 elective units of competency listed for this qualification. However, only 6 of these elective units need to be completed. This means that there is flexibility to select the most relevant units of competency for, say, a particular workplace or a particular learner. Later in this booklet we will look at how to go about selecting competencies from the elective list.

Pre-requisite units - building on prior knowledge

In some instances, one unit of competency must be completed before another can be commenced. These are called pre-requisite units of competency. In Volume I of *ICP05* all the pre-requisite units are listed under the heading ‘Summary of Units of Competency in this Training Package and their Pre-requisites’.

Of 359 units of competency listed in *ICP05*, only 35 have one or more pre-requisite units of competency. The examples in the table below indicate why pre-requisite units are necessary – the knowledge and skills learned in the competencies listed in the first column are the foundation for the learning that will occur in the competencies listed in the second column.

A Learner must complete these units of competency:	... before commencing these unit of competency:
ICPSU315A Undertake basic production scheduling	ICPSU553A Prepare production costing estimates
ICPPR413A Set up for complex flexographic printing <i>and</i> ICPPR314A Produce complex flexographic printed product	ICPPR513A Set up for specialised flexographic printing
ICPPP322A Digitise images for reproduction	ICPPP422A Digitise complex images for reproduction

Whenever a qualification is packaged, it is essential that each unit of competency in the qualification is checked to see if it has one or more pre-requisite units.

In Volume I of *ICP05* go to the heading ‘Summary of Units of Competency in this Training Package and their Pre-requisites’.



Imported units of competency - using units from other Training Packages

There are Training Packages designed to meet the competency standards of a vast number of industry groupings. So it is not surprising that some of the competencies required in the printing industry already exist in other training packages. Rather than describe them again, existing units of competency that meet the requirements of the printing industry are imported from other Training Packages.

There are 88 imported units of competency in *ICPO5*. Each of the imported units is listed in Volume 1 of *ICPO5* under the heading 'Imported Units of Competency in this Training Package'. This listing identifies the title of the imported unit of competency along with the title of the Training Package from which it is taken. A copy of this list is provided as Appendix 9 on page 85.

When a qualification is packaged, imported units of competency are dealt with in the same way as any other unit listed in *ICPO5*.

The only difference is that the full details of the unit of competency are not shown in *ICPO5*. Because units of competency are sometimes revised, it is important to access the unit of competency from the original Training Package. You can search for the full description of an imported unit of competency on the National Training Information Service (NTIS) website.



Retrieving a unit of competency from the NTIS website

BSBCM208A Deliver a service to customers

This unit of competency is imported into *ICPO5* from BSB01 Business Services Training Package.

Step 1	Go to the National Training Information Service website: www.ntis.gov.au
Step 2	1. The first sentence reads: <i>To search Training Package competencies (units) click here.</i>
Step 3	Click on here . The hyperlink takes you to another page with two boxes that you can use to search for units of competency.
Step 4	In the second box, type in BSBCM208A, then press search.
Step 5	A hyperlink to the unit of competency will be displayed.
Step 6	Click on the competency title to view the description.
Step 7	If you wish, print a copy.

What does the unit of competency code mean?

Each competency in *ICP05* has its own code. For example:

- ICPPP422A Digitise complex images for reproduction

The code has five parts, as follows.

ICPPP422A	ICP	This is the code for the Printing and Graphic Arts Training Package
ICPPP422A	PP	<p>The two letters in this position in the code designate a particular industry sector, function or skill area. In this case, PP stands for Pre-press.</p> <p>The other abbreviations used in this position in the code for <i>ICP05</i> are:</p> <ul style="list-style-type: none"> ➤ CF – Converting, Binding and Finishing ➤ IM – Ink Manufacture ➤ KN – Knowledge Units (knowledge that applies across many of the industry sectors covered by <i>ICP05</i>) ➤ MM – Multimedia ➤ PR – Printing ➤ SP – Screen Printing ➤ SU – Support Units (skills that apply across many of the industry sectors covered by <i>ICP05</i>)
ICPPP422A	4	The first number in the code – in this case 4 – identifies the qualification level to which the unit belongs. The number 4 in this position means the unit is a Certificate IV level unit. Sometimes the rules for a qualification allow you to package units from elsewhere in <i>ICP05</i> or from another Training Package altogether. This option is usually framed so that you can offer a unit that is one level higher, at the same level, or one level lower than the qualification. So if the packaging rules state that for a particular Certificate IV you can offer a unit that is one level below, you can consider units with the number 3 in this position in the code.
ICPPP422A	22	The second and third numbers in the code are the unique identifier for this particular unit of competency within the PP industry sector. There are many competencies that have ICPPP4 at the beginning of their codes – but only one has the number 22.
ICPPP422A	A	<p>This letter indicates that this is the first version of this unit of competency. If the unit is revised during the life of <i>ICP05</i>, then the second version would have the letter B at this position in the code. A third version would have the letter C here.</p> <p>(Note however, that if the outcomes for a unit of competency are changed it would be given a new code altogether: another good reason to check the latest version of <i>ICP05</i> documentation on the NTIS website).</p>

What's in a unit of competency?

At Appendix 10 on page 89 you will find a full description of this unit of competency: ICPPP422A Digitise complex images for reproduction.

Appendix 9 reproduces this unit of competency as it stood in June, 2006. We will use it here as an example. However, don't rely on it as being the latest version. Check the NTIS website in case this unit has been revised: www.ntis.gov.au

Each detailed description of a unit of competency follows the same format, or template. The standard sections in each unit of competency description are described below.

It is critical that you read all sections of a unit of competency. You must make all the necessary links between the sections so that assessment outcomes, and therefore competency outcomes, are consistent and sound.

Unit Descriptor

Sometimes competency titles don't carry enough summary information to indicate what the unit covers. The unit descriptor can provide additional summary information.

The Unit Descriptor for ICPPP422A Digitise complex images for reproduction reads as follows:

This unit covers advanced complex colour scanning or digital capture.

Competency Field

This simply confirms which of the competency fields the unit falls within. On page 26 we unpacked the code for each unit of competency.

In the code for ICPPP422A Digitise complex images for reproduction, PP means Pre-press.

Application of the Competency

This section specifies what tasks are targeted by the unit of competency. For ICPPP422A Digitise complex images for reproduction, the Application of the Competency reads as follows:

This unit requires the individual to prepare an original, calibrate the scanner, and produce and evaluate scanned images that meet the technical specifications of the job.

Elements of Competency and Performance Criteria

You will see in Appendix 10 on page 89 that the Elements of Competency and the Performance Criteria are listed side by side. Let's deal with them here in the same way here using as an example ICPPP422A Digitise complex images for reproduction.

Elements of competency	Performance criteria
<p>Elements of Competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.</p> <p>ICPPP422A lists three Elements of Competency:</p> <ol style="list-style-type: none"> 1. Mount and prepare original copy 2. Set up and adjust the scanner 3. Produce and evaluate complex images 	<p>Performance Criteria describe what has to be achieved by a learner in order to meet the requirements of the unit and its elements.</p> <p>The Range Statement will explain or define some of the terms used in the Performance Criteria. (There is more information about the Range Statement on page 29).</p> <p>It is important to check the Range Statement to ensure you interpret the Performance Criteria in the same way as the Training Package developers.</p> <p>When you design assessment for the unit of competency you must read the Evidence Guide and the Performance Criteria together.</p>
<p>Let's look at the first Element of Competency:</p> <ol style="list-style-type: none"> 1. Mount and prepare original copy 	<p>There are three Performance Criteria listed against the first Element of Competency. They are:</p> <ol style="list-style-type: none"> 1.1 Copy is mounted and positioned according to scanner/artwork specifications 1.2 Crops are marked to minimise use of disk space 1.3 Multiple copy units are correctly identified and assigned according to technical specifications
<p>Mount and prepare original copy is the first of the three elements of that make up the whole competency of being able to digitise complex images for reproduction.</p>	<p>A learner will be competent in mounting and preparing original copy when it is clear that she or he meets each of the three Performance Criteria.</p> <p>(You need to design assessment tools and activities that allow the learner to demonstrate clearly that they can perform each of the three tasks to a required standard).</p>
	<p>Look at the Range Statement. It provides a definition of 'copy' which means that this definition of 'copy' must be applied to Performance Criteria 1.1.</p>

Range Statement

- explaining how a competency applies to the workplace

The Range Statement describes operating conditions that may be present in a training and assessment situation. Operating conditions will differ depending on:

- the work situation
- needs of the candidate
- accessibility of an item
- local industry and regional contexts.

The Range Statement puts the unit of competency in its work context. It gives additional information about:

- the level of autonomy (how closely the employee needs to be supervised), equipment and materials that may be used
- the environment in which the competency is performed
- the kinds of operations the competency covers.

The Range Statement refers, where necessary, to any relevant legislation or industry or other relevant standards.

Where equipment, machinery, materials are listed in the Range Statement they are provided for illustrative purposes.

The Range Statement for ICPPP422A Digitise complex images for reproduction is shown below. It is set out this way to make it easier to see how a Range Statement is constructed. You can see a standard format for a Range Statement by looking at Appendix 10 on page 89.

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.	
The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.	
Input / Copy	<ul style="list-style-type: none">➤ Transparency (positive and negative) reflection and re-screens for mono, RGB, CMYK➤ Evaluation, preparation and mounting
Capture	<ul style="list-style-type: none">➤ Flat-bed or drum scanner with full colour capabilities
Manipulation / edit	<ul style="list-style-type: none">➤ Software to achieve programming and functional control to suit various printing processes and copy specifications
Output	<ul style="list-style-type: none">➤ Film, disk, proof
Quality standards	<ul style="list-style-type: none">➤ Should meet client requirements and enterprise and industry standards
Degree of autonomy	<ul style="list-style-type: none">➤ Working independently in consultation with others

Evidence Guide

- *what information do you need to assess competence?*

The Evidence Guide is critical. It provides essential information about the design and conduct of assessment because it describes how a competency may be demonstrated.

As you will see in Appendix 10 on page 89, for ICPPP422A Digitise complex images for reproduction, the Evidence Guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence.

The Evidence Guide supports the interpretation of a competency unit and the consistent assessment of learners.

The Evidence Guide does *not* contain detailed methods of assessment. It is more appropriate for trainers and assessors to develop their own methods of assessment, taking into account the context and application of the competency unit.

Parts of the Evidence Guide

The Evidence Guide for each unit of competency is structured in the same way.

In the table on the following two pages, the parts of an Evidence Guide are explained.

In the first column, the standard heading that appears in all Evidence Guides is shown.

In the second column, there is some explanation about what information appears under that heading and why.

The third column, which is on page 32, shows the exact information that appears in ICPPP422A Digitise complex images for reproduction.

Standard heading	What it means
Critical aspects of evidence required to demonstrate competency in this unit	<p>When assessing a unit of competency, the things listed under this heading must be present for a candidate to be assessed as competent.</p> <p>This is critical information for designing delivery and assessment.</p>
Context of assessment	<p>This section specifies where assessment can occur – on-the-job, off-the-job, or a combination of these.</p> <p>Some units of competency can only be assessed on-the-job. Some units of competency have more specific instructions.</p>
Relationship to other units	<p>This section identifies any important relationships between the unit of competency and other units of competency.</p> <p>If a unit of competency has a pre-requisite it is always specified in this section.</p> <p>Sometimes this section suggests that you assess a unit of competency with other units of competency that are listed.</p> <p>In the case of ICPPP422A, the statement under this heading reads: ICPPP322A Digitise images for reproduction is related to this unit. This means that it is a good idea to refer to ICPPP422A so that you can see the standard of skill and knowledge required at the lower level competency. This will help you design your approach to delivery and assessment for the higher level competency.</p>
Evidence required for demonstration of consistent performance	<p>This section sets down the minimum evidence requirements for assessment of competence. You must build these into your assessment designs.</p>
Skills and knowledge	<p>Knowledge is what a person needs to know to perform the work in an informed and effective manner.</p> <p>Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.</p> <p>In Training Packages the dot points in the Skills and Knowledge section of Evidence Guides are written usually as statements. However, in <i>ICPO5</i> many dot points under the Skills and Knowledge heading in Evidence Guides are written as questions. The value of this approach to trainers and assessors is that the questions can be used as prompts to help design approaches to learning and assessment.</p>
Specific resource requirements	<p>This section provides a list of resources that are required in order for assessment of competency to occur. You can't assess without them!</p> <p>For ICPPP422A, this section states that special purpose tools, equipment and industry software packages will be used where appropriate.</p>

What the Evidence Guide says for ICPPP422A Digitise complex images for reproduction

Scanned images should have high quality colour, grey balance, tone reproduction and cast removal.

The underlying skill of scanning images should be transferable across the design and pre-press sectors. It is important that the substrate for reproduction is identified and that the quality of the scanned image be suitable for the identified printing processes.

Demonstrate an ability to find and use information relevant to the task from a variety of information sources.

Assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

ICPPP322A Digitise images for reproduction is related to this unit.

Use a medium to high-end full colour scanner (with full software capabilities) to reproduce at least TWO colour continuous tone originals with different contrast characteristics and ONE rescreen according to the listed Performance Criteria

Relevant printing processes, electronic media and transfer characteristics

- Describe THREE examples of why scanner settings need to be varied to suit subsequent printing processes or electronic output.

Copy evaluation

- What are the factors that influence selection of highlight and shadow aim points?
- What are the critical qualities of a copy that need evaluation prior to reproduction?

Copy preparation

- What are the main points to be considered when preparing a copy for scanning?

Colour correction and grey balance

- Why must grey balance requirements be determined prior to applying colour correction?
- Describe the process of determining grey balance requirements.
- What factors determine the requirement for colour correction?

Catchlight controls

- How and why are catchlight controls applied?

Image output

- What considerations are necessary to ensure predictability and repeatability at the output stage?
- What methods of storage and filing of images for retrieval are used?
- • What are the criteria used for evaluating scanned images?

File formats

- • Why have you selected the file format (eg TIFF, EPS, PICT) you have used to save the scan?
- • What other file formats are available for saving scans and when would you use them?

Information sources

- What manuals, safety and other documentation are relevant to this task and where are they kept?
- What information is included in these documents?
- What other sources of information are available?

It is expected that special purpose tools, equipment and industry software packages will be used where appropriate.

Employability Skills

At the time of writing, the last standard section in each unit of competency description is titled Key Competencies.

However, this section will be removed progressively from all competencies in all training packages. Instead of Key Competencies appearing separately at the end of a competency standard, all competency standards in all training packages will have Employability Skills written in to the elements, performance criteria, range statements and evidence guides.

Competency standards in *ICPO5* are being revised at the time of writing and revised standards will be available late in 2006 or early in 2007. Innovation and Business Skills Australia (IBSA) will make more information available about these changes late in 2006.

Employability Skills are like the Key Competencies: they are skills that people in all industries need. Employability Skills build on, but are broader than, the Key Competencies. There are eight employability skills that will appear in competency standards. They are:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

All training packages will contain an Employability Skills Summary for each qualification. The Summary will help users of *ICPO5* and to identify the employability skills that relate to the kinds of jobs covered by each qualification.

Trainers and assessors will need to refer to the Employability Skills Summary to ensure that they build Employability Skills into the learning and assessment strategies for each qualification.

A good source of further information about Employability Skills is the introductory guide for trainers and assessors. The guide is called *Employability Skills: From Framework to Practice*. You can access the guide at the following address:
http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/es/incorporating_es.htm

SECTION 6 PACKAGING *ICPO5* QUALIFICATIONS

– putting a qualification together

Introduction

In the two previous sections of this Kit we looked at qualifications in *ICPO5* (including qualification packaging rules), and units of competency.

With an understanding of these three things – qualifications, packaging rules, and units of competency – we can now look at packaging qualifications.

Case Studies

There are three case studies on the following pages.

If you do not work in vocational education and training you may want to skip these activities. However, they are designed in a way that should make it possible for you to work through each case study using information we have worked through in previous parts of this Kit.

There are sample answers to these case studies commencing on page 122.



Using case studies, this section of the Kit presents three common situations in which qualification packaging occurs:

- Case Study 1: a small business in which a traineeship is about to commence
- Case Study 2: a large business in which an apprenticeship is about to commence
- Case Study 3: a training provider offering a Diploma program to school leavers.

Later in this Kit there is a fourth Case Study about Recognition of Prior Learning.



Case Study 1 – Brown’s Paper

The business

Brown’s Paper is a small suburban business. Jack Brown opened the business in 1994. In his own words, Jack is the ‘Jack of all trades’ – owner, manager, sales rep, estimator.

Brown’s Paper is a general printer. Its main commercial activity is in stationery, specialising in four colour process. The business has recently introduced digital technology. Jack recognises this technology is the future of the company. He wants to extend the skills of his workers so that over the next few years everyone will know how to get the best out of the investment he has made in the upgrade.

There are 15 employees in the business which relies heavily on team work and multi-skilling.

The learner

One of the older employees is about to retire and Jack has already put on a new employee so that she can begin learning the ropes before the retirement happens. Carla is 19 and after 6 weeks on the job Jack thinks she will be an asset – she is enthusiastic and keen to learn. He recognises that Carla will need some training and he has offered to sign her up as a trainee. Carla is delighted.

The qualification

Jack has contacted the Australian Apprenticeship Centre and VETWorks, a private RTO. Together they have assisted him to get Carla’s traineeship started.

Jack has looked at the units of competency in the Certificate II in Printing and Graphic Arts (Desktop Publishing) and decided that is the qualification that best suits Brown’s Paper. Jack and a trainer from VETWorks have discussed this with Carla who is very happy with the idea.

Selecting elective units of competency

The main outstanding task for Jack is to decide which units of competency he should select for Carla’s Training Plan. After dinner he sits down in front of the television with the qualification rules the trainer from VETWorks has left with him.

