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ICP05 Printing Training Package Enhancement

Phase Two Report

November 2009



IBSA wishes to acknowledge the work of EPIC Industry Training Board who have prepared this report.

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- Genevieve Neumann (IBSA)
- Alex Frazer (EPIC)
- Bill Roberts (EPIC)

A large number of people and organisations have supported IBSA and EPIC Industry Training Board in this project. A full list of acknowledgements is included in Appendix 6.

For further information about this report or any other work being undertaken by Innovation & Business Skills Australia Ltd, please visit www.ibsa.org.au.

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Foreword

This report documents the findings and recommendations of Phase 2 of the ICP05 enhancement, undertaken by the Electrotechnology, Printing, Information and Communication Industry Training Board in Victoria (EPICITB) on behalf of Innovation and Business Skills Australia (IBSA).

Phase 2 involved validating the findings of Phase 1 and then enhancing ICP05 by incorporating industry required changes including changes to qualifications, units of competency and assessment guidelines. This involved bringing together a core of highly experienced personnel to develop the proposed new content. Phase 2 also required the input of RTO subject matter personnel including senior RTO personnel who were familiar with training packages implementation at large. Also invited were State ITAB's as well as employer and employee representatives to ensure industry input.

The principles and processes utilised for this phase were overseen by the National Project Reference Group (NPRG) which is a formal committee established by IBSA for that purpose.

The NPRG endorsed the proposed changes to ICP05 at their October meeting and as a consequence these changes have been placed on the IBSA website for comment and feedback. This will be followed with further validation sessions being undertaken with key stakeholders before the Training Package is submitted to the NPRG for final sign off and then submitted to the National Quality Council (NQC) for consideration and endorsement.

Key Recommendations

That ICP05 be enhanced in accordance with the Table of Proposed Changes in Appendix 1 which has resulted from the comprehensive national consultation and validation processes undertaken.

Digital Infrastructure

That the widely accepted need for broadly based training in Digital Technology be included in a way whereby it can be utilised to met the various workplace required outcomes and options identified during national consultations.

This should take the form of:

- 1). Incorporate relevant digital units into ICP30505 Certificate III in Printing and Graphic Arts (Printing) as elective units.
- 2) Modifying ICP20305 Certificate II in Printing and Graphic Arts (Instant Print) and ICP30405 Certificate III in Printing and Graphic Arts (Instant Print) to include the relevant digital units. The qualifications would then be re-coded and re-titled as (Digital Printing).

Qualifications

That one of the following environmental units is incorporated as a core unit of competency into all existing and new qualifications in ICP05, at the appropriate level:

BSBSUS201A	Participate in environmentally sustainable work practices or
BSBSUS301A	Implement and monitor environmentally sustainable work practices
	or
BSBSUS501A	Develop workplace policy and procedures for sustainability

That the following competitive manufacturing units are incorporated into ICP05 as elective units of competency at the appropriate level:

MSACMC210A	Manage the impact of change on own work
MSACMS200A	Apply competitive manufacturing practices
MSACMS201A	Sustain process improvements
MSACMT230A	Apply cost factors to work practices
MSACMT240A	Apply 5S procedures in a manufacturing environment
MSACMT270A	Use sustainable energy practices
MSACMT271A	Use sustainable environmental practices
MSACMT280A	Undertake root cause analysis
MSAENV272A	Participate in environmentally sustainable work practices
MSACMC410A	Lead change in a manufacturing environment
MSACMT440A	Lead 5S in a manufacturing environment
MSAENV472A	Implement and monitor environmentally sustainable work practices
MSAPMSUP390A	Use structured problem solving tools

Units of Competency

That the following new units of competency be included into ICP05:

ICPPR283A	Use digital media consumables
ICPPR284A	Introduction to colour management
ICPPR285A	Use digital workflow
ICPPR286A	Finish a digital product
ICPPR287A	Use digital processes
ICPPR384A	Set up and produce basic digital print (<i>unit ICPPR281B revised Element7 and relevant PCs changed</i>)

ICPPR385A	Apply software applications to digital production
ICPPR386A	Troubleshoot digital media
ICPPR387A	Use colour management for production
ICPPR388A	Preflight and import complex images for digital device
ICPPR389A	Digital file management
ICPPR390A	Proofing for digital production
ICPPR392A	Set up and produce specialised digital print
ICPPR494A	Apply advanced software applications to digital production
ICPPR495A	Set up and use complex colour management for production
ICPPR496A	Set up and produce complex digital print (<i>unit ICPPR481B revised and Element 5 added</i>)
ICPPR552A	Manage digital production work flow
ICPPR288A	Produce basic relief printed product (adapted from ICPPR252B)
ICPPR393A	Produce complex relief printed product (adapted from ICPPR352)
ICPPR394A	Set up for basic relief printing (adapted from ICPPR351B)
ICPPP284A	Produce PDF files for online or screen display (incorporates PPP226B and PPP227B)
ICPPP285A	Scan a mono image
ICPPP286A	Scan images for reproduction (ICPPP222B unit change of title)
ICPPP396A	Generate high-end PDF files (adapted from and replaces ICPPP328B)
ICPSP282A	Prepare film for screen printing- Complex (adapted from ICPSP223B)
ICPSP283A	Prepare film for screen printing-basic (adapted from ICPSP231B)
ICPKN321A	Apply knowledge and requirements of digital production

Assessment Guidelines

That the simulation guidelines developed in Phase 2 of the ICP05 Enhancement are incorporated into the current Assessment Guidelines of ICP05 Printing and Graphic Arts Training Package (Appendix Three).

Development Process

In preparing for the Phase 2 national consultations, it was necessary to draft an enhanced Training Package from the findings and industry requirements of Phase One. To do this a small group of expert national RTO personnel were seconded by the Project Officer.

This group shaped an enhanced ICP05 draft as a tool for Phase 2 consultation across Australia. The group was facilitated by the Project Officer who prepared and detailed the necessary materials for each group meeting. The group was representative of the various trades involved. The group was chaired by Mr Bob Snedden who is a member of the Printing and Graphic Arts Training Package NPRG.

Methodology

An Action Plan for the purpose of Phase 2 consultations was submitted to and approved by the NPRG at their June 2009 meeting. In addition to the methodology detailed in the Phase 2 Action Plan an opportunity came about to address RTO personnel who were attending the Australian Association of Printing Teachers (APPT).

Both the ICP05 Project Officer (Bill Roberts) and Eddie Hardman from IBSA took the opportunity to workshop the participants through the proposed changes to ICP05 as well as outline the processes necessary to achieve national endorsement.

The workshop concluded with a question and answer session whereby substantial two-way feedback was enabled and wide general support was provided to the changes as proposed via the Phase 1 industry consultations. A list of participants can be seen in the appendices.

Phase Two Action Plan

The outcomes of the NPRG Action Plan are as follows:

ACTION - STEP ONE

Project consultant to form national ICP05 enhancement working group made up of senior RTO personnel who have broad training package development experience and whom represent a cross section of the trades that make up the industry.

OUTCOME

This group was formed on the basis of involving individuals each of whom were senior in their respective organisations, had substantial experience in the development of training package content/industry training standards as well as were subject matter experts.

A list of participants can be seen in the appendices.

ACTION - STEP TWO

On the basis of materials and data provided by the consultant, the group meets and develops an enhanced ICP05 draft product for national consultation.

OUTCOME

The group which became known as the VET Stakeholder Expert Advisory Group met at the NSW Institute of Technology over the 6/7th July 2009. Utilising the key recommendations from the Phase One industry consultations, the group translated these into training package infrastructure in table form for national consultation during Phase Two.

ACTION - STEP THREE

State by state consultations are undertaken on the basis of 'action groups' formed in each state. These are made up of employer/employee representative, relevant RTO and ITAB personnel. These groups will consider, clarify and refine the product of the VET Stakeholder Expert Advisory Group.

OUTCOME

The process adopted was for the Project Officer to brief the State ITAB's (see briefing paper in appendices) and for the ITAB Executive Officers in each state to invite those members of their constituencies, they thought needed to be present at the workshops. Workshop details and attendance lists can be seen in the appendices.

At each state workshop the table of NPRG endorsed changes formed the basis of the agenda for the day and were tabled for discussion and debate amongst participants. Participants were also advised that the Table would be left 'on the table' until the end of September and

that they were able to provide any necessary additional feedback to the Project Officer during the intervening period.

ACTION - STEP FOUR

As an outcome of previous Action Group decisions, key members meet with a brief the appropriate State Training Authority personnel.

OUTCOME

To this end, IBSA via Eddie Hardman met with the relevant STA Officer in each state at the completion of that state's Phase Two Consultations.

ACTION - STEP FIVE

At completion of the round of national consultations, consultant develops a second draft.

OUTCOME

The revised Table of Proposed Changes resulting from Phase Two National Consultations can be seen in the appendices.

ACTION - STEP SIX

Final meeting of working group and consultant to develop final draft for NPRG.

OUTCOME

This was considered unnecessary by the Expert Group and only required that further work be undertaken by electronic means between the group members and the Project Officer.

ACTION - STEP SEVEN

Consultant works through EPIC to IBSA to finalise endorsement detail and requirements.

OUTCOME

The Project Officer is currently working in collaboration with IBSA for this purpose.

ACTION - STEP EIGHT

Consultant provides Phase Two Report to EPIC.