He knows that Carla has to enrol in 14 competencies, and he knows that 8 of them must be core competencies, but he is confused because there seem to be two safety competencies. Besides that, Carla needs to complete 6 elective units and there are 13 units to choose from.

What's your advice to Jack?

Here are the skills and knowledge that appear in competency standards for each of the health and safety units of competence.

ICPSU261A Follow OHS practices and identify environmental hazards	ICPSU260A Maintain a safe work environment
<p>Skills and knowledge Significant hazards in the workplace</p> <ul style="list-style-type: none"> Identify the major hazards in this workplace. What safety devices are on this machine and what are their functions? <p>Location and use of safety equipment and personnel</p> <ul style="list-style-type: none"> Where are the fire extinguishers and fire exits? Who is the first aid officer in your section? Where is the first aid kit kept? <p>Enterprise procedures for dealing with fire and accidents</p> <ul style="list-style-type: none"> What should you do in case of fire or accident? Who should you report any dangerous situation to? <p>Symbols used on OHS signs</p> <ul style="list-style-type: none"> What do these symbols mean? (eg hazardous chemicals, goggles, footwear, fire equipment) <p>Safety data sheets</p> <ul style="list-style-type: none"> Where are safety data sheets kept and what information do they contain? Where can you find information about safe levels for discharges or emissions? <p>Information sources</p> <ul style="list-style-type: none"> What manuals, safety and other documentation are relevant to this task and where are they kept? What information is included in these documents? 	<p>Skills and knowledge</p> <ul style="list-style-type: none"> At this level the learner must demonstrate knowledge by recall in a narrow range of areas Relevant legislation from all levels of government which affect business operations, especially in regard to OHS and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity Understanding ways in which OHS is managed in the workplace including procedures for fire, emergency, accident and near miss and control of risks Relevant knowledge of workplace hazards Relevant knowledge of designated personnel responsible for reporting OHS concerns Understanding of the meaning of OHS signs and symbols relevant to area of work Literacy skills to identify work requirements, hazard identification and reporting procedures; follow written instructions and to interpret OHS signs and symbols Communication skills to identify lines of communication, request advice, effectively question, follow safety instructions, receive feedback and report hazards in the workplace Problem-solving skills to solve routine problems related to hazards in the workplace, while under direct supervision Technology skills to use equipment safely while under direction Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

What kinds of workplaces are each of these units of competency designed for?	ICPSU261A Follow OHS practices and identify environmental hazards	
	ICPSU260A Maintain a safe work environment	

Which of the two health and safety units would you recommend for Brown's Paper? Why?	
--	--

Which six elective competencies would you recommend to Jack?

Is there any additional information you would need, or Jack would need, in order to make the best selections?

In the table below there is a list of elective competencies for this qualification.

Here is a list of the core competencies and the elective competencies for the Certificate II in Printing and Graphic Arts (Desktop Publishing). The qualification rules for this qualification are at Appendix 6 on page 75.

Elective competencies

Choose 6 elective units from the list below. No more than two Certificate III level units can be chosen.

BSBCM208A Deliver a service to customers

ICAITB135B Create a simple markup language document to specification

ICPMM321A Capture a digital image

ICPMM322A Edit a digital image

ICPPP222A Scan a line image

ICPPP226A Produce interactive PDF files

ICPPP227A Produce online PDF files

ICPPP232A Electronically combine and assemble data

ICPPP252A Output images

ICPPP260A Proof images

ICPPP321A Produce a typographic image

ICPPP322A Digitise images for reproduction

ICPPR281A Set up and produce basic digital print



Case Study 2 – Large Print

The business

Large Print is a full in-house production printer. It deals in large volumes and sources most of its business from advertising agencies, specialising in annual reports and financial statements. It provides 4-colour process plus and delivers high quality on quick turnarounds. It works hard to maintain a competitive position.

Large Print has about 75 employees with a small senior management team. The company relies heavily on frontline management for quality management and operational decision-making. At any one time, Large Print has four or five apprentices and trainees. A vacancy has opened up for an apprentice.

The learner

Tuan is 18 years old. After completing Year 12 he took a well-deserved break. His Careers Teacher had already introduced him to the local Group Training Organisation (GTO) and he made contact with them towards the end of January to see what apprenticeships were available close to home. The position at Large Print was available and he contacted the company. Two days after his interview he was offered the job. The GTO organised the apprenticeship contract and made all the formal contacts with Large Print. Tuan has no background in printing.

The qualification

Tony Nero is the supervisor responsible for apprentices and trainees at Large Print. He has spoken to the TAFE Institute that provides all the training and assessment for the company's apprentices and trainees. Tuan is the first apprentice Large Print has taken on since the new Training Package was introduced. After some discussion of options available under the new Training Package, his contact at the TAFE Institute sends him an email with information about two new qualifications.

Tony decides on the Certificate III in Printing and Graphic Arts (Printing).

Selecting elective units of competency

Tony knows that he needs a Training Plan for Tuan that includes lithographic competencies, and competencies that introduce Tuan to digital aspects of the printing trade.

At the regular Monday afternoon meeting of supervisors and production co-ordinators, Tony shows the list of competencies to the other supervisors and asks their opinion. Sally reminds him that Large Print policy means one of the competencies has to be about continuous improvement which isn't on the list.

What's your advice to Tony?

Look at list of Imported Competencies at Appendix 9 on page 85.
Which of these might suit?

Now look at the qualification rules for the Certificate III in Printing and Graphic Arts (Printing). The rules are at Appendix 7 on page 78.

According to the rules, how can the Imported Competency you have selected be included in the Certificate?

Which of the two health and safety units would you recommend to Tony? Why?

Look at the qualification rules at Appendix 7 on page 78.

How many elective competencies must be completed?

Which elective competencies would you recommend to Tony?

Is there any additional information you would need, or Tony would need, in order to make the best selections?



Case Study 3 – Brigalow Downs TAFE College

The learner

Meg has a passion for multimedia. Amongst her other Year 12 subjects she studied Art, Design and Information Technology. In mid-January she logs on to find out which course she has been offered. It's the one she wants.

The qualification

Meg's first preference is the Diploma of Printing and Graphic Arts (Multimedia) offered at Brigalow Downs TAFE College in the provincial city thirty kilometres away from home. On enrolment day she meets the Student Advisor to plan her Diploma studies.

Selecting elective units of competency

Meg has already printed off from the NTIS website the electives listed for the Diploma. As the Student Advisor you explain to her the way the Diploma is structured, with core units she must complete and elective units she can choose from. You explain that the Brigalow Downs doesn't offer all the electives she has on her list.

What's your advice to Meg?

Meg asks why all the elective units aren't available. It doesn't sound to her like they are electives after all.

How do you explain to Meg what the word 'electives' means in a Training Package?

How do you explain why Brigalow Downs TAFE only offers some of the electives on her list?

There are two lists below:

- the first is a list of elective competencies that *are offered* by Brigalow Downs TAFE as part of the Diploma of Printing and Graphic Arts (Multimedia)
- the second list is a list of elective competencies that *are not offered* by Brigalow Downs TAFE as part of the Diploma of Printing and Graphic Arts (Multimedia).

The qualification rules for this qualification are at Appendix 11.

Elective competencies <u>offered</u> by Brigalow Downs TAFE as part of the Diploma of Printing and Graphic Arts (Multimedia)
<p><i>Choose 7 elective units from the list below.</i></p> <p>BSBADV401A Profile a target audience</p> <p>CUFADM02A Address copyright</p> <p>CUFIMA04A Create 3D digital animation</p> <p>CUFIMA05A Create 3D digital models and images</p> <p>CUFIMA06A Develop and implement visual effects designs</p> <p>CUFMEM01A Use an authoring tool to create an interactive sequence</p> <p>CUFMEM02A Author a multimedia product</p> <p>CUFMEM06A Design a multimedia product</p> <p>CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product</p> <p>CUFMEM08A Apply principles of instructional design to a multimedia product</p> <p>CUFMEM11A Design the navigation for a multimedia product</p> <p>CULLB505A Analyse and describe material</p> <p>ICAITB180A Integrate a database with a website</p> <p>ICAITB210A Analyse information and assign meta-tags</p> <p>ICPMM491A Create an extensible document</p> <p>ICPMM492A Create an extensible style sheet</p> <p>ICPPP485A Develop a digital data template</p>

Elective competencies <u>not offered</u> by Brigalow Downs TAFE as part of the Diploma of Printing and Graphic Arts (Multimedia)
<p>BSBCMN402A Develop work priorities</p> <p>BSBCMN410A Coordinate implementation of customer service strategies</p> <p>BSBCMN412A Promote innovation and change</p> <p>BSBFLLM409B Implement continuous improvement</p> <p>BSBFLLM412A Promote team effectiveness</p> <p>BSBFLLM405B Implement operational plan</p> <p>BSBFLLM501B Manage personal work priorities and professional development</p> <p>BSBFLLM503B Manage effective workplace relationships</p> <p>BSBFLLM507B Manage quality customer service</p> <p>BSBFLLM510B Facilitate and capitalise on change and innovation</p> <p>BSBFLLM509B Facilitate continuous improvement</p> <p>BSBFLLM512A Ensure team effectiveness</p> <p>BSBMKG406A Build client relationships</p> <p>CUFMEM09A Apply principles of game design to a multimedia product</p> <p>CUFIMA07A Create titles for screen production</p> <p>TAADEL301A Provide training through instruction and demonstration of work skills</p> <p>TAAASS402A Assess Competence</p> <p>TAADEL404A Facilitate work-based learning</p> <p>ICPPP494A Develop document content and structure</p>

SECTION 7 ASSESSMENT

– making judgements about

Introduction

Volume 1 of *ICPO5* includes a seven page section entitled ‘Assessment Guidelines’. It covers important details about the standards for assessment and procedures for assessment. This Kit presents some further information that will help you to work with the Assessment Guidelines set down in *ICPO5*.

What is assessment?

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved. The evidence confirms that an individual can perform to the standard expected in the workplace, as described in each of the *ICPO5* units of competency.

Every assessment carried out must pay close attention to the assessment requirements contained in the relevant unit of competency.

Units of competency don’t specify how assessment should be designed or conducted. That’s because every business, every workplace, every learner and every group of learners is different. The units of competency provide a framework for assessment. It is up to trainers, assessors, employers and learners to contribute to the ongoing refinement of assessment strategies, methods and tools.

Assessment and the AQTF standards

You can read more about the Australian Quality Training Framework (AQTF) in Appendix 2 on page 64.

AQTF Standards 7, 8 and 9 impose on RTOs very clear expectations about important aspects of assessment. It is important to be familiar with these standards. Only some of the key elements are discussed here.

Competence of assessors

AQTF Standard 7 states that assessment can be conducted for a unit of competency only by an assessor who meets **both** the criteria in the table below.

The criteria	What this means
<p>The assessor has the following competencies from the Training and Assessment Training Package, or is able to demonstrate equivalent competencies:</p> <ul style="list-style-type: none"> a TAAASS401A Plan and organise assessment b TAAASS402A Assess competence c TAAASS404A Participate in assessment validation 	<p>This is sometimes called AQTF competence. This means an assessor:</p> <ul style="list-style-type: none"> ➤ has been assessed as competent in the three listed competencies or ➤ has completed other training or competencies, or has relevant experience, considered equivalent to the competencies listed.
<p>The assessor has relevant vocational competencies at least to the level being assessed.</p>	<p>This is called vocational competence. If an assessor is assessing a learner in, say, a level 3 competency like ICPPP322A Digitise images for reproduction, the assessor must be competent in digitising images for reproduction at least at level 3.</p>

If an assessor does not have both AQTF competence and vocational competence, then assessment can be carried out in a team approach where the team is made up of:

- one person who has all the AQTF competencies
- one or more people who have the necessary vocational competence.

If a team approach is used, the RTO should have documentation that demonstrates the adequacy of the arrangements.

Vocational currency

It is important to note that vocational competence includes the idea of ‘vocational currency’. Vocational currency means that an assessor is up to date with current practice in the field so that they can assess with a current understanding of what industry requires.

Validation of assessment

AQTF Standard 9 states:

- 9.2 The RTO must validate its assessment strategies by:
- i reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competency standards, at least annually
 - ii documenting any action taken to improve the quality and consistency of assessment.

The standards also state that reviewing, comparing and evaluating must involve stakeholders. Stakeholders include learners, employers and industry associations.

Validation is fundamental to an RTO's approach to assessment. It means that:

- an agreed understanding is reached about current industry requirements
- assessment processes and tools are tested by a wide range of people so that you can be confident they are valid, reliable and sufficient.

Validation involves seeking stakeholder input both when assessment plans, methods and tools are being designed and when they are reviewed.

Validation is a primary component of good practice in vocational education and training because validation supports:

- the use and development of sound assessment plans, methods and tools
- closely links assessment plans, methods and tools to industry needs.

The assessment of competence is the bottom line in vocational education and training. Assessment must be of high quality – conducted by people with the required assessment competencies, and based on validated assessment plans, methods and tools.



Recognition of Prior Learning

AQTF Standard 8 states that every person who wishes to enrol in a competency or a qualification is offered Recognition of Prior Learning (RPL).

Standard 8.1 requires that RPL must be carried out with the same rigour as any other competency assessment. The assessment principles and requirements discussed in other parts of this section apply to RPL as well. In other words, the level of competence required under RPL assessment must be the same as that required of a learner who undertakes a complete competency training program.

Standard 8.2 reads as follows:

- 8.2 **a** The RTO must ensure RPL is offered to all applicants on enrolment.
- b** The RTO must have an RPL process that:
- i is structured to minimise the time and cost to applicants
 - ii provides adequate information, support and opportunities for participants to engage in the RPL process.

Many people have developed skills in a variety of ways. For example, a person may have worked for a long period as an assistant to a machine operator, or have worked in the printing industry in another country before migrating to Australia. Australia's Vocational Education and Training system does not require people to undergo training in skills and knowledge they already have. This would be a waste of a learner's time, a waste of an employer's time, and a waste of the RTO's time. RPL acknowledges skills a person already has so that only the training necessary to do their job needs to be completed.

RPL is sometimes referred to as an 'assessment only pathway' or a 'recognition pathway'. This means that no training is required, only assessment of existing competence. RPL is also sometimes referred to as Recognition of Current Competence, or RCC.

When a person is assessed as competent through RPL, they are entitled to formal recognition of their competence via:

- a Statement of Attainment or
- a qualification if they achieve competence in all the competencies required by the qualification packaging rules for a particular qualification.

The Assessment Guidelines in Volume 1 of ICPO5 provide further important information about RPL assessment.



Case Study 4 – Pretty Print

The business

Pretty Print is a medium-sized general printer in the outer suburbs which has grown quickly over the last seven or eight years as land along the highway has opened up for subdivision. Doug and Sylvia Pretty now have nearly 50 employees.

At the Chamber of Commerce meeting a few weeks ago Doug and Sylvia listened to a guest speaker from Australian Industry Group who talked about new approaches to skilling existing workers as one way of overcoming skills shortages. It rang a bell with the Pretty's – it was hard to find people with printing skills in the area.

The speaker talked about Recognition of Prior Learning (RPL), and about the possibility that with RPL someone could be upskilled in less time and get most or even all their training on the job. It sounded great to the Pretty's – they could reward their existing staff for their loyalty by helping them develop new skills and go a long way to meeting the shortage of skills that was one of the brakes on the business working as productively as they knew it could.

The learners

Louise has worked with Pretty Print for nearly 12 years, starting after she finished school at Year 11. She had a break for 16 months when she had her first child and started back at Pretty's again five months ago. Over the years Louise has turned her hand to most jobs, from office work to printing. For the last four years or so she has settled in finishing jobs, where she works as an assistant operator on a laminating machine. Marko, who is 50 next month, also works as an assistant operator, as well as working in the despatch area.

The qualification

Sylvia followed up the idea of RPL with the Top Coast Regional TAFE College. Two days later he had a call from the School of Printing and the next week a visit from the School's Business Development Manager. Doug wanted to start gently and decided that Louise and Marko deserved the first shot at this. He invited Louise and Marko to come to a meeting he had arranged with the 'bloke from the TAFE'. Marko is concerned because he doesn't read English too well, but he agrees to go to the meeting with Sylvia and Doug.

At the meeting it was quickly decided that the Certificate III in Printing and Graphic Arts (Print Finishing) was the appropriate qualification. 'Right. That's sorted,' Doug said to the bloke from the TAFE. 'Now what?'

What's your advice to Doug, Louise and Marko?

<p>Explain RPL, in 50 words or less, to Doug, Louise and Marko.</p>	
<p>For Louise and Marko, how would you determine which competencies you might assess for RPL?</p> <p><i>There is a list of core and elective competencies on the following page.</i></p>	
<p>Top Coast TAFE will deliver on the job training and assessment for the remaining competencies.</p> <p>How would you explain on the job training and assessment to Louise and Marko?</p>	
<p>Marko tells you he is worried about reading English.</p> <p>Given his realistic concerns, what's your advice to him about reading English and:</p> <ul style="list-style-type: none">• RPL?• On the job training and assessment?	

Here is a list of the core competencies and the elective competencies for the Certificate III in Printing and Graphic Arts (Print Finishing). The qualification rules for this qualification are at Appendix 12 on page 95.