OUTCOME

This document constitutes that report.

Appendix One

Table of Proposed Changes

Proposed changes – Phase 1 and Phase 2 industry consultation outcomes combined with VET stakeholder Expert Group input

Suggested change	Suggested action	Level of support/comments
Qualifications		
Establish new Digital training package infrastructure at Levels II, III, IV and V. Details are in following columns.	Across level outcomes are required to address the various workplace needs related to digital production in Australia.	Wide overall industry and specific digital sector support. High level VET stakeholder support.
Add environmental sustainability to the basic core compulsory units.	An environmental/sustainability unit needs to be included across any new digital qualifications as well as be included in the core units of the package at large	As above.
<p>New units to be included at Level II are:</p> <ul style="list-style-type: none"> ▪ Digital media consumables ▪ Finish a digital print product ▪ Understanding digital processors <p>Adapted units to be included at Level II are:</p> <ul style="list-style-type: none"> ▪ Introduction to colour management ▪ Set-up and use basic digital print <p>Existing units to be included at Level II are:</p>	These units are put forward as consistent with the requirements in the workplace of individuals working at Level II.	<p>These have been driven by the outcomes of industry and focus group consultations and VET stakeholder deliberations</p> <p>These have been tabled and widely supported during Phase Two national consultations and will be further discussed by the NPRG</p>

<ul style="list-style-type: none"> ▪ Use computer systems ▪ Basic digital workflow 		
<p>New units to be included at Level III are:</p> <ul style="list-style-type: none"> ▪ Troubleshoot digital media ▪ Digital file management ▪ Import and preflight complex images to digital devices ▪ Proofing for digital production <p>Adapted units to be included at Level III are:</p> <ul style="list-style-type: none"> ▪ Colour for digital production ▪ Apply software applications to digital production <p>Existing units to be included at Level III are:</p> <ul style="list-style-type: none"> ▪ Customer service ▪ Develop a basic design concept ▪ Prepare the work area and maintain equipment 	<p>These units are put forward as consistent with the requirements in the workplace of individuals working at Level III.</p>	<p>See Above</p>
<p>New units to be included at Level IV are:</p> <ul style="list-style-type: none"> ▪ Set-up and produce digital print <p>Adapted units to be included at Level IV are:</p> <ul style="list-style-type: none"> ▪ Use complex colour 	<p>These units are put forward as consistent with the requirements in the workplace of individuals working at Level IV.</p>	<p>See Above</p>

<p>management production</p> <ul style="list-style-type: none"> ▪ Digitise images for digital production ▪ Prepare and imposition format for digital production ▪ Apply advanced software applications <p>Existing units to be included at Level IV are:</p> <ul style="list-style-type: none"> ▪ Operate a database for digital printing ▪ Develop a digital data template ▪ Prepare variable data for digital printing ▪ Develop a detailed design concept for digital production 		
<p>New units to be included at Level V</p> <ul style="list-style-type: none"> ▪ Troubleshoot and optimise the digital production process ▪ Workplace environmental management ▪ Manage digital production workflow <p>Adapted units to be added at Level V</p> <ul style="list-style-type: none"> ▪ Apply knowledge and information technology requirements in digital 	<p>These units are put forward as consistent with the requirements in the workplace of individuals working at Level V.</p>	<p>See Above</p>

<p>printing sector</p> <p>Existing units to be added at Level V</p> <ul style="list-style-type: none"> ▪ Prepare production costing estimates ▪ Supervise and schedule the work of others ▪ Manage continuous improvement processes in digital print ▪ Manage quality digital print customer service ▪ Manage workplace relationships 		
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Suggested change	Suggested action	Level of support/comments
Units of Competency		
<p>The following units have emanated from National Industry consultation and then evaluated by the VET stakeholder expert group. The outcome being that many of units identified already exist with no obvious enhancement required. Other units included here require refinement and modification and the suggested solutions can be seen in the following columns.</p> <ul style="list-style-type: none"> ▪ Retail operations ▪ Customer service ▪ Life skills ▪ Communication in the workplace ▪ Testing of stock ▪ Hand binding restoration ▪ Conservation work on historical items ▪ Restoration binding ▪ Ovens and chillers – problems and remedies ▪ Tension issues – problems and remedies ▪ Problem solving – ink on paper problems, ink and 	<p>The units of competency listed are to be subjected to further state consultations to enable further clarification and discussion if need be.</p>	<p>Some of these may have been recommended by individuals not fully aware of the content of the package and the skill development outcomes that are provided by it. The state consultation will enable further discussion to take place regarding this.</p> <p>Some of the related units of competency in the list clearly need enhancement and the proposed actions are illustrated in the following columns.</p>