Core competencies	Elective competencies
<p>ICPKN313A Apply knowledge and requirements of the converting, binding and finishing sector</p> <p>ICPSU202A Prepare, load and unload product on and off machine</p> <p>ICPSU203A Prepare and maintain the work area</p> <p>ICPSU207A Prepare machine for operation (basic)</p> <p>ICPSU208A Operate and monitor machines (basic)</p> <p>ICPSU216A Inspect quality against required standards</p> <p>ICPSU224A Perform basic machine maintenance</p> <p>ICPSU261A Follow OHS practices and identify environmental hazards</p> <p>OR</p> <p>ICPSU260A Maintain a safe work environment</p> <p>ICPSU262A Communicate in the workplace</p> <p>ICPSU351A Undertake basic production scheduling</p> <p>ICPSU352A Plan operational processes</p>	<p>Choose 9 elective units from the list below.</p> <p>ICPCF311A Prepare for cutting forme and stripper making</p> <p>ICPCF312A Set cutting forme and strippers</p> <p>ICPCF320A Produce complex converted or finished product</p> <p>ICPCF321A Set up and produce complex guillotined product</p> <p>ICPCF325A Set up machine for complex flat-bed die cutting or embossing</p> <p>ICPCF326A Undertake pre make-ready for die cutting</p> <p>ICPCF327A Set up machine for complex rotary die cutting or embossing</p> <p>ICPCF342A Produce complex sequenced or multiple folded product</p> <p>ICPCF343A Set up machine for complex collating or inserting (sheet / section / reel)</p> <p>ICPCF344A Produce complex collated or inserted (sheet / section / reel) product</p> <p>ICPCF361A Set up machine for complex adhesive, mechanical or sewn fastening</p> <p>ICPCF362A Produce complex adhesive, mechanical or sewn fastened product</p> <p>ICPCF369A Set up and produce hand-made box</p> <p>ICPCF371A Decorate paper</p> <p>ICPCF381A Set up machine for complex laminating</p> <p>ICPCF382A Produce complex laminated product</p> <p>ICPCF391A Use electronic monitoring systems (converting and finishing)</p> <p>ICPCF392A Produce product on window gluer</p> <p>ICPCF393A Set up machine for envelope manufacture</p> <p>ICPCF395A Set up and operate folder gluer machine</p> <p>ICPCF396A Set up in-line scoring, folding and gluing machine for envelope manufacture</p> <p>ICPCF3103A Run and monitor envelope manufacturing machines</p> <p>ICPCF3105A Produce single-faced web</p> <p>ICPCF3107A Produce double-faced web</p> <p>ICPPR261A Set up for foil stamping</p> <p>ICPPR262A Produce foil stamped product</p> <p>ICPPR271A Set up for basic coating</p> <p>ICPPR272A Produce basic coated product</p> <p>ICPPR282A Produce and manage basic digital print</p> <p>ICPPR382A Produce and manage complex digital print</p> <p>ICPSU321A Pack and dispatch (advanced)</p> <p>ICPSU323A Dispose of waste</p> <p>ICPSU342A Undertake inventory procedures</p> <p>ICPSU345A Purchase materials and schedule deliveries</p> <p>ICPSU351A Undertake basic production scheduling</p> <p>ICPSU354A Manage teams</p> <p>ICPSU357A Apply quick changeover procedures</p> <p>ICPSU362A Communicate as part of a work team</p>

Assessment plans, assessment methods, and assessment tools

What's the difference between assessment strategies, assessment methods and assessment tools?

In this Kit, and in *ICPO5*, these terms are used as described in the table below.

The term	The meaning
Assessment plan	<p>An assessment plan describes the following components of assessment:</p> <ul style="list-style-type: none"> ➤ the purpose of the assessment ➤ the target group for the assessment ➤ when the assessment will occur in relation to the training plan ➤ where the assessment will occur – in some cases it will occur in the workplace, in some cases it will occur in a simulated work environment ➤ how assessment will occur ➤ the resources required to conduct the assessment.
Assessment method	<p>Assessment method means the technique used to gather different types of evidence. This may include methods or techniques such as:</p> <ul style="list-style-type: none"> ➤ observation ➤ questioning ➤ interviews ➤ simulations ➤ third party reports ➤ written responses to a set of questions or a scenario ➤ presentation of a portfolio.
Assessment tool	<p>Assessment tools are the instruments and instructions to guide assessors in the collection and interpretation of evidence.</p> <p>Assessment tools provide a means of collecting evidence that assessors use to make judgements about whether a learner has achieved competence.</p>

Many RTOs, trainers and assessors used different terms to describe these elements. It is the quality of practice that matters rather than the terms themselves.

A word about evidence

Reliable evidence is essential to every judgement about competence. It is of absolute importance that assessment plans, assessment methods and assessment tools are all designed with a primary aim of gathering reliable evidence.

AQTF Standard 8 stipulates that RTOs must ensure assessments are valid, reliable and fair. Standard 8 also requires RTOs to ensure that assessments:

‘involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained’.

Your assessments must be flexible and cost effective. What do these words mean?

Valid	An assessment is valid if: <ul style="list-style-type: none"> ➤ the assessment methods and tools reflect the elements of competency, performance criteria and evidence guide in the unit of competency ➤ the assessment outcome is fully supported by the evidence gathered.
Reliable	Reliability means the extent to which the same assessment methods and tools could provide similar outcomes for candidates with equal competence at different times or places, regardless of the assessor conducting the assessment.
Fair	An assessment is fair when it does not disadvantage particular learners or groups of learners.
Sufficient	There is sufficient evidence when: <ul style="list-style-type: none"> ➤ there is enough evidence to make a judgement about a learner’s competence ➤ the evidence covers the full range of the performance criteria ➤ the evidence meets all the evidence requirements in the Evidence Guide of the unit of competency.
Flexible	Flexibility means the opportunity for a candidate to negotiate certain aspects of their assessment (for example, timing) with their assessor.
Cost effective	The assessment process must best suit the needs of all stakeholders and be both efficient and cost-effective.

These definitions are based on those in the booklet entitled ‘Guidelines for competency-based assessment in vocational education and training in Western Australia’. This excellent resource can be downloaded at: <http://www.vetinfonet.det.wa.edu.au/progdev/docs/guidelines-cba.pdf>

Each unit of competency has an Evidence Guide. There is more detail about Evidence Guides on page 30 of this Kit. An Evidence Guide provides information that supports the identification of evidence that is valid, reliable, fair, and sufficient. The Evidence Guide always commences like this:



‘The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competency. It provides essential advice for the assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines for this Training Package’.



At Appendix 10 on page 89 of this Kit you will find this unit of competency: ICPPP422A Digitise complex images for reproduction. Find the Evidence Guide in this unit of competency and make some notes in the table below.

<p>1. Assessment must be valid What valid evidence could you gather for this unit of competency?</p>	
<p>2. Assessment must be reliable What reliable evidence could you gather for this unit of competency?</p>	
<p>3. Assessment must be fair What steps would you take to make sure you collect evidence in a way that is fair?</p>	
<p>4. Assessment must be sufficient Look at the evidence you have identified that would be valid and reliable (1 and 2 above). Would the evidence you have noted here be sufficient to judge competence? Why, or why not?</p>	
<p>5. Assessment must be flexible How would you ensure that your collection of evidence was flexible?</p>	
<p>6. Assessment must be cost effective What would be the most cost-effective ways to collect the evidence you have identified in 1 and 2 above?</p>	

A word about *reasonable adjustment*

Some learners find the training system more challenging. If a learner has limited English, or an intellectual disability, for example, then navigating training, assessment and administration can be a formidable task unless a reasonable adjustment is made.

Reasonable adjustment is defined like this in the *Training Package assessment materials: Kit to support assessor training*:

Reasonable adjustment, sometimes called reasonable accommodation or allowable adjustment, is designed to ensure that all people are treated equally in the assessment process – this means that, wherever possible, ‘reasonable’ adjustments are made to the assessment process to meet the individual needs of students.

Reasonable adjustment applies to training design and delivery, and to administrative processes, as well as to assessment.

The idea of reasonable adjustment in the workplace is that if a person needs the workplace to be adjusted in some way so that they can be productive in a particular job, then those adjustments should be made. So, for example, a person with very low vision may require a larger computer monitor and improved office lighting.

The same principle applies to training and assessment. What reasonable adjustments are needed to ensure that everyone has a fair go in the training system?

Reasonable adjustment means – fairness and flexibility. One size doesn’t fit all.

Remember that the purpose of assessment is to determine whether a candidate has demonstrated the required level of competence. Reasonable adjustment might require you to look at different ways of providing opportunities for someone to demonstrate competence.



SECTION 8 DESIGNING A TRAINING AND ASSESSMENT PROGRAM

Converting competency standards into a training and assessment program

(The text, attachments and examples in this section draw heavily on the text and materials contained in *Unpacking the ICT Training Package: ICAO5 Professional Development Kit*, published by IBSA in 2005, pages 31-33).

Converting a collection of competency standards (a qualification) into a training and assessment program, which is fully documented and understandable by all trainers and assessors that may be involved is a daunting task. The work is not done by one individual and many decisions are made for a wide range of reasons. This can be made a little easier by taking a simple but systematic approach.

Delivering and assessing a qualification on a unit by unit basis is not efficient, effective or likely to deliver outcomes that were intended in the written words of the Training Package. Delivering and assessing, let alone coordinating and recording outcomes for one candidate, of a whole qualification as one bundle of competency units is not practical.

The following is an example of an approach that can be taken and applied to any of the qualifications. It uses a template to record decisions and choices. The template is very simple and has within it an explanation of what information is recorded in each area.

It is only a suggestion of an approach to take and it follows ten simple steps. The template is not mandated documentation of a required format.

1. Split the qualification into groups of units

Once the qualification and units within them (core and electives) have been chosen through appropriate consultation with stakeholders, it is necessary to group units that may be delivered and assessed together.

Using information on linkages and information on the unit sizes (e.g. State Training Authority implementation guides) determine a set of groupings that are neither too big nor too small for delivery and assessment. For a qualification of about 20 units about 8 to 10 groups may be the result.

It is important to give consideration to listed prerequisites for each unit. Sometimes decisions may be made that core and elective units are not mixed in the same group. Examination of the elements, performance criteria, knowledge and skills and possible resource requirements listed, may also influence the initial grouping. This is

the first attempt at grouping. You may need to go back and revise the groupings many times.

Where multiple qualifications at the same AQF level are delivered, it may be decided to have the same groupings where there is common core. Even though the groupings in a common core may be the same, the group should be contextualised for each qualification.

2. Place the groups into a logical order

Examine the content of ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing) (see Appendix 13 on page 98).

Determine the grouping of units and then give some consideration to the order in which groups of units may be undertaken, noting also that some may have potential to be concurrent.

Referring to Appendix 9 examine ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing) and look at information about related units of competency (Pre-requisites, concurrent learning, appropriate clusters and units for holistic assessment). What issues are there with grouping this unit with ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing) (see Appendix 13 on page 98) and ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing) (see Appendix 13 on page 98)?

Remember to consider prerequisites of units in one group may need to be completed before other groups. This may require reconsideration of the grouping of units.

Determine the groups for this qualification and the order that the groups should be in.

What issues affect the way that learning and assessment may be conducted?

3. Determine topics, activities and assessments to show competence

Commence documenting the implementation for one of the groups using a template similar to the example provided in Appendix 16 on page 110. An annotated version of this template is at Appendix 17 on page 114. In the section of the learning guide (table Units of Competence) record the unit details (code, name, elements) and record information on the nominal hours for each unit (if applicable).

4. Record assessment information

In the section titled Assessment Guide create columns and entries in the table Assessment Related to Standards for each of the units, so that performance criteria can be related to assessment instruments.

Ensure that the Competence dimension is documented from the role context of the standard and the Assessment methods/activities are recorded from the assessment guidance.

5. Document requirements for each unit

For each unit of competency make notes within the template about Assessment Context and Evidence Requirements. This material will come from the unit content (elements, performance criteria, variables and Scope, knowledge and skills and assessment guidance).

Document the targeted client group (from stakeholder information), the likely way in which teaching will be implemented and the context in which assessment will be conducted. This will affect many of the decision about how topics are presented and assessment is conducted.

6. Determine topics for instruction and learning

Depending on the size of the group, subdivide the elements, knowledge and skills information into about five to seven topics (of learning) of about equal size. If the group is very large more topics may be required, but in the first cut, try to keep within five to seven. Order the topics, considering dependencies both of learning and also demonstration of competence. Record the topics in the Statement of content in the template.

7. Work out learning activities and resource implications

For each topic determine and record activities that would be undertaken in the learning process (Activities) and how competence would be demonstrated (in Assessment a descriptive statement related to performance criteria).

Competence may not necessarily be demonstrated at the same time as the learning or immediately after, as there may be holistic assessment of a number of topics.

Estimate the time for learning activities to be covered and record in the topic outline table. Does the total of the topics appropriately reflect the nominal hours associated with all the units of competence? Review the content to determine the reasons for difference and adjust the material.

8. Document evidence to be gathered

Review and further document the resources required for the group of units.

Consider the types of evidence to be gathered and how these activities could be consolidated, to ensure there are not too many or too few assessment events and that they are appropriately timed. Keep in mind the competence dimension for each method as this will affect the appropriateness of the activity and the duration of the assessment. Is there too much time assessing? Are all the criteria covered? Is there sufficient (quality and quantity) evidence collected? Adjust the material where necessary.

9. Check all entries are complete and appropriate

Cross check the assessments in the Topic outline table to ensure that each performance criteria is appropriately covered in the Assessment related to Standards table. For each method develop a framework of what the assessment is to contain,

how it is to be conducted and what resources are needed by candidates. This is not the assessment instrument or question bank, although sometimes examples are just as good as a generic framework, as they show the depth and breadth of coverage.

10. Have the work reviewed

After the above process has been carried out for each group and there is confidence of it being a good training and assessment program, have peers review it. They should question, critique and suggest improvement. Revise the material based on the feedback

Appendix 1

Glossary of Acronyms, Technical Language and Terms

The term	The definition
Assessment	Assessment means the process of collecting evidence and making judgements on whether competency has been achieved to confirm an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/ enterprise competency standards or the learning outcomes of an accredited course.
Assessment guidelines	Assessment guidelines means an endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.
Assessor	An assessor is a person qualified to carry out assessments. The AQTF and <i>ICPO5</i> specify that to be qualified, an assessor must meet AQTF Standard 7. See page 46 of this Kit for further information about Standard 7.
Assessment method	Assessment method means the particular technique used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios.
Australian Qualification Framework (AQF)	The AQF is a unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities). The Framework links together qualifications offered by these providers. It is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system.
Australian Quality Training Framework (AQTF)	AQTF means the nationally agreed quality arrangements for the VET system.
Audit	Audit means a systematic, independent and documented process for obtaining evidence to determine whether the activities and related outcomes of a training organisation comply, or continue to comply with the Standards for Registered Training Organisations.
Candidate	Candidate refers to the subject in the assessment process.
Chief executive	The most senior executive of an RTO.
Client	Client means learner, enterprise or organisation which uses or purchases the services provided by an RTO.
Competency standard/s	See definition below for 'Units of Competency'.
Delivery plan	A delivery plan provides a context-specific plan for implementing the learning program and includes session plans, formative assessment opportunities, location of training delivery, the number of learners, activities to be used, and resources to be used, any additional requirements to meet special needs of learners and occupational health and safety (OHS) considerations.
Innovation and Business Skills Australia (IBSA)	IBSA is a government funded body that provides the formal link between the printing industry and the vocational education and training system. IBSA is responsible for the development and maintenance of <i>ICPO5</i> .

The term	The definition
Learning activities	<p>Learning activities are the activities used to support learning. Learning activities convey content, create meaning, and support the development and transfer of skills and knowledge through practice and experience.</p> <p>Learning activities take many forms and may include group-based activities, role plays, written activities, case studies, simulations, audio or visual activities, practice or demonstration, individual assignments, individual group projects, workplace practice and research.</p>
Learning and assessment strategy	<p>Learning and assessment strategy means a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification.</p> <p>It is the umbrella document that outlines the macro-level requirements for designing the learning and assessment process at the qualification level.</p>
Learner	<p>Learner refers to anyone who is the subject in a learning situation and may include employees, trainees, apprentices and students.</p>
Learning strategy	<p>A learning strategy is a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification.</p>
Learning program	<p>A learning program is a document that provides definition and structure to the learning process, providing the learner with a cohesive and integrated range of learning experiences and the trainer/facilitator with guidance and direction in facilitating these learning experiences.</p> <p>A learning program sets out learning outcomes/objectives, outlines the content to be addressed in learning experiences, the sequence of that content and the delivery methods and assessment methods (where relevant).</p> <p>A learning program can address a discrete area of learning/training need or may form a subset of a learning strategy, adding detail and definition to the content areas outlined in the learning strategy.</p>
Learning resources	<p>Learning resources are products designed to enhance and support the effectiveness of the learning process, providing an integrated approach that commonly combines guidance, materials, activities, and relevant information to support delivery/facilitation, learning and/or assessment.</p>
Registered Training Organisation (RTO)	<p>RTO means a training organisation registered by a registering body in accordance with the AQTF, within a defined scope of registration (see scope of registration).</p>
Registering body	<p>See definition below for ‘State or territory registering body’.</p>
Scope of registration	<p>Scope of registration means the defined scope for which a training organisation is registered that identifies the particular services and products that can be provided.</p> <p>An RTO may be registered to provide either:</p> <ol style="list-style-type: none"> a. a training delivery and assessment services and products and issue AQF qualifications and statements of attainment; or b. b assessment services and products and issue AQF qualifications and statements of attainment. <p>The scope of registration is further defined by AQF qualifications and/or endorsed units of competency.</p>

The term	The definition
State or territory registering body	The body responsible under state or territory VET legislation and decision-making framework for all the processes related to the registration of training organisations, including the imposition of sanctions.
Trainer	Trainer refers to anyone in a delivery or facilitation role. Trainer also captures other commonly used words such as facilitator, VET teacher, workplace trainer, industry trainer and VET practitioner. A trainer must also have the necessary vocational competencies, training and assessment competencies/qualifications, or equivalent competencies. (See page 46 of this Kit for further details).
Training organisation	<p>Training organisation can mean a Registered Training Organisation (RTO). An RTO is an organisation registered to provide recognised training and assessment services. Training organisations include:</p> <ul style="list-style-type: none"> ● TAFE institutes ● private commercial colleges and companies ● enterprises ● community organisations ● Group Training Companies ● schools. <p>Training organisation can also mean:</p> <ul style="list-style-type: none"> ● an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services ● an organisation that provides non-recognised training and assessment services.
Training plan	Training plan means a program of training and assessment which is required under an apprenticeship/ traineeship training contract. The apprenticeship/ traineeship training contract is registered with the appropriate state/territory government department or agency as may be required by state/territory legislation.
Units of Competency and Competency standard/s	<p>Units of Competency and Competency Standards are terms that define the requirements for effective workplace performance in a discrete area of work, work function, activity or process and are used as the basis for defining learning outcomes and the benchmarks for assessment within the Vocational Education and Training (VET) sector.</p> <p>Competency Standards are expressed in outcome terms and specify knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace.</p> <p>Competency Standards have a standard format defined by ANTA and are referred to as units, units of competency, competencies, and competency specifications.</p>

Appendix 2

What is the AQTF?

IMPORTANT NOTE: At the time of writing, the AQTF Standards are under review. Revised standards will be released before the end of 2006. Consequently, you should ensure that you refer to the latest version of the Standards.

The Australian Quality Training Framework, or AQTF, comprises two sets of standards that ensure Australia's VET system is both consistent and of high quality. The two sets of standards are shown below. They provide the basis for:

- national recognition of Registered Training Organisations
- national recognition of the qualifications and statements of attainment issued by Registered Training Organisations.

Title	Purpose
Standards for Registered Training Organisations (RTOs)	Provides the basis for national recognition of RTOs – once an RTO is registered under the AQTF in one state or territory all other states and territories accept that decision. This means an RTO can operate anywhere in Australia once it is registered.
Standards for State and Territory Registering/Course Accrediting Bodies	Provides the basis for national recognition of qualifications and statements of attainment. This means that RTOs recognise and accept qualifications and statements of attainment issued by RTOs anywhere in Australia.

This Professional Development Kit is concerned with the Standards for Registered Training Organisations.

The quality requirements set down in the Standards must be met by a training organisation before it can be registered. Registration will be renewed provided the Standards are met.

If an RTO wants to offer a particular qualification from *ICPO5* (or qualifications from other Training Packages), it must apply to the state or territory accrediting body to have that particular qualification listed on its Scope of Registration. The application requires the RTO to have evidence that it can make a quality offering of that qualification, in line with AQTF requirements.

Registered Training Organisations are audited regularly to ensure they comply with the Standards. The audits are undertaken by the state and territory registering/course accrediting bodies.

Together, the Standards and the regular audits mean that we can have confidence that an RTO delivering competencies taken from *ICPO5* (or any other Training Package) are delivering quality training that is nationally consistent.

Get your copy of the current Standards for Registered Training Organisations

The AQTF Standards were reviewed in 2004. Some changes were made as a result of the review. The new Standards came into effect in July 2005.



Download a copy of the Standards for Registered Training Organisations at this address:
http://www.dest.gov.au/sectors/training_skills/policy_issues_review/key_issues/nts/aqtf/standards_2005.htm

At the same address download:

- the Changes Booklet which explains the changes made to the standards and the impact of those changes on RTOs
- the Evidence Guide for Registered Training Organisations and Auditors
- the AQTF Overview explains how the AQTF fits into the national training framework and provides basic information on its operations.

There are 12 Standards. They are listed on the following page, along with a brief description of the purpose of each Standard.

The AQTF Evidence Guide

Auditors determine whether an RTO is meeting the Standards by looking at the evidence an RTO provides. The Evidence Guide for Registered Training Organisations provides an idea of the kind of evidence an auditor looks for.

Let's take an example.

Standard 9.1 states in part:

- 9.1a The RTO must develop and implement learning and assessment strategies for each Training Package qualification and accredited course within the RTO's scope of registration.
- 9.1b The assessment strategies referred to in standard 9.1a must be developed in consultation with enterprises/industry.

Amongst the examples of evidence listed in the Evidence Guide are the following:

- meeting minutes/notes to indicate consultation conducted with industry/enterprises in the development of assessment approaches/strategies
- letters from industry/enterprise representatives which acknowledge involvement in consultation about the development of assessment strategies
- demonstration of learning and assessment strategies with clients.

The AQTF Standards

At the time of writing, the AQTF Standards are under review. Revised standards will be issued before the end of 2006. You should ensure that you refer to the latest version of the Standards. The following table is a summary of the standards at the time of writing.

The Standards	The purpose
1 Systems for quality training and assessment	The RTO has systems in place to plan for and provide quality training and assessment across all of its operations. Amongst other things, the Standard requires an RTO to use stakeholder and client feedback and satisfaction data as a basis for improvement.
2 Compliance with Commonwealth, state/territory legislation and regulatory requirements	The RTO ensures that compliance with Commonwealth, state/territory legislation and regulatory requirements relevant to its operations is integrated into its policies and procedures and that compliance is maintained.
3 Effective financial management procedures	The RTO has effective financial management procedures in place.
4 Effective administrative and records management procedures	The RTO has effective administrative and records management procedures in place. Amongst other things, the Standard requires an RTO to keep verified records of the training and the vocational competencies of all staff and persons working on behalf of the RTO as trainers and assessors.
5 Recognition of qualifications issued by other RTOs	The RTO recognises the Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by any other RTO.
6 Access and equity and client service	The RTO applies access and equity principles and provides timely and appropriate information, advice and support services which assist clients to identify and achieve their desired outcomes. Clients include learners, candidates and employers.
7 The competence of RTO staff	Each member of the RTO's staff involved in training, assessment or client service is competent for the functions they perform.
8 RTO assessments	The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration. Amongst other things, the Standard requires that Recognition of Prior Learning is offered at the time of enrolment.
9 Learning and assessment strategies	The RTO identifies, negotiates, plans and implements appropriate learning and assessment strategies to meet the needs of each of its clients.
10 Issuing AQF qualifications and statements of attainment	The RTO issues Australian Qualifications Framework (AQF) qualifications and statements of attainment that meet the requirements of the AQF Implementation Handbook and the endorsed Training Packages and accredited courses within the scope of its registration.
11 Use of national and state/territory logo	The RTO complies with the requirements for the use of national and state/territory logos.
12 Ethical marketing and advertising	The RTO's marketing and advertising of training and assessment products and services is ethical.

Self-assessment of compliance with the Standards

An RTO doesn't need to wait for a formal audit by a state/territory registering body. In fact, AQTF Standard 1.4 states that:

The RTO must conduct an internal audit across all of its operations relating to its compliance with these [AQTF] standards ... at least annually.

It's a good idea to conduct internal audits or self-assessments on a more regular basis to make sure that the AQTF Standards are being met. Completing a self-assessment in a positive frame mind means demonstrating a commitment to quality for the sake of quality. This is far better than completing a self-assessment because of a fear of being caught out.

How can employers, learners and other clients make use of the AQTF Standards?

The Standards are designed to ensure quality outcomes. RTOs are providing a service and an RTO's clients, including prospective clients, are entitled to ask for evidence of quality.

Reading the *AQTF Standards* and the *Evidence Guide for Registered Training Organisations* will give you a very good idea of the kind of information to ask for.

You don't need to read it all. If your interest is in how assessment is carried out you could focus on Standards 8 and 9 which are about RTO assessments and learning and assessment strategies. (RTOs need to meet confidentiality requirements, so they can't provide you with information that involves identifying individuals).

An employer could request, for example, information about how an RTO has checked its assessment practices with industry stakeholders.

A learner could request information about the purpose of a particular assessment process they are asked to complete.

Appendix 3

List of qualifications in *ICP05*

Printing and Graphic Arts

- ICP20105 Certificate II in Printing and Graphic Arts (General)
- ICP50105 Diploma of Printing and Graphic Arts (Digital Production)

Graphic Media

- ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)
- ICP30105 Certificate III in Printing and Graphic Arts (Graphic Design Production)
- ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)
- ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)
- ICP40105 Certificate IV in Printing and Graphic Arts (Graphic Pre-press)
- ICP40205 Certificate IV in Printing and Graphic Arts (Multimedia)
- ICP50205 Diploma of Printing and Graphic Arts (Multimedia)

Printing

- ICP20305 Certificate II in Printing and Graphic Arts (Instant Print)
- ICP20405 Certificate II in Printing and Graphic Arts (Print Production Support)
- ICP20505 Certificate II in Printing and Graphic Arts (Screen Printing)
- ICP30405 Certificate III in Printing and Graphic Arts (Instant Print)
- ICP30505 Certificate III in Printing and Graphic Arts (Printing)
- ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing)
- ICP40305 Certificate IV in Printing and Graphic Arts (Printing)
- ICP50305 Diploma of Printing and Graphic Arts (Printing)

Converting, Binding and Finishing

- ICP20605 Certificate II in Printing and Graphic Arts (Converting, Binding and Finishing)
- ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing)
- ICP40405 Certificate IV in Printing and Graphic Arts (Print Finishing)

Sacks and Bags

- ICP20705 Certificate II in Printing and Graphic Arts (Sacks and Bags)
- ICP30805 Certificate III in Printing and Graphic Arts (Sacks and Bags)

Cartons and Corrugating

- ICP20805 Certificate II in Printing and Graphic Arts (Cartons)
- ICP20905 Certificate II in Printing and Graphic Arts (Corrugating)
- ICP30905 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)

Mail House

- ICP21005 Certificate II in Printing and Graphic Arts (Mail House)
- ICP31005 Certificate III in Printing and Graphic Arts (Mail House)
- ICP40505 Certificate IV in Printing and Graphic Arts (Mail House)

Ink Manufacture

- ICP21105 Certificate II in Printing and Graphic Arts (Ink Manufacture)
- ICP31105 Certificate III in Printing and Graphic Arts (Ink Manufacture)

Management / Sales

- ICP40705 Certificate IV in Printing and Graphic Arts (Management / Sales)
- ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership)
- ICP50405 Diploma of Printing and Graphic Arts (Management / Sales)
- ICP50505 Diploma of Printing and Graphic Arts (Process Improvement)

Appendix 4

The Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) supports national recognition of qualifications and Statements of Attainments. Trainees, apprentices, learners, employers and RTOs can be confident that there is consistency in the education and training provided wherever in Australia it is provided.

The AQF website explains the importance of the Framework like this:

Qualifications and Statements of Attainment certify the knowledge and skills a person has achieved through study, training, work and life experience. They are a measure of our 'intellectual capital' and increasingly important in a society where unskilled jobs have disappeared and continuous upskilling is required in all forms of work and in day-to-day life.

The AQF helps all learners, employers and education and training providers to participate and navigate the qualifications system. Under the AQF, you can start at the level that suits you and then build up as your needs and interests develop and change over time.

The Framework assists learners to plan their career progression at whatever stage they are within their lives and when they are moving interstate and overseas.

In this way, the AQF supports national standards in education and training and encourages lifelong learning.

<http://www.aqf.edu.au/aboutaqf.htm>

The AQF imposes standards that all qualifications in *ICPO5* must meet. The standards are explained in Volume 1 of *ICPO5* under the heading of 'Qualifications Framework'.

Appendix 5

Preferred Learning Pathways in ICP05

Printing and Graphic Arts Qualifications Overview

There are 34 qualifications in the ICP05 Printing and Graphic Arts Training Package.

The following three units of competency are mandatory for all qualifications in ICP05 Printing and Graphic Arts Training Package:

- ICPSU216A Inspect quality against required standards
 - ICPSU261A Follow OHS practices and identify environmental hazards
- OR
- ICPSU260A Maintain a safe work environment
 - ICPSU262A Communicate in the workplace.

The unit ICPSU260A Maintain a safe work environment is an alternative to ICPSU261A Follow OHS practices and identify environmental hazards. This reflects changes in the Prepress sector of the industry, as work becomes more computer-based and less involved with chemicals. The new unit deals with ergonomics and general workplace safety rather than emphasising chemical handling.

ICP20105 Certificate II in Printing and Graphic Arts (General)

- ICA10105 Certificate I in Information Technology. (The objective of this qualification is to provide for the acquisition of basic IT knowledge and skills at a fundamental level.)

ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)

- ICA10104 Certificate I in Information Technology. (The objective of this qualification is to provide for the acquisition of basic IT knowledge and skills at a fundamental level.)

ICP30105 Certificate III in Printing and Graphic Arts (Graphic Design Production)

- ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)
- OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)
 - ICA10104 Certificate I in Information Technology. (The objective of this qualification is to provide for the acquisition of basic IT knowledge and skills at a fundamental level.)

ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)

- ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)
- OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)
 - ICA10104 Certificate I in Information Technology. (The objective of this qualification is to provide for the acquisition of basic IT knowledge and skills at a fundamental level.)

ICP40105 Certificate IV in Printing and Graphic Arts (Graphic Pre-press)

- ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press) is a prerequisite for the above qualification
 - ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)
- OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)
 - ICA10104 Certificate I in Information Technology. (The objective of this qualification is to provide for the acquisition of basic IT knowledge and skills at a fundamental level.)

ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)

- ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)
- ICA10104 Certificate I in Information Technology. (The objective of this qualification is to provide for the acquisition of basic IT knowledge and skills at a fundamental level.)

ICP40205 Certificate IV in Printing and Graphic Arts (Multimedia)

- ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)
OR
- ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)
OR
- ICP30105 Certificate III in Printing and Graphic Arts (Graphic Design Production)
- ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)

- ICA10104 Certificate I in Information Technology. (The objective of this qualification is to provide for the acquisition of basic IT knowledge and skills at a fundamental level.)

ICP50205 Diploma of Printing and Graphic Arts (Multimedia)

- ICP40205 Certificate IV in Printing and Graphic Arts (Multimedia)
- ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)
OR
- ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)
OR
- ICP30105 Certificate III in Printing and Graphic Arts (Graphic Design Production)
- ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)
- ICA10104 Certificate I in Information Technology. (The objective of this qualification is to provide for the acquisition of basic IT knowledge and skills at a fundamental level.)

ICP30405 Certificate III in Printing and Graphic Arts (Instant Print)

- ICP20305 Certificate II in Printing and Graphic Arts (Instant Print)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP30505 Certificate III in Printing and Graphic Arts (Printing)

- ICP20405 Certificate II in Printing and Graphic Arts (Print Production Support)
OR
- ICP20305 Certificate II in Printing and Graphic Arts (Instant Print)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP40305 Certificate IV in Printing and Graphic Arts (Printing)

- ICP30505 Certificate III in Printing and Graphic Arts (Printing) is a pre-requisite for the above qualification
- ICP20405 Certificate II in Printing and Graphic Arts (Print Production Support)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP50305 Diploma of Printing and Graphic Arts (Printing)

- ICP40305 Certificate IV in Printing and Graphic Arts (Printing)
- ICP30505 Certificate III in Printing and Graphic Arts (Printing)

- ICP20405 Certificate II in Printing and Graphic Arts (Print Production Support)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing)

- ICP20505 Certificate II in Printing and Graphic Arts (Screen Printing)

ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing)

- ICP20605 Certificate II in Printing and Graphic Arts (Converting, Binding and Finishing)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP40405 Certificate IV in Printing and Graphic Arts (Print Finishing)

- ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing) is a pre-requisite for the above qualification
- ICP30905 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)
- ICP20605 Certificate II in Printing and Graphic Arts (Converting, Binding and Finishing)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP30805 Certificate III in Printing and Graphic Arts (Sacks and Bags)

- ICP20705 Certificate II in Printing and Graphic Arts (Sacks and Bags)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP30905 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)

- ICP20905 Certificate II in Printing and Graphic Arts (Corrugating)
OR
- ICP20805 Certificate II in Printing and Graphic Arts (Cartons)

ICP31005 Certificate III in Printing and Graphic Arts (Mail House)

- ICP21005 Certificate II in Printing and Graphic Arts (Mail House)
OR
- ICP20605 Certificate II in Printing and Graphic Arts (Converting, Binding and Finishing)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP40505 Certificate IV in Printing and Graphic Arts (Mail House)

- ICP31005 Certificate III in Printing and Graphic Arts (Mail House)
- ICP21005 Certificate II in Printing and Graphic Arts (Mail House)
OR
- ICP20605 Certificate II in Printing and Graphic Arts (Converting, Binding and Finishing)
OR
- ICP20105 Certificate II in Printing and Graphic Arts (General)

ICP31105 Certificate III in Printing and Graphic Arts (Ink Manufacture)

- ICP21105 Certificate II in Printing and Graphic Arts (Ink Manufacture)

ICP40705 Certificate IV in Printing and Graphic Arts (Management/Sales)

- ICP31105 Certificate III in Printing and Graphic Arts (Ink Manufacture)

- OR
- ICP31005 Certificate III in Printing and Graphic Arts (Mail House)
- OR
- ICP30905 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)
- OR
- ICP30805 Certificate III in Printing and Graphic Arts (Sacks and Bags)
- OR
- ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing)
- OR
- ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing)
- OR
- ICP30505 Certificate III in Printing and Graphic Arts (Printing)
- OR
- ICP30405 Certificate III in Printing and Graphic Arts (Instant Print)
- OR
- ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)
- OR
- ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)
- OR
- ICP30105 Certificate III in Printing and Graphic Arts (Graphic Design Production)

ICP50405 Diploma of Printing and Graphic Arts (Management/Sales)

- ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership)
- OR
- ICP40705 Certificate IV in Printing and Graphic Arts (Management/Sales)
- OR
- ICP40505 Certificate IV in Printing and Graphic Arts (Mail House)
- OR
- ICP40405 Certificate IV in Printing and Graphic Arts (Print Finishing)
- OR
- ICP40305 Certificate IV in Printing and Graphic Arts (Printing)
- OR
- ICP40205 Certificate IV in Printing and Graphic Arts (Multimedia)
- OR
- ICP40105 Certificate IV in Printing and Graphic Arts (Graphic Pre-press)

ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership)

- ICP31105 Certificate III in Printing and Graphic Arts (Ink Manufacture)
- OR
- ICP31005 Certificate III in Printing and Graphic Arts (Mail House)
- OR
- ICP30905 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)
- OR
- ICP30805 Certificate III in Printing and Graphic Arts (Sacks and Bags)
- OR
- ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing)
- OR
- ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing)
- OR
- ICP30505 Certificate III in Printing and Graphic Arts (Printing)
- OR
- ICP30405 Certificate III in Printing and Graphic Arts (Instant Print)
- OR
- ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)
- OR
- ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)
- OR
- ICP30105 Certificate III in Printing and Graphic Arts (Graphic Design Production)

ICP50505 Diploma of Printing and Graphic Arts (Process Improvement)

- ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership)
OR
- ICP40705 Certificate IV in Printing and Graphic Arts (Management/Sales)
OR
- ICP40505 Certificate IV in Printing and Graphic Arts (Mail House)
OR
- ICP40405 Certificate IV in Printing and Graphic Arts (Print Finishing)
OR
- ICP40305 Certificate IV in Printing and Graphic Arts (Printing)
OR
- ICP40205 Certificate IV in Printing and Graphic Arts (Multimedia)
OR
- ICP40105 Certificate IV in Printing and Graphic Arts (Graphic Pre-press)

ICP50105 Diploma of Printing and Graphic Arts (Digital Production)

- ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership)
OR
- ICP40705 Certificate IV in Printing and Graphic Arts (Management/Sales)
OR
- ICP40505 Certificate IV in Printing and Graphic Arts (Mail House)
OR
- ICP40405 Certificate IV in Printing and Graphic Arts (Print Finishing)
OR
- ICP40305 Certificate IV in Printing and Graphic Arts (Printing)
OR
- ICP40205 Certificate IV in Printing and Graphic Arts (Multimedia)
OR
- ICP40105 Certificate IV in Printing and Graphic Arts (Graphic Pre-press)

Appendix 6

ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing) – Qualification rules

Qualification requirements: 14 units (8 core and 6 elective units), plus any specified prerequisite units.

Core Units

All of the following core units must be undertaken but in exceptional circumstances, up to two of the core units of competency can be exchanged with competency standards from the elective list below except for the three compulsory units:

- *ICPSU216A Inspect quality against required standards*
- *ICPSU261A Follow OHS practices and identify environmental hazards*
OR
ICPSU260A Maintain a safe work environment
- *ICPSU262A Communicate in the workplace.*

ICPMM263A Access and use the Internet

ICPPP211A Develop a basic design concept

ICPPP221A Select and apply type

ICPPP224A Produce pages using a page layout application

ICPPP225A Produce graphics using a graphics application

ICPSU216A Inspect quality against required standards

ICPSU260A Maintain a safe work environment

ICPSU262A Communicate in the workplace

Elective Units

Up to two (2) of the required elective units may be selected from other qualifications in this Training Package or from any other nationally endorsed Training Package provided that the units selected are from the same qualification level or the next higher qualification level. Unit selection is by negotiation and mutual agreement between the employee, employer and the RTO and is based on enterprise and individual needs.

Choose 6 elective units from the list below. No more than two Certificate III level units can be chosen.

BSBCMN208A Deliver a service to customers

ICAITB135B Create a simple markup language document to specification

ICPMM321A Capture a digital image

ICPMM322A Edit a digital image

ICPPP222A Scan a line image

ICPPP226A Produce interactive PDF files

ICPPP227A Produce online PDF files

ICPPP232A Electronically combine and assemble data

ICPPP252A Output images

ICPPP260A Proof images

ICPPP321A Produce a typographic image

ICPPP322A Digitise images for reproduction
ICPPR281A Set up and produce basic digital print

Note: imported units can be accessed through the National Training Information Service website www.ntis.gov.au

Possible Careers

- Assistant desktop publisher
- Pre-press worker

Possible Pathways

At the completion of this qualification students could choose to enter a:

- ICP30105 Certificate III in Printing and Graphic Arts (Graphic Design Production)
- ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)
- ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)
- ICP30505 Certificate III in Printing and Graphic Arts (Printing)
- ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing).

Appendix 7

ICP30505 Certificate III in Printing and Graphic Arts (Printing) – Qualification rules

Qualification requirements: 20 units (13 core and 7 elective units), plus any specified prerequisite units.

Core Units

All of the following core units must be undertaken but in exceptional circumstances, up to two of the core units of competency can be exchanged with competency standards from the elective list below except for the three compulsory units:

- ICPSU216A Inspect quality against required standards
 - ICPSU261A Follow OHS practices and identify environmental hazards
- OR
- ICPSU260A Maintain a safe work environment
 - ICPSU262A Communicate in the workplace.

ICPKN312A Apply knowledge of printing machining

ICPSU201A Prepare, load and unload reels and cores on and off machine*

OR

ICPSU202A Prepare, load and unload product on and off machine*

ICPSU203A Prepare and maintain the work area

ICPSU207A Prepare machine for operation (basic)

ICPSU208A Operate and monitor machines (basic)

ICPSU211A Prepare ink and additives

ICPSU216A Inspect quality against required standards

ICPSU224A Perform basic machine maintenance

ICPSU261A Follow OHS practices and identify environmental hazards

ICPSU262A Communicate in the workplace

ICPSU263A Perform basic industry calculations

ICPSU281A Use computer systems

ICPSU357A Apply quick changeover procedures

* Both of these units can be completed in the one qualification with one being counted as an elective, if the enterprise requires both.

Elective Units

Up to two (2) of the required elective units may be selected from other qualifications in this Training Package or from any other nationally endorsed Training Package provided that the units selected are from the same qualification level or the next higher qualification level. Unit selection is by negotiation and mutual agreement between the employee, employer and the RTO and is based on enterprise and individual needs.

Choose 7 elective units from the lists below as directed.

(a) One stream must be chosen from one of the Print Process Streams. One unit from another Print Process Stream may be chosen, if the enterprise requires skills in more than one print process.

(b) One only Complex Set Up unit must be chosen.

(c) Choose a further 3 electives.

Print Process Streams

ICPPR214A Produce basic flexographic printed product

ICPPR313A Set up for basic flexographic printing

ICPPR314A Produce complex flexographic printed product

OR

ICPPR222A Produce basic gravure printed product

ICPPR321A Set up for basic gravure printing

ICPPR322A Produce complex gravure printed product

OR

ICPPR232A Produce basic lithographic printed product

ICPPR331A Set up for basic lithographic printing

ICPPR332A Produce complex lithographic printed product

OR

ICPPR242A Produce basic pad printed product

ICPPR341A Set up for basic pad printing

ICPPR342A Produce complex pad printed product

OR

ICPPR252A Produce basic relief printed product

ICPPR351A Set up for basic relief printing

ICPPR352A Produce complex relief printed product

OR

ICPPR281A Set up and produce basic digital print

ICPPR282A Produce and manage basic digital print

ICPPR382A Produce and manage complex digital print

Complex Set Up Units

Only one of the following complex set up units may be chosen.

ICPPR413A Set up for complex flexographic printing

OR

ICPPR421A Set up for complex gravure printing

OR

ICPPR431A Set up for complex lithographic printing

OR

ICPPR441A Set up for complex pad printing

OR

ICPPR451A Set up for complex relief printing

OR

ICPPR481A Set up and produce complex digital print

Other Elective Units

ICAITB135B Create a simple markup language document to specification
ICPCF221A Set up and produce basic guillotined product
ICPCF225A Set up machine for basic flat-bed die cutting or embossing
ICPCF226A Produce basic flat-bed die cut or embossed product
ICPCF231A Set up machine for basic flat-bed cutting
ICPCF232A Produce basic flat-bed cut product
ICPCF241A Set up machine for basic single or continuous folding
ICPCF242A Produce basic single or continuous folded product
ICPCF243A Set up machine for basic collating (sheet / section)
ICPCF244A Produce basic collated (sheet / section) product
ICPCF281A Set up machine for basic laminating
ICPCF282A Produce basic laminated product
ICPCF381A Set up machine for complex laminating
ICPCF382A Produce complex laminated product
ICPPP252A Output images
ICPPP266A Make and proof relief plates
ICPPP268A Make photopolymer plates (flexographic)
ICPPP269A Make photopolymer plates (pad printing)
ICPPP272A Make gravure cylinders manually
ICPPP352A Output complex images
ICPPP370A Make multiple image plates
ICPPP372A Make gravure cylinders electronically
ICPPR211A Mount and proof flexographic plates for basic printing
ICPPR261A Set up for foil stamping
ICPPR262A Produce foil stamped product
ICPPR271A Set up for basic coating
ICPPR272A Produce basic coated product
ICPPR383A Prepare for personalised digital printing
ICPSP211A Reclaim screen manually
ICPSP215A Prepare screen
ICPSP222A Prepare and cut screen print substrate
ICPSP223A Prepare film for screen printing
ICPSP270A Manually prepare and produce screen prints
ICPSP273A Semi-automatically produce basic screen prints
ICPSP275A Automatically produce basic screen prints
ICPSP351A Prepare machine and drying / curing unit
ICPSP374A Operate a semi-automatic screen printing machine
ICPSP382A Produce computer image for screen printing
ICPSU212A Prepare coatings, adhesives
ICPSU221A Pack and dispatch product
ICPSU222A Pack and dispatch solid waste
ICPSU235A Lift loads mechanically
ICPSU236A Shift loads mechanically
ICPSU241A Undertake warehouse or stores materials processing
ICPSU271A Provide basic instruction for a task
ICPSU311A Prepare ink and additives (advanced)

ICPSU323A Dispose of waste
ICPSU342A Undertake inventory procedures
ICPSU351A Undertake basic production scheduling
ICPSU362A Communicate as part of a work team
ICPSU381A Operate and maintain computer resources
ICPSU385A Operate a database for digital printing

Possible Careers

- Print machinist

Possible Pathways

At the completion of this qualification students could choose to enter a:

- ICP40305 Certificate IV in Printing and Graphic Arts (Printing)
- ICP40705 Certificate IV in Printing and Graphic Arts (Management / Sales)
- ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership).

Appendix 8

List of ICP05 Qualifications, Elective and Prerequisite requirements

Qualification	Total Electives	Core	Electives	Prerequisite qualifications
ICP20105 Certificate II in Printing and Graphic Arts (General)	14	3	11	
ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)	14	8	6	
ICP20305 Certificate II in Printing and Graphic Arts (Instant Print)	14	7	7	
ICP20405 Certificate II in Printing and Graphic Arts (Print Production Support)	14	9	5	
ICP20505 Certificate II in Printing and Graphic Arts (Screen Printing)	14	9	5	
ICP20605 Certificate II in Printing and Graphic Arts (Converting, Binding and Finishing)	14	3	11	
ICP20705 Certificate II in Printing and Graphic Arts (Sacks and Bags)	14	5	9	
ICP20805 Certificate II in Printing and Graphic Arts (Cartons)	14	8	6	
ICP20905 Certificate II in Printing and Graphic Arts (Corrugating)	14	8	6	
ICP21005 Certificate II in Printing and Graphic Arts (Mail House)	14	8	6	
ICP21105 Certificate II in Printing and Graphic Arts (Ink Manufacture)	14	7	7	
ICP30105 Certificate III in Printing and Graphic Arts (Graphic Design Production)	18	14	4	
ICP30205 Certificate III in Printing and Graphic Arts (Graphic Pre-press)	20	15	5	
ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)	18	14	4	
ICP30405 Certificate III in Printing and Graphic Arts (Instant Print)	18	14	4	

Qualification	Total Electives	Core	Electives	Prerequisite qualifications
ICP30505 Certificate III in Printing and Graphic Arts (Printing)	20	13	7	
ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing)	20	14	6	
ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing)	20	11	9	
ICP30805 Certificate III Printing and Graphic Arts (Sacks and Bags)	18	8	10	
ICP30905 Certificate III in Printing and Graphic Arts (Cartons/Corrugating)	18	10	8	
ICP31005 Certificate III in Printing and Graphic Arts (Mail House)	18	11	7	
ICP31105 Certificate III in Printing and Graphic Arts (Ink Manufacture)	18	9	9	
ICP40105 Certificate IV in Printing and Graphic Arts (Graphic Pre-press) Note prerequisite requirement	8	7	1	This qualification requires the completion of all units of competency (core and electives) necessary for the award of ICP3025 Certificate III in Printing and Graphic Arts (Graphic Pre Press) in addition to the 8 units specified
ICP40205 Certificate IV in Printing and Graphic Arts (Multimedia)	25	16	9	
ICP40305 Certificate IV in Printing and Graphic Arts (Printing) Note prerequisite requirement	8	4	4	This qualification requires the completion of all units of competency (core + electives) necessary for the award of ICP30505 Certificate III in Printing and Graphic Arts (Printing) in addition to the 8 units specified.
ICP40405 Certificate IV in Printing and Graphic Arts (Print Finishing) Note prerequisite requirement	8	3	5	This qualification requires the completion of all units of competency (core and electives) necessary for the award of ICP30405 Certificate III in Printing and Graphic Arts (Print Finishing) in addition to the 8 units specified.

Qualification	Total Electives	Core	Electives	Prerequisite qualifications
ICP40505 Certificate IV in Printing and Graphic Arts (Mail House)	25	13	12	
ICP40705 Certificate IV in Printing and Graphic Arts (Management / Sales)	18	8	10	
ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership)	18	6	12	
ICP50105 Diploma of Printing and Graphic Arts (Digital Production)	21	14	7	
ICP50205 Diploma of Printing and Graphic Arts (Multimedia)	20	13	7	
ICP50305 Diploma of Printing and Graphic Arts (Printing)	19	9	10	
ICP50405 Diploma of Printing and Graphic Arts (Management / Sales)	19	13	6	
ICP50505 Diploma of Printing and Graphic Arts (Process Improvement)	19	12	7	

Appendix 9

Imported Units of Competency in *ICP05*

Note: The following imported units can be accessed through the National Training Information Service website www.ntis.gov.au

Summary statements of the units can be found in Volume VI of the *ICP05* Training Package.

Imported unit of competency	Original Training Package
AUM2402A Apply quality assurance techniques - Advanced	AUM00 Automotive Industry Manufacturing
BSBADV401A Profile a target audience	BSB01 Business Services
BSBCM208A Deliver a service to customers	BSB01 Business Services
BSBCM302A Organise personal work priorities and development	BSB01 Business Services
BSBCM310A Deliver and monitor a service to customers	BSB01 Business Services
BSBCM312A Support innovation and change	BSB01 Business Services
BSBCM402A Develop work priorities	BSB01 Business Services
BSBCM403A Establish business networks	BSB01 Business Services
BSBCM409A Promote products and services	BSB01 Business Services
BSBCM410A Coordinate implementation of customer service strategies	BSB01 Business Services
BSBCM412A Promote innovation and change	BSB01 Business Services
BSBFLM309B Support continuous improvement systems and processes	BSB01 Business Services
BSBFLM405B Implement operational plan	BSB01 Business Services
BSBFLM409B Implement continuous improvement	BSB01 Business Services
BSBFLM412A Promote team effectiveness	BSB01 Business Services
BSBFLM501B Manage personal work priorities and professional development	BSB01 Business Services
BSBFLM503B Manage effective workplace relationships	BSB01 Business Services
BSBFLM505B Manage operational plan	BSB01 Business Services
BSBFLM507B Manage quality customer service	BSB01 Business Services
BSBFLM509B Facilitate continuous improvement	BSB01 Business Services
BSBFLM510B Facilitate and capitalise on change and innovation	BSB01 Business Services
BSBFLM512A Ensure team effectiveness	BSB01 Business Services
BSBMGT606A Manage customer focus	BSB01 Business Services
BSBMKG401A Profile the market	BSB01 Business Services
BSBMKG406A Build client relationships	BSB01 Business Services
BSBMKG407A Make a presentation	BSB01 Business Services

Imported unit of competency	Original Training Package
BSBMKG501A Evaluate marketing opportunities	BSBO1 Business Services
BSBSBM301A Research business opportunities	BSBO1 Business Services
BSBSBM402A Undertake financial planning	BSBO1 Business Services
BSBSBM403A Promote the business	BSBO1 Business Services
BSBSBM404A Undertake business planning	BSBO1 Business Services
BSBSLS301A Develop product knowledge	BSBO1 Business Services
BSBSLS302A Identify sales prospects	BSBO1 Business Services
BSBSLS304A Secure prospect commitment	BSBO1 Business Services
BSBSLS305A Support post-sale activities	BSBO1 Business Services
BSZ401A Plan assessment	BSBO1 Business Services
BSZ402A Conduct assessment	BSBO1 Business Services
BSZ403A Review assessment	BSBO1 Business Services
BSZ404A Train small groups	BSBO1 Business Services
BSZ405A Plan and promote a training program	BSBO1 Business Services
BSZ406A Plan a series of training sessions	BSBO1 Business Services
BSZ407A Deliver training sessions	BSBO1 Business Services
BSZ408A Review training	BSBO1 Business Services
CUFADM02A Address copyright	CUFO1 Film, TV, Radio and Multimedia
CUFIMA01A Produce and manipulate digital images	CUFO1 Film, TV, Radio and Multimedia
CUFIMA03A Create 2D digital animation	CUFO1 Film, TV, Radio and Multimedia
CUFIMA04A Create 3D digital animation	CUFO1 Film, TV, Radio and Multimedia
CUFIMA05A Create 3D digital models and images	CUFO1 Film, TV, Radio and Multimedia
CUFIMA06A Develop and implement visual effects designs	CUFO1 Film, TV, Radio and Multimedia
CUFIMA07A Create titles for screen production	CUFO1 Film, TV, Radio and Multimedia
CUFMEM01A Use an authoring tool to create an interactive sequence	CUFO1 Film, TV, Radio and Multimedia
CUFMEM02A Author a multimedia product	CUFO1 Film, TV, Radio and Multimedia
CUFMEM03A Integrate and use scripting language in authoring a multimedia product	CUFO1 Film, TV, Radio and Multimedia
CUFMEM04A Test a multimedia product	CUFO1 Film, TV, Radio and Multimedia
CUFMEM06A Design a multimedia product	CUFO1 Film, TV, Radio and Multimedia
CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product	CUFO1 Film, TV, Radio and Multimedia

Imported unit of competency	Original Training Package
CUFMEM08A Apply principles of instructional design to a multimedia product	CUF01 Film, TV, Radio and Multimedia
CUFMEM09A Apply principles of game design to a multimedia product	CUF01 Film, TV, Radio and Multimedia
CUFMEM10A Design and create a multimedia interface	CUF01 Film, TV, Radio and Multimedia
CUFMEM11A Design the navigation for a multimedia product	CUF01 Film, TV, Radio and Multimedia
CUFMEM12A Update web pages	CUF01 Film, TV, Radio and Multimedia
CULLB505A Analyse and describe material	CULO4 Museum and Library/Information Services
CUVCOR07A Use drawing techniques to represent the object or idea	CUV03 Visual Arts, Craft and Design
CUVCOR08A Produce drawings to represent and communicate the concept	CUV03 Visual Arts, Craft and Design
CUVCRS05A Use typography techniques for design work	CUV03 Visual Arts, Craft and Design
CUVDES02A Apply the design process to 2-dimensional work in response to a brief	CUV03 Visual Arts, Craft and Design
CUVDES04A Integrate colour theory and design processes in response to a brief	CUV03 Visual Arts, Craft and Design
ICAITB135A Create a simple markup language document to specification	ICA99 Information Technology
ICAITB165A Create dynamic pages	ICA99 Information Technology
ICAITB169A Use development software and IT tools to build a basic website to specification	ICA99 Information Technology
ICAITB171A Develop cascading style sheets (CSS)	ICA99 Information Technology
ICAITB180A Integrate a database with a website	ICA99 Information Technology
ICAITB210A Analyse information and assign meta-tags	ICA99 Information Technology
ICAITI189A Ensure website content meets appropriate technical protocols and standards	ICA99 Information Technology
ICAITU207A Apply a web authoring tool to convert client data	ICA99 Information Technology
NWP405A Contribute to contract management	NWP01 Water Industry
PMLMAIN300B Maintain the laboratory fit for purpose	PML04 Laboratory Operations
PMLSAMP400B Obtain representative samples in accordance with sampling plan	PML04 Laboratory Operations
PMLTEST300B Perform basic tests	PML04 Laboratory Operations
PMLTEST303B Prepare working solutions	PML04 Laboratory Operations
PMLTEST402B Prepare, standardise and use solutions	PML04 Laboratory Operations

Imported unit of competency	Original Training Package
TDTA4101A Manually sort mail or parcels	TDT02 Transport and Distribution
TDTA4301A Consolidate mail	TDT02 Transport and Distribution
TDTA4601A Process parcels and letters	TDT02 Transport and Distribution
TDTA4701A Stream mail	TDT02 Transport and Distribution
TDTP998B Plan and maintain warehouse layouts and inventory locations	TDT02 Transport and Distribution
TDTW601A Operate computerised mail and parcels sorting equipment	TDT02 Transport and Distribution
WRR02B Manage sales and service delivery	WRR02 Retail
WRRS1B Sell products and services	WRR02 Retail
WRRS2B Advise on products and services	WRR02 Retail
WRWMK507A Develop a sales strategy	WRW01 Wholesale
WRWWS302A Maintain business to business relationships	WRW01 Wholesale
WRWWS504A Manage business customers	WRW01 Wholesale

Appendix 10

Important Notes	<ul style="list-style-type: none">➤ The following version of this unit of competency was valid in June, 2006.➤ However, you should not rely on this copy as the current version of the unit of competency. It is included here as an example only.➤ Always check the NTIS website for the current version of any competency.➤ Details on how to download <i>ICP05</i> qualifications and units of competency are shown on page 11 of this Kit.➤ As Key Competencies are being replaced in <i>ICP05</i> by Employability Skills integrated into each Unit of Competency, the table of Key Competencies is not included at the end of this unit.➤ Refer to page 33 of this Kit for more information on Employability Skills.
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ICPPP422A Digitise complex images for reproduction

Unit Descriptor

This unit covers advanced complex colour scanning or digital capture.

Competency Field

Pre-press

Application of the competency

This unit requires the individual to prepare an original, calibrate the scanner, and produce and evaluate scanned images that meet the technical specifications of the job.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Mount and prepare original copy

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

1.1 Copy is mounted and positioned according to scanner/artwork specifications

1.2 Crops are marked to minimise the use of disk space

1.3 Multiple copy units are correctly identified

- and assigned according to technical specifications
- | | | |
|---|-------------------------------------|---|
| 2 | Set up and adjust the scanner | 2.1 The scanner is calibrated and the program is set according to job specifications
2.2 Colourcast and catchlights are assessed to ensure the image is scanned according to job specifications
2.3 Adjustments are made to tone and colour correction requirements
2.4 End points are set
2.5 Scanner settings are utilised to achieve the required results for varied print processes |
| 3 | Produce and evaluate complex images | 3.1 Images are scanned using appropriate software commands and scanner controls
3.2 Scanned images are evaluated for colour and grey balance, tone reproduction, cast removal and end point accuracy
3.3 Images are stored on file and displayed on monitor or output device according to job specifications |

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Input / Copy

- Transparency (positive and negative) reflection and re-screens for mono, RGB, CMYK

Capture

- Evaluation, preparation and mounting
- Flat-bed or drum scanner with full colour capabilities

Manipulation / edit

- Software to achieve programming and functional control to suit various printing processes and copy specifications

Output

- Film, disk, proof

Quality standards

- Should meet client requirements and enterprise and industry standards

Degree of autonomy

- Working independently in consultation with others

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competency. The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

Scanned images should have high quality colour, grey balance, tone reproduction and cast removal.

The underlying skill of scanning images should be transferable across the design and pre-press sectors. It is important that the substrate for reproduction is identified and that the quality of the scanned image be suitable for the identified printing processes.

Demonstrate an ability to find and use information relevant to the task from a variety of information sources.

Context of assessment

Assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Relationship to other units

ICPPP322A Digitise images for reproduction is related to this unit.

Evidence required for demonstration of consistent performance

Use a medium to high-end full colour scanner (with full software capabilities) to reproduce at least TWO colour continuous tone originals with different contrast characteristics and ONE rescreen according to the listed Performance Criteria

Skills and knowledge

Relevant printing processes, electronic media and transfer characteristics

- Describe THREE examples of why scanner settings need to be varied to suit subsequent printing processes or electronic output.

Copy evaluation

- What are the factors that influence selection of highlight and shadow aim points?
- What are the critical qualities of a copy that need evaluation prior to

reproduction?

Copy preparation

- What are the main points to be considered when preparing a copy for scanning?

Colour correction and grey balance

- Why must grey balance requirements be determined prior to applying colour correction?
- Describe the process of determining grey balance requirements.
- What factors determine the requirement for colour correction?

Catchlight controls

- How and why are catchlight controls applied?

Image output

- What considerations are necessary to ensure predictability and repeatability at the output stage?
- What methods of storage and filing of images for retrieval are used?
- What are the criteria used for evaluating scanned images?

File formats

- Why have you selected the file format (eg TIFF, EPS, PICT) you have used to save the scan?
- What other file formats are available for saving scans and when would you use them?

Information sources

- What manuals, safety and other documentation are relevant to this task and where are they kept?
- What information is included in these documents?
- What other sources of information are available?

Specific resource requirements It is expected that special purpose tools, equipment and industry software packages will be used where appropriate.

Key Competencies

Note: As Key Competencies are being replaced in ICP05 by Employability Skills integrated into each Unit of Competency, the table of Key Competencies is not included here.

Refer to page 33 of this Kit for more information on Employability Skills.

Appendix 11

ICP50205 Diploma of Printing and Graphic Arts (Multimedia) – Qualification rules

Qualification requirements: 20 units (13 core and 7 elective units), plus any specified prerequisite units.

Core Units

All of the following core units must be undertaken but in exceptional circumstances, up to two of the core units of competency can be exchanged with competency standards from the elective list below except for the three compulsory units:

- ICPSU216A Inspect quality against required standards
- ICPSU261A Follow OHS practices and identify environmental hazards
OR
ICPSU260A Maintain a safe work environment
- ICPSU262A Communicate in the workplace.

ICAITB210A Analyse information and assign meta-tags

ICPKN315A Apply knowledge and requirements of the multimedia sector

OR

ICPKN320A Apply knowledge and requirements of information technology systems in the printing industry

ICPMM581A Manage multimedia production

ICPMM582A Manage multimedia projects

ICPPP385A Operate a database for digital printing

ICPPP485A Develop a digital data template

ICPPP494A Develop document content and structure

ICPSU216A Inspect quality against required standards

ICPSU261A Follow OHS practices and identify environmental hazards

OR

ICPSU260A Maintain a safe work environment

ICPSU262A Communicate in the workplace

ICPSU455A Supervise and schedule work of others

ICPSU458A Monitor production workflow

ICPSU553A Prepare production costing estimates

Elective Units

Up to two (2) of the required elective units may be selected from other qualifications in this Training Package or from any other nationally endorsed Training Package provided that the units selected are from the same qualification level or the next higher qualification level.

Unit selection is by negotiation and mutual agreement between the employee, employer and the RTO and is based on enterprise and individual needs.

Choose 7 elective units from the list below.

BSBADV401A Profile a target audience

BSBCMN402A Develop work priorities
 BSBCMN410A Coordinate implementation of customer service strategies
 BSBCMN412A Promote innovation and change
 BSBFLM405B Implement operational plan
 BSBFLM409B Implement continuous improvement
 BSBFLM412A Promote team effectiveness
 BSBFLM501B Manage personal work priorities and professional development
 BSBFLM503B Manage effective workplace relationships
 BSBFLM507B Manage quality customer service
 BSBFLM509B Facilitate continuous improvement
 BSBFLM510B Facilitate and capitalise on change and innovation
 BSBFLM512A Ensure team effectiveness
 BSBMKG406A Build client relationships
 TAADEL301A Provide training through instruction and demonstration of work skills
 TAAASS402A Assess Competence
 TAADEL404A Facilitate work-based learning
 CUFADM02A Address copyright
 CUFIMA04A Create 3D digital animation
 CUFIMA05A Create 3D digital models and images
 CUFIMA06A Develop and implement visual effects designs
 CUFIMA07A Create titles for screen production
 CUFMEM01A Use an authoring tool to create an interactive sequence
 CUFMEM01A Use an authoring tool to create an interactive sequence
 CUFMEM02A Author a multimedia product
 CUFMEM06A Design a multimedia product
 CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product
 CUFMEM08A Apply principles of instructional design to a multimedia product
 CUFMEM09A Apply principles of game design to a multimedia product
 CUFMEM11A Design the navigation for a multimedia product
 CULLB505A Analyse and describe material
 ICAITB180A Integrate a database with a website
 ICAITB210A Analyse information and assign meta-tags
 ICPMM491A Create an extensible document
 ICPMM491A Create an extensible document
 ICPMM492A Create an extensible style sheet
 ICPMM492A Create an extensible style sheet
 ICPPP485A Develop a digital data template
 ICPPP494A Develop document content and structure

Note: imported units can be accessed through the National Training Information Service website www.ntis.gov.au

Possible Careers

- Multimedia developer
- Multimedia graphic designer
- Website designer

Appendix 12

ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing) – Qualification rules

Qualification requirements: 20 units (11 core and 9 elective units) plus any specified prerequisite units.

Core Units

All of the following core units must be undertaken but in exceptional circumstances, up to two of the core units of competency can be exchanged with competency standards from the elective list below except for the three compulsory units:

- *ICPSU216A Inspect quality against required standards*
- *ICPSU261A Follow OHS practices and identify environmental hazards*
OR
ICPSU260A Maintain a safe work environment
- *ICPSU262A Communicate in the workplace.*

ICPKN313A Apply knowledge and requirements of the converting, binding and finishing sector

ICPSU202A Prepare, load and unload product on and off machine

ICPSU203A Prepare and maintain the work area

ICPSU207A Prepare machine for operation (basic)

ICPSU208A Operate and monitor machines (basic)

ICPSU216A Inspect quality against required standards

ICPSU224A Perform basic machine maintenance

ICPSU261A Follow OHS practices and identify environmental hazards

OR

ICPSU260A Maintain a safe work environment

ICPSU262A Communicate in the workplace

ICPSU351A Undertake basic production scheduling

ICPSU352A Plan operational processes

Elective Units

Up to two (2) of the required elective units may be selected from other qualifications in this Training Package or from any other nationally endorsed Training Package provided that the units selected are from the same qualification level or the next higher qualification level. Unit selection is by negotiation and mutual agreement between the employee, employer and the RTO and is based on enterprise and individual needs.

Choose 9 elective units from the list below.

ICPCF311A Prepare for cutting forme and stripper making

ICPCF312A Set cutting forme and strippers

ICPCF320A Produce complex converted or finished product

ICPCF321A Set up and produce complex guillotined product

ICPCF325A Set up machine for complex flat-bed die cutting or embossing

ICPCF326A Undertake pre make-ready for die cutting
 ICPCF327A Set up machine for complex rotary die cutting or embossing
 ICPCF342A Produce complex sequenced or multiple folded product
 ICPCF343A Set up machine for complex collating or inserting (sheet / section / reel)
 ICPCF344A Produce complex collated or inserted (sheet / section / reel) product
 ICPCF361A Set up machine for complex adhesive, mechanical or sewn fastening
 ICPCF362A Produce complex adhesive, mechanical or sewn fastened product
 ICPCF369A Set up and produce hand-made box
 ICPCF371A Decorate paper
 ICPCF381A Set up machine for complex laminating
 ICPCF382A Produce complex laminated product
 ICPCF391A Use electronic monitoring systems (converting and finishing)
 ICPCF392A Produce product on window gluer
 ICPCF393A Set up machine for envelope manufacture
 ICPCF395A Set up and operate folder gluer machine
 ICPCF396A Set up in-line scoring, folding and gluing machine for envelope manufacture
 ICPCF3103A Run and monitor envelope manufacturing machines
 ICPCF3105A Produce single-faced web
 ICPCF3107A Produce double-faced web
 ICPPR261A Set up for foil stamping
 ICPPR262A Produce foil stamped product
 ICPPR271A Set up for basic coating
 ICPPR272A Produce basic coated product
 ICPPR282A Produce and manage basic digital print
 ICPPR382A Produce and manage complex digital print
 ICPSU321A Pack and dispatch (advanced)
 ICPSU323A Dispose of waste
 ICPSU342A Undertake inventory procedures
 ICPSU345A Purchase materials and schedule deliveries
 ICPSU351A Undertake basic production scheduling
 ICPSU354A Manage teams
 ICPSU357A Apply quick changeover procedures
 ICPSU362A Communicate as part of a work team

Possible careers

- Binder and Finisher

Possible pathways

At the completion of this qualification students could choose to enter a:

- ICP40405 Certificate IV in Printing and Graphic Arts (Print Finishing)
- ICP40705 Certificate IV in Printing and Graphic Arts (Management / Sales)
- ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership).

Appendix 13

ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing) – Qualification rules

Qualification requirements: 20 units (14 core and 6 elective units), plus any specified prerequisite units.

Core Units

All of the following core units must be undertaken but in exceptional circumstances, up to two of the core units of competency can be exchanged with competency standards from the elective list below except for the three compulsory units:

- *ICPSU216A Inspect quality against required standards*
- *ICPSU261A Follow OHS practices and identify environmental hazards*
OR
ICPSU260A Maintain a safe work environment
- *ICPSU262A Communicate in the workplace.*

ICPKN314A Apply knowledge and requirements of the screen printing sector

ICPPP382A Produce computer image for screen printing

ICPSP211A Reclaim screen manually

ICPSP215A Prepare screen

ICPSP233A Manually prepare direct emulsion stencil

ICPSU202A Prepare, load and unload product on and off machine

ICPSU203A Prepare and maintain the work area

ICPSU211A Prepare ink and additives

ICPSU216A Inspect quality against required standards

ICPSU261A Follow OHS practices and identify environmental hazards

ICPSU262A Communicate in the workplace

ICPSU263A Perform basic industry calculations

ICPSU281AB Use computer systems

ICPSU352A Plan operational processes

Elective Units

Up to two (2) of the required elective units may be selected from other qualifications in this Training Package or from any other nationally endorsed Training Package provided that the units selected are from the same qualification level or the next higher qualification level. Unit selection is by negotiation and mutual agreement between the employee, employer and the RTO and is based on enterprise and individual needs.

Choose 6 elective units from the following lists, two of which must be Certificate III level units or above.

Choose one Prepare Stencil Unit.

ICPSP231A Prepare stencil using computer or hand-cut method

ICPSP235A Prepare stencil using photographic indirect method

ICPSP237A Prepare stencil using photographic capillary method

ICPSP333A Automatically prepare direct emulsion stencil

ICPSP339A Prepare stencil using direct projection method

ICPSP341A Prepare stencil using direct electronic imaging method

Choose at least one Print Stream Unit.

ICPSP371A Manually produce complex screen prints
OR
ICPSP373A Semi-automatically produce complex screen prints
OR
ICPSP376A Operate an automatic screen printing machine
OR
ICPSP374A Operate a semi-automatic screen printing machine

Choose a further 4 electives either from the above electives or from the list below.

ICPCF220A Produce basic converted or finished product
ICPCF221A Set up and produce basic guillotined product
ICPCF225A Set up machine for basic flat-bed die cutting or embossing
ICPCF231A Set up machine for basic flat-bed cutting
ICPPP211A Develop a basic design concept
ICPPP221A Select and apply type
ICPPP222A Scan a line image
ICPPP223A Photograph a line image
ICPPP224A Produce pages using a page layout application
ICPPP231A Manually combine spot colour and basic four-colour images
ICPPP232A Electronically combine and assemble data
ICPPP252A Output images
ICPPP283A Prepare artwork for screen printing
ICPPP311A Develop a detailed design concept
ICPPP321A Produce a typographic image
ICPPP322A Digitise images for reproduction
ICPPP323A Photograph and produce halftone images
ICPPP334A Prepare an imposition format for printing processes
ICPPP352A Output complex images
ICPPP422A Digitise complex images for reproduction
ICPPP430A Manage colour
ICPPR342A Produce complex pad printed product
ICPPR382A Produce and manage complex digital print
ICPPR441A Set up for complex pad printing
ICPPR481A Set up and produce complex digital print
ICPSP221A Prepare substrate
ICPSP223A Prepare film for screen printing
ICPSP271A Manually produce basic screen prints
ICPSP273A Semi-automatically produce basic screen prints
ICPSP275A Automatically produce basic screen prints
ICPSP281A Finish screen print products
ICPSP311A Reclaim screen manually
ICPSP351A Prepare machine and drying / curing unit
ICPSU241A Undertake warehouse or stores materials processing
ICPSU311A Prepare ink and additives (advanced)
ICPSU321A Pack and dispatch (advanced)
ICPSU323A Dispose of waste
ICPSU351A Undertake basic production scheduling
ICPSU362A Communicate as part of a work team
ICPSU381A Operate and maintain computer resources
ICPSU464A Provide customer service and education

Possible Careers

- Screen printer

- Stencil preparer

Possible Pathways

At the completion of this qualification students could choose to enter a:

- ICP40705 Certificate IV in Printing and Graphic Arts (Management / Sales)
- ICP40805 Certificate IV in Printing and Graphic Arts (Process Leadership).

Appendix 14

Important Notes	<ul style="list-style-type: none">➤ The following version of this unit of competency was valid in June, 2006.➤ However, you should not rely on this copy as the current version of the unit of competency. It is included here as an example only.➤ Always check the NTIS website for the current version of any competency.➤ Details on how to download ICP05 qualifications and units of competency are shown on page 11 of this Kit.➤ As Key Competencies are being replaced in ICP05 by Employability Skills integrated into each Unit of Competency, the table of Key Competencies is not included at the end of this unit.➤ Refer to page 33 of this Kit for more information on Employability Skills.
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Extract from:

ICPPP322A Digitise images for reproduction

Unit Descriptor

This unit covers scanning images.

Competency Field

Pre-press

Application of the competency

This unit requires the individual to prepare copy, calibrate the scanner and produce scanned images that meet the technical specifications of the job. The individual will work under limited supervision with defined procedures.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Mount original copy

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

1.1 The original image is scaled and identified according to job specifications

- 1.2 Work surfaces are cleaned and prepared to ensure the images are dust free
 - 1.3 The original is mounted according to enterprise procedures
 - 1.4 OHS issues are identified and correct practices are used if any solvents are applied
- 2 Set up scanner
- 2.1 The scanner is set up and calibrated according to specifications
 - 2.2 Data from copy evaluation and aim points to suit the original are entered correctly onto the scanner according to specifications
 - 2.3 The scanner application or plug-in is selected
- 3 Produce images
- 3.1 The medium being scanned to is selected according to job specifications
 - 3.2 The disk capacity is checked where appropriate to ensure sufficiency for the job
 - 3.3 The processor is set and checked where according to job specifications
 - 3.4 Images are outputted as required according to job specifications
 - 3.5 The output images are checked for conformance to the technical specifications of the job and scan adjustments made if necessary

Skills and knowledge

Relevant printing processes and electronic media

- How would you change the scanner settings for TWO different printing processes or electronic media?
- Why does the scanner need to be calibrated?

Colour theory

- Explain primary colours and colour mixing principles.
- State the variables that influence the colour separation requirements.

Print process requirements

- What is the importance of tone gradation and grey balance?
- Why is it necessary to apply colour correction?

Output requirements

- What factors influence the selection of screen ruling and dot percent?
- What impact does output resolution have on final screen ruling?

Evaluation of films and proof

- When evaluating a final film, what are the essential elements to consider?

Information sources

- What manuals, safety and other documentation are relevant to this task and where are they kept?
- What information is included in these documents?
- What other sources of information are available?

Specific resource requirements

It is expected that special purpose tools, equipment and industry software packages will be used where appropriate.

Appendix 15

Important Notes	<ul style="list-style-type: none">➤ The following version of this unit of competency was valid in June, 2006.➤ However, you should not rely on this copy as the current version of the unit of competency. It is included here as an example only.➤ Always check the NTIS website for the current version of any competency.➤ Details on how to download ICP05 qualifications and units of competency are shown on page 11 of this Kit.➤ As Key Competencies are being replaced in ICP05 by Employability Skills integrated into each Unit of Competency, the table of Key Competencies is not included at the end of this unit.➤ Refer to page 33 of this Kit for more information on Employability Skills.
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Extract from:

ICPPR382A Produce and manage complex digital print

Unit Descriptor

This unit covers production and management of digital print for a complex print production environment.

Competency Field

Printing

Application of the competency

This unit requires the individual to identify the productivity of digital print systems and communicate these effectively. The individual is required to troubleshoot and rectify production workflow problems for digital printing to maximise productivity. The individual will construct and access complex electronic data, perform digital colour management, manage digital production workflows, and maintain and adjust machine settings to ensure production speeds and print quality are achieved.

This competency is best applied in the commercial print, pre-press, bureau, high-end digital print or combination of any of these business environments.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Troubleshoot and correct production workflows for digital printing

2 Liaise with clients

3 Confirm job specifications

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

1.1 A productivity analysis on a digital production system is undertaken to determine most productive approach according to job specifications

1.2 Workflow procedures for digital printing are developed according to equipment availability and production environment, for a range of job specifications

1.3 Possible causes for problems in the workflow procedures are identified and rectified and strategies to improve productivity with minimum waste in resources and according to job specifications are developed

1.4 Preventive maintenance on a digital printing system is undertaken according to manufacturer's specifications to ensure maximum productivity, minimum downtime and wastage

2.1 Print services, quality expectations and print costings for digital printing are communicate to clients according to enterprise procedures

2.2 Productivity advantages and disadvantages of different digital print options are communicated according to manufacturer's specifications and enterprise procedures

2.3 Turnaround time is calculated and communicated to client according to enterprise procedures

3.1 Print job specifications are correctly interpreted from job documentation or production control system

3.2 Availability of all job components is checked according to enterprise procedures

3.3 Scanning, proofing and finishing requirements of job are checked and internal workflow and/or outsource

- arrangements are coordinated
- 3.4 Run time of job is determined and completion time correctly estimated
 - 4.1 A workstation computer and industry software are used to locate and retrieve electronic data files according to job specifications
 - 4.2 Preview or pre-flight check is performed on electronic data files to verify correct job set-up according to job specifications
 - 4.3 Job priority is determined according to job specifications and production schedules
 - 4.4 Data file is submitted to print and image quality and machine productivity checks are performed and adjustments made to correct any problems
 - 4 Access, verify and submit electronic data files to a digital printer
 - 5.1 Appropriate digital colour management solutions are used to minimise variation in colour selection, lighting conditions and surrounding colour, machine calibration, screen angle, machine resolution, conversion algorithms from RGB to CMYK, substrate type and condition
 - 5.2 Printed RGB, CMYK and PMS colour charts are used to perform colour matching with client proof
 - 5.3 Accurate recommendations on colours to use when producing electronic data files are made according to job specifications
 - 5.4 Colour matching of an electronic data file created using the RGB colour model is performed by using machine calibration procedures and by customising an output profile
 - 5 Perform complex digital colour management
 - 6.1 A digital proof run is conducted for client approval and to confirm proof meets job specifications
 - 6.2 Internal or external pre-press proofing systems operators are consulted to conduct the proof run and provide job specifications according to enterprise procedures
 - 6.3 Communication between the client and
 - 6 Perform and/or coordinate document proofing

- proofing provider occurs to ensure proof conforms to job specifications
- 7 Run digital print job and/or coordinate press print run
- 7.1 Production schedules, enterprise procedures and job specifications are observed and liaison with internal and/or external production operators is maintained to determine start and duration time for the print run
- 7.2 A digital print run is conducted according to job specifications ensuring that machine productivity and quality are monitored and adjusted throughout the duration of the print job
- 8 Perform and/or coordinate document finishing and client delivery
- 8.1 The finishing method is determined according to job specifications
- 8.2 Steps required for document finishing are identified and if necessary performed on in-line finishing units on a web- or a sheet-fed system according to enterprise procedures
- 8.3 Packaging and presentation of finished print work is completed with co-workers and/or external source, if necessary, to ensure against damage and to conform to delivery requirements according to job specifications

Skills and knowledge

Troubleshooting and problem solving

- What problem-solving strategies could you use if a key piece of equipment in the production workflow was temporarily unavailable?
- What would you do if the substrate type you required was unavailable?
- What workarounds could you use if you received a data file error when accessing a PDF file?
- What would you do if you had a busy production schedule with tight deadlines and a power failure occurred for an indefinite period of time?

Analyse and recommend printing solutions

- What are the factors that influence making a decision about using a particular printing solution (run length, substrate type, application)?
- What would be the cost difference between a specified job printed on a digital system and a specified traditional system (e.g. digital vs lithographic)?
- What would be the quality difference between a specified job printed on a digital system and a specified traditional system (e.g. digital vs lithographic)?
- What would be the difference in turnaround time of a specified job printed on a digital system and a specified traditional system (e.g. digital vs lithographic)?
- Which print method would be the most appropriate option for the specified print job?

Communication and client interaction

- What measures can be taken to ensure clients have correct procedures for providing electronic files?
- How would you explain the main differences between digital printing and traditional printing methods?
- What recommendations could you make to a client who has created an electronic file in an incompatible software application?
- What suggestions could you make to a client who required a high volume print run but needed a portion of the print job immediately?
- What steps would need to be followed for a client approval of a proof?

Job requirements and processing systems

- What would you do if vital information was missing from the job ticket (manual or electronic)?
- What checks were undertaken prior to set up (availability of material, maintenance)?
- If a file does not transfer correctly what action should be taken to correct the problem?
- What are the main points to be checked before submitting file to print?

Data access and manipulation

- What checks are made to ensure the data is in a format that can be used in digital print?
- What suggestions could you make to a client who has an incompatible version of software?
- What are the ways to submit a PDF file to the digital printer?
- What would you do if you could not access an electronic data file using industry software?

Digital image scanning

- In what situation would you digitally scan a document rather than create an electronic file?
- What is OCR scanning?
- How does scan resolution affect document size and quality?
- What could you do if a scanned image was too dark?
- What sort of scanner hardware and software configuration could be used to digitally scan a hard copy multi-page document with text and images?

Digital colour management

- What is the difference between colours displayed on a computer monitor and printed colour?
- How does machine calibration affect colour consistency?
- How do you use printed colour charts to perform colour matching to a proof?
- What does the acronym ICC stand for and what is the significance?
- How does a simulation profile affect colour output?

Proofing and adjustment

- Under what circumstances would a job be modified before printing?
- Why would margins be changed when the job reaches the printer?
- What steps would need to be followed for client approval of the print?
- What is the proof checked against?
- What type of proofing system is available in the traditional pre-press?
- What recommendations could you make regarding an appropriate proofing system for a specified print job?

Document finishing and client delivery

- What are the various types of binding?
- What procedures would you follow if the binding method required by the client was not available at your site?
- What options could you suggest if the document size was too thick to staple?
- Why is packaging finished print work important?

Specific resource requirements

It is expected that special purpose tools, equipment and industry software packages will be used where appropriate.

Appendix 16

Learning Guide

Units of Competence

Delivery Hours	Nominal Hours	ICP Code	Competency Name	Elements
<i>Add or remove rows as appropriate</i>				

Recommended Implementations

Style	Weeks	Contact Hours Per Week	Self-Study Hours Per Week
Full-Time			
Part-Time			
Self-Paced			

Specific requirements

Resources Required

Recommended Text

Statement of Content

Topic Outline

Time	Topic	Activities	Assessment
<i>Add or remove rows as appropriate</i>			

Assessment Guide

Assessment Context

1. Client group

2. Location of Assessment

Evidence Requirements

1. Types of Evidence to be Gathered

Direct

Indirect

2. Grading (only if used)

Assessment Criteria

Merit Point Criteria

Assessment Related to Standards

Instrument	Methods	Element & Performance Criteria Covered		Competence Dimension	Duration
		Competency code	<i>Add more columns for more competencies if required</i>		
1					
2					
3					
<i>Add more rows for more assessment instruments if required</i>					

Appendix A - Framework for Assessment Instruments

Instrument 1	
Method	
Time	
Instructions to Assessors	
Instructions to Candidate	
Tools & Equipment	
Completion	
<i>Next assessment instrument</i>	

Exemplar Instruments

Appendix 17

Learning and Assessment Guide (annotated)

Units of Competence

Delivery Hours	Nominal Hours	ICP Code	Competency Name	Elements
<i>As per the actual delivery for trainee information</i>	<i>The hours as per the STA Implementation Guide</i>	<i>The national code for the competency from the Training Package</i>	<i>The Competency title as per the training package</i>	<i>Each element of the competency that is delivered and assessed in this subject</i>
<i>Add or remove rows as appropriate</i>				

Recommended Implementations

The material here recommends the most appropriate ways to deliver this particular subject. i.e. if there was a lot of out of class practical it would be inappropriate to suggest fulltime, over 3 weeks @ 20 hours per week as there would not be sufficient time to do the outside practical or another example is stretching it over sixty weeks at one hour a week.

You give guidance here as to how you intended to deliver it. For self paced you would expect the materials had sufficient supporting resources to do it that way.

Style	Weeks	Contact Hours Per Week	Self-Study Hours Per Week
Full-Time			
Part-Time			
Self-Paced			

Specific requirements

If there is a requirement for particular equipment, it should be detailed here

If there are constraints on group size this should also be detailed.

You would also indicate here if there were special requirements for the instructor.

Resources Required

If there is a requirement for particular equipment, it should be detailed here.

Recommended Text

Where the subject relies on a particular text or learning guide this should be documented including ISBN, Title, Author, Publisher, date and an indication of the cost. It is also worthwhile to cross reference this in the topic out line. If the text is optional it should be indicated here.

Statement of Content

This is a combination description of each of the competencies in about two or three sentences.

Topic Outline

The following splits up the subject into digestible learning and assessment chunks. You can add more topics if necessary. There must be at least one topic per delivery session.

The time relates to a suggested time allocation to a session or area of the course (and must add up to the actual delivery for trainee information). It is intended to indicate the proportion or weighting of this topic to the rest of the subject. It can be the actual length of the session.

The topic is a brief statement of what is being addressed in this topic. It may in addition also include references to the text or resources. If the topics are linked and there are several in a sequence the sequence should be indicated.

The activities may refer supporting activities related to learning and should be more descriptive than case study, or self directed. It is intended to indicate what the activities are and how they are supporting the topic being studied.

The assessment section shows what is the relevant assessment instrument that will be undertaken when this study is completed and ready to be assessed. The assessment can be formative (it does not count to the final result) or summative (it is the assessment that will count as to determining competence or merit). Where assessment is progressive i.e. relates to a number of topics, the relationship should be indicated. The assessments indicated here must be documented and match the assessment related to the standards below and there must also be a statement for each in the assessment framework and there must be an example of each in the exemplars.

A resit session does not count as a topic. You may well show or note that a resit will be scheduled between particular topics or at the end of the course. You may also indicate where there are likely to be extended periods of self study (like term breaks) if they have been planned for in scheduling out of class work and the learning program.

Time	Topic	Activities	Assessment
<i>Add or remove rows as appropriate</i>			

Assessment Guide

Assessment Context

1. Client group

Indicate the type of client this method is targeting, i.e. school leaver or those with no industry experience, or those that do not have a workplace context to practice and reinforce the learning as examples. It may also indicate full or part-time, remote or external as other descriptors.

2. Location of Assessment

Indicate whether it is workplace, simulated, practice firm, practical rooms, or classroom. It is no good to specify the assessment if the location is not conducive to achieving the outcomes as they were intended. If the assessment is not supervised or is outside the training organisation there will have to be validation steps in the assessment to ensure the work presented is actually done by the candidate. That sort of circumstance should be flagged here.

Evidence Requirements

Under no circumstances should the assessment be conducted in a way that does not require the learner to demonstrate the skills covered by the competencies.

The following principles of assessment should be followed when conducting any assessment, and will be the benchmarks for the ongoing review of the assessment system.

Transparency of process - Prior to the assessment, both the assessor and the candidate should be aware of what will be assessed and the process of the assessment. The individual being assessed should also be aware of the Registered Training Organisation's appeals process in case they feel they have been unfairly assessed.

Validity - assessments are valid when they assess what they claim to assess. Assessors need to be fully aware of what is to be assessed. Assessors will have access to clearly defined competency standards which detail the evidence required to demonstrate that the performance criteria have been met.

Reliability -assessment is applied consistently from employee to employee and context to context. The methods and procedures employed in an assessment ensure that different individuals in different contexts can demonstrate the requirements of the competency standards. There should be consistency in the interpretation of evidence.

Flexibility -assessment needs to be flexible so that it incorporates the range of environments and organisations involved in assessment. Flexibility in assessment is also required for different forms of knowledge and skills that underpin performance.

Fairness -assessment is fair if it does not disadvantage anyone. Individuals undertaking assessment should clearly understand what is to be assessed and the process for that assessment. The assessment should place all individuals on equal terms and rely on evidence of performance not relative to individual ability.

Practicality - the assessment must not be onerous financially or in terms of time to those involved in the process. It must be practical for both individuals and organisations wishing to be involved in an assessment.

1. Types of Evidence to be Gathered

Direct

Indirect

Two types direct or indirect and to an extent is linked also to the location of assessment above. You are detailing those assessments that are directly supervised and can be tangibly reviewed by another individual. The indirect type of evidence requires the same declaration clarity to the candidate of how the assessment outcome is going to be determined but the recording method may well be different. The group work may require direct evidence of a presentation by each candidate, but indirect evidence is the log books of each candidate of their involvement. Some evidence may also come from the assessors observations of candidates in group based work. The evidence types must be spelt out, along with clear categorization into direct and indirect. This will also be communicated to the candidate as part of the assessment documentation.

Every source of evidence must be documented. Each assessment instrument may have several sources of evidence.

2. Grading (only if used)

Assessment Criteria

Here it is explicitly stated how competence will be determined. Normally it will be completion of all assessment components, although there may be alternatives where the same things are assessed but the candidate can choose which way. i.e. a case study might be one, but they could do a workplace assessment as an alternative with supporting verification it is their work and some other components they could not do in work are simulated. The criteria must relate directly to the performance criteria of the competency, check off each of them and be within the context of the range of variables.

Merit Point Criteria

If the subject is not graded state “the units of competence are not graded”. If the subject is graded it is spelt out so that it can be scrutinized to be valid, fair and reliable in regard to matching the performance criteria of the competency in the context of the range of variables that support the documentation of the competency. You cannot ask merit questions that are outside the competency requirement or its underpinning skills and knowledge. It can adopt a range of merit aspects including time to complete. Merit related aspects may only be attempted once.

The criteria will be for Credit or Distinction. It could be as simple as 3 merit assessments for credit and five for distinction. It could be different assessments for credit, although credit is a subset of distinction (you have to succeed in credit to get distinction).

The statements about grading are those used to indicate to the candidate how they achieve merit and how that merit is codified into credit and distinction. Statements of transferring skills to a new situation, evidence of wider reading etc are not on their own sufficient. It must be spelt out how this is going to be determined, so that other assessors and the candidate know what they have to do to achieve the merit outcome.

Assessment Related to Standards

Each assessment as indicated in the Topic outline must be documented here.

The methods are Integrated activity or structured questions or test or essay or project to name a few

Each element and associated performance criteria covered by a particular instrument must be differentiated

Competence dimension is either: Task (actually doing the task), Task management (explaining how the task is to be organized and directed and conducted), contingency management (finding alternatives or resolving issues that may as a consequence of the task being done or the outcomes not being within the expected range), job environment (the context in which such a task is required), transfer knowledge or background knowledge (transferring and explaining the knowledge to others). The simplest example of this is in food preparation using whipped cream! You use whipped cream to decorate a cake. But do you know if the whipped cream is OK?, How do you tell if it is OK? How do you make sure it stays OK? (you keep it in the fridge for a limited time to extend its period of freshness) Do you understand why you keep it in the fridge? (or is that just what you were told) Do you understand the ingredients of whipped cream that limit its freshness? Do you understand the actual process that occurs when items go off? Can you explain any of this task to others or the background knowledge associated with it?

So you indicate the particular aspect of the competence you are targeting to assess.

The nature of the assessment may be exploring different dimensions of competence (and simply testing if some one can put cream in the fridge) does not prove they know or can demonstrate any of the other dimensions.

Duration simply indicates the expected time it would take o do the assessment (and may also be a component of competence too).

If there are separate assessments for merit they should be described too. The assessment cannot be outside the scope of the competency.

If there are separate components for merit within an assessment the targeted elements must be identified. The assessment cannot be outside the scope of the competency

Instrument	Methods	Element & Performance Criteria Covered		Competence Dimension	Duration
		Competency code	Add more columns for more competencies if required		
1		elements and performance criteria covered or if all state 'all'			
2					
3					
<i>Add more rows for more assessment instruments if required</i>					

Appendix A - Framework for Assessment Instruments

This sets out for each instrument from the previous section how it is actually conducted.

Instrument 1	
Method	<i>being either case study, test, essay, project group work etc The parameters and extent of the assessment are described here. It is not a set of questions or projects or tests. It is a FRAMEWORK, indicating what aspects are assessed. The example instruments are in the next section e.g Practical test</i>
Time	<i>the expected time to undertake the task possibly describing individual contributions, the total time and the period of days or weeks over which it is carried out</i>

Instructions to Assessors	<i>helpful instructions to assessors to ensure the assessment is uniform and consistent between instructors and that important components or conduct of the assessment are not over looked</i>
Instructions to Candidate	<i>meaningful statements to instruct the Candidate on how it is to be conducted (i.e. Mr Bean... there are two papers choose the algebra or the calculus, do not attempt both)</i>
Tools & Equipment	<i>a statement of what resources are required by the candidate and what is supplied by the assessor. It may also indicate what is not permitted to be used.</i>
Completion	<i>This states what must be delivered up or delivered or checked to verify completion.</i>
	<i>it is precisely spelt out what aspects, items, answers related to the competency performance criteria, within the range of variable will determine the competence or achievement of merit</i>
<i>Next assessment instrument</i>	<i>Add more instruments based on one for each in the previous section</i>

Exemplar Instruments

For each and every assessment instrument above include at least one of the actual tests or practical or case studies or projects plus the marking guide

Suggested answers

1. Qualification packaging rules activity

Check your answers against those provided here.

Question	Your answer
How many core units are there? How many must be completed to gain the qualification?	There are 14 core units. (The compulsory units are listed twice). You need 13 core units to complete the qualification.
What choices are there in the selection of core units?	There are two choices. 1. Choose one safety unit (ICPSU261A or ICPSU260A). 2. Choose either ICPSU201A or ICPSU202A. (If necessary both can be completed, but the second is counted as an elective unit).
In exceptional circumstances, how many core units can be replaced by elective units? Are there any limitations on substituting core units?	In exceptional circumstances, up to two of the core units can be exchanged with elective units, except for the three compulsory units. (There are rules about exceptional circumstances – see page 18 of this Kit for more information).
Is it possible to select elective units other than those listed in the qualification rules?	Yes. Up to two elective units can be selected from other qualifications in <i>ICPO5</i> or from any other nationally endorsed Training Package provided the units selected are from the same qualification level or the next higher qualification level.
There are 77 elective units listed. How many elective units must be completed to gain the qualification?	Seven.
How many Print Process Streams are there? How many elective units are there in each Print Process Stream? How many Print Process Streams can be chosen?	There are six Print Process Streams. There are three elective units in each Print Process Stream. You must choose all the elective units in one Print Process Stream. You can choose one elective unit from another Print Process Stream provided the enterprise requires skills in more than one print process.
How many Complex Set Up elective units can be selected?	You can select only one Complex Set Up elective unit.
How many electives can be chosen from the list of Other Elective Units?	You can choose a maximum of three elective units from the list of Other Elective Units.

Case Study 1 – Brown’s Paper

What’s your advice to Jack?

Check your answers against those provided here.

What kinds of workplaces are each of these units of competency designed for?	ICPSU261A Follow OHS practices and identify environmental hazards	This unit is suitable for employees who work in press and finishing production and who handle equipment and supplies.
	ICPSU260A Maintain a safe work environment	This unit is suitable for employees who are working in environments like offices, studios and computer labs.

Which of the two health and safety units would you recommend for Brown’s Paper? Why?	<p>Carla’s work station is in the pre-press studio. She does not run presses or handle inks and solvents. If she works in the studio all the time, then the appropriate unit would be ICPSU261A Follow OHS practices and identify environmental hazards.</p> <p>However, Jack states that his small company relies on multi-skilling. If, for example, Carla needs to work occasionally in finishing so that Brown’s Paper can get a job out on time then the appropriate unit to package into her qualification would be ICPSU260A Maintain a safe work environment.</p>
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<p>Which six elective competencies would you recommend to Jack?</p> <p>Is there any additional information you would need, or Jack would need, in order to make the best selections?</p>	<p>The selection of elective competencies will vary from company to company. Before Jack makes his selection it is important to clarify what skills he believes are required to meet the needs of both his client base and his plans for the company’s future.</p> <p>It’s also important that Jack selects elective units that provide Carla with a sound future within the company and the industry.</p> <p>Based on what we know about Brown’s Paper, the following electives could be listed on Carla’s Training Plan:</p> <ul style="list-style-type: none"> ➤ ICPPP222A Scan a line image ➤ ICPPP226A Produce interactive PDF files ➤ ICPPP232A Electronically combine and assemble data ➤ ICPPP252A Output images ➤ ICPPP321A Produce a typographic image ➤ ICPPP322A Digitise images for reproduction <p>However, Jack has invested in digital technology as the basis for business growth. It might be in the company’s interests to include in Carla’s Training Plan ICPPR281A Set up and produce basic digital print. If this is Jack’s preference he would need to drop one of the electives from the list above as the packaging rules require only six electives. The best unit to drop might be ICPPP222A Scan a line image.</p> <p>Jack may want all Carla’s training and assessment delivered on the job. He will need to discuss this with VETWorks. While on-the-job training might be preferred, it isn’t always possible. There can be many reasons for this, such as:</p> <ul style="list-style-type: none"> ➤ the RTO’s training arrangements are designed around the delivery of some training off-the-job ➤ the technology required for training and assessment is not available on-the-job.
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Case Study 2 – Large Print

What's your advice to Tony?

Check your answers against those provided here.

<p>Look at list of Imported Competencies at Appendix 8 on page 82. Which of these might suit?</p>	<p>For Large Print, and for Tuan, the best fit from the list of Imported Competencies seems to be BSBFLM309B Support continuous improvement systems and processes.</p>
<p>Now look at the qualification rules for the Certificate III in Printing and Graphic Arts (Printing). The rules are at Appendix 7 on page 78.</p> <p>According to the rules, how can the Imported Competency you have selected be included in the Certificate?</p>	<p>According to the packaging rules Tony can include the Imported Unit in two ways.</p> <p>The packaging rules for Core Units state:</p> <p><i>All of the following core units must be undertaken but in exceptional circumstances, up to two of the core units of competency can be exchanged with competency standards from the elective list except for the three compulsory units.</i></p> <p>If exceptional circumstances can be shown to exist, then the TAFE Institute could seek permission to substitute a core competency for the Imported Unit.</p> <p>However, there is a second option that is much easier to work with. The packaging rules for Elective Units in Certificate III in Printing and Graphic Arts (Printing) state:</p> <p><i>Up to two (2) of the required elective units may be selected from other qualifications in this Training Package or from any other nationally endorsed Training Package provided that the units selected are from the same qualification level or the next higher qualification level. Unit selection is by negotiation and mutual agreement between the employee, employer and the RTO and is based on enterprise and individual needs.</i></p> <p>Tony, Tuan and the RTO agree to remove ICPPP252A Output images. It will be replaced by BSBFLM309B Support continuous improvement systems and processes. BSBFLM309B best suits the company's training requirements and is a suitable choice because it is taken from the next highest qualification level.</p> <p>(If you need to check on how to tell which qualification level a competency belongs to, see page 26 – What does the unit of competency code mean?)</p>
<p>Which of the two health and safety units would you recommend to Tony? Why?</p>	<p>The recommended unit of competency is ICPSU261A Follow OHS practices and identify environmental hazards.</p> <p>This unit is suitable for employees like Tuan who will work in press and finishing production and who will handle equipment and supplies.</p>

Case Study 2 – Large Print continued

<p>Look at the qualification rules at Appendix Appendix 7 on page 78.</p> <p>How many elective competencies must be completed?</p> <p>Which elective competencies would you recommend to Tony?</p> <p>Is there any additional information you would need, or Tony would need, in order to make the best selections?</p>	<p>The qualification rules state that 20 units must be completed, made up of 13 core and 7 elective units, plus any specified prerequisite units.</p> <p>Before selecting the elective units it is important to clarify what skills Tony believes are required to meet the needs of both his client base and his plans for the company's future.</p> <p>Based on what we know about Large Print, the following elective competencies are recommended to Tony for inclusion in Tuan's Training Plan:</p> <ul style="list-style-type: none">➤ ICPPR232A Produce basic lithographic printed product➤ ICPPR331A Set up for basic lithographic printing➤ ICPPR332A Produce complex lithographic printed product➤ ICPPR431A Set up for complex lithographic printing➤ ICPPR281A Set up and produce basic digital print➤ ICPSU311A Prepare ink and additives (advanced)➤ ICPPP252A Output images
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Case Study 3 – Brigalow Downs TAFE College

What's your advice to Meg?

Check your answers against those provided here.

<p>Meg asks why all the elective units aren't available. It doesn't sound to her like they are electives after all.</p> <p>How do you explain to Meg what the word 'electives' means in a Training Package?</p>	<p>Meg, electives aren't just choices for a student to make. Employers also have a role in selecting electives, and so do RTOs.</p> <p>While the core electives always remain the same, some RTOs specialise in delivering certain qualifications, or even particular competencies in the Diploma of Printing and Graphic Arts (Multimedia). This variation means training can be tailored to meet the needs in different regions. It also means you have a choice, though not necessarily close to home in every case.</p>
<p>How would you explain why Brigalow Downs TAFE only offers some of the electives on her list?</p>	<p>In some cases, employers or industry advisory groups in a particular state or region might indicate to all RTOs that there are particular skills and qualification pathways that are most in demand. This kind of advice guides RTOs like Brigalow Downs TAFE in the selection of electives they make available.</p> <p>RTOs must decide which electives to offer based on their ability to provide skilled trainers and assessors in the elective competencies. Brigalow Downs TAFE won't offer electives it doesn't have the skills to deliver.</p>

Case Study 4 – Pretty Print

What's your advice to Doug, Louise and Marko?

Check your answers against those provided here.

<p>Explain RPL, in 50 words or less, to Doug, Louise and Marko.</p>	<p>RPL stands for Recognition of Prior Learning. RPL is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a competency.</p> <p>(Based on the definition in <i>A Glossary of Australian Vocational Education and Training Terms</i> – available at: http://www.ncver.edu.au/publications/516.html)</p>
<p>For Louise and Marko, how would you determine which competencies you might assess for RPL?</p>	<p>It is always important to include the learner in any planning about their learning and assessment. That principle applies to RPL as well as to any other form of assessment.</p> <p>I would provide Louise and Marko with a list of competencies in the Certificate III in Printing and Graphic Arts (Print Finishing). As Marko is not confident in reading English I would explain that I will work through the list with him and with Louise. As we go through the list I will mark off those units in which they feel very confident about their competence.</p> <p>I would ask Louise and Marko to describe to me the work they have done over the years they have worked at Pretty Print. I would ask questions, based on their descriptions, that would reveal more about their levels of skills and knowledge.</p> <p>I would speak with their supervisors and workmates to find out more about the work that Louise and Marko do and the work environment at Pretty Print.</p> <p>Based on all these sources of information I would suggest a list of competencies that Louise and Marko could seek RPL assessment for.</p>
<p>Top Coast TAFE will deliver on-the-job training and assessment for the remaining competencies. How would you explain on-the-job training and assessment to Louise and Marko?</p>	<p>Louise and Marko, the selection of the remaining competencies you have to complete will be negotiated between you, Doug, Sylvia and the RTO.</p> <p>Pretty Print and Top Coast TAFE have agreed that all your training, and all your assessment, for the remaining competencies can be conducted at Pretty Print. That means that you will not have to travel to the Top Coast campus for any of your training or assessment. This arrangement is possible because Pretty Print has all the training facilities and equipment required.</p> <p>You and Doug will be asked to sign an individual Training Plan that sets out the competencies in which you will receive training, the period of time over which your training will take place, and the time you and the company needs to set aside for training and assessment activities.</p> <p>A trainer from Top Coast will visit you at Pretty Print on a regular basis to see how your Training Plan is progressing, to organise further training and to conduct assessment.</p>

Case Study 4 – Pretty Print continued

<p>Marko tells you he is worried about reading English.</p> <p>Given his realistic concerns, what's your advice to him about reading English and:</p> <ul style="list-style-type: none">• RPL?• on the job training and assessment?	<p>Marko, you have been in this industry for many years and the fact that you've been recommended to this program shows high levels of experience and skills gained over this period.</p> <p>The important thing to know is that when we conduct RPL or other assessments we are assessing your skills and knowledge related to a unit of competency. If reading English isn't required for that unit of competency we will try to work out ways for you to access training and complete assessment activities that don't involve reading. We might use approaches like:</p> <ul style="list-style-type: none">➤ asking other people to support your training, perhaps by arranging for a supervisor to read to you the questions on our assessment tools and arranging for you to record your answers rather than writing them down➤ asking you to demonstrate your skills. <p>We understand that you have some issues with reading and completing paper work. Like all RTOs, Top Coast can arrange support for you to develop your English reading and writing skills.</p>
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