<p>water chemistry.</p> <ul style="list-style-type: none"> ▪ Print production process – overlap training between trades – cross training. ▪ Basic chemistry. ▪ Production costs/planning ▪ ISO standards for maintenance ▪ Selling techniques ▪ Planning and estimating ▪ People management ▪ Workflow management ▪ Web heatset process – trouble shooting, quality systems. ▪ Colour management ▪ Label, letterpress and innovative markets need to be better addressed. 	<p>New Unit (Elective) Set up machine for complex narrow web print production (incorporates</p> <p>ICPPPR413B Set up for complex flexographic printing,</p> <p>ICPPPR261B Set up for foil stamping, ICPPPR271B Set up for coating (basic), ICPCFR327B Set up for complex rotary die cutting or embossing,</p> <p>ICPSP or ICPSP374B Produce print using automatic machines (screen printing)</p> <p>ICPCF281 Set up for basic laminating.)</p>	<p>Subjected to Phase Two national consultations with wide industry and VET stakeholder acceptance</p>
<ul style="list-style-type: none"> ▪ ICSP231B – Prepare stencil using computer requires updating to meet today’s industry standards as well as a name change, current name 	<p>Unit ICPPP283B Prepare artwork - remove from core and add as an elective in ICP20505 Cert II in Printing and Graphic</p>	<p>Supported by industry and VET stakeholder groups throughout Phase Two national consultations</p>

<p>not applicable. Should be in line with film preparation e.g. Film Preparation Basic and Film Preparation Complex.</p> <ul style="list-style-type: none"> ▪ Certificate II Screen Printing ICPPP283b – Prepare Artwork – should not be a core subject. ▪ Certificate III Screen Printing ICSP211b Reclaim Screen Auto should be changed to SP311b Reclaim Screens Manually. 	<p>Arts (Screen Printing).</p> <p>Unit ICSP231B Prepare stencil using computer to have content updated and its name accordingly changed to Film preparation basic and prepare film for screen printing complex.</p> <p>Unit ICSP311B should read Reclaim screen manually.</p>	
<ul style="list-style-type: none"> ▪ Remove 'ICPPP324B Create pages using a page layout application' from the Core and replace with 'IPMM322B Edit a Digital Image'. 	<p>There is already an elective for this purpose.</p> <p>For the purpose of flexibility leave 324B as is and use 322B (elective) as need be.</p>	<p>This had general industry and VET stakeholder support during Phase Two national consultations</p>
<ul style="list-style-type: none"> ▪ Refurbish the unit 'ICPPP222B Scan a Line Image' to produce a unit called Scan a mono image 	<p>It is thought that these actions would make for more effective and focused skill development in the workplace</p>	<p>Widely supported during Phase Two national consultations.</p>
<ul style="list-style-type: none"> ▪ Break up ICPPP430B Manage Colour into two separate Units by adding a level III unit involving Introduction to Colour. 	<p>It is thought these actions would make for more effective and focused skill development in the workplace</p>	<p>Primarily supported by the VET stakeholders during Phase Two national consultations with no industry dissention.</p>
<ul style="list-style-type: none"> ▪ ICPCF341A Set-up Machine for Sequenced or Multiple Folding (currently appears nowhere – must be an 	<p>Unit ICPCF341 Set up machine for sequenced or multiple folding resides in the unit index but is not</p>	<p>Wide industry and VET stakeholder support during Phase Two national consultations</p>

<p>oversight) – this unit is used widely by trade book producers with sophisticated machinery. Most 3rd year trainees/apprentices would progress to this equipment within their AQF3 training.</p> <ul style="list-style-type: none"> ▪ ICPCF465A Set-up and Produce Hand Bound Book – currently in the CIV pathway – needs to be included in CIII – this unit is used by a cohort of binding and finishing establishments where limited run or restoration binding is their normal work ▪ ICPSU263A Perform Industry Calculations – currently appears in CII – Apprentices cannot gain this competency – this unit appears in the Certificate II pathway, however, this prevents apprentices at CIII from learning these skill sets, they are vital to industry 	<p>utilised in a qualification. To be added as an elective to ICP30505 Cert III in Printing and Graphic Arts (Printing), ICP20405 Cert II in Printing and Graphic Arts (Print Production Support) and ICP30705 Cert III in Printing and Graphic Arts (Print Finishing).</p> <p>Unit ICPCF465B Set up and produce hand bound book included as an elective in ICP30705 Cert III in Printing and Graphic Arts (Print Finishing).</p> <p>Unit ICP241B Set up machine for basic single or continuous folding to be added to ICP30705 Cert III in Printing and Graphic Arts (Print Finishing) as an elective.</p> <p>Unit ICPCF242B Produce basic single or continuous folded product to be added to ICP30705 Cert III in Printing and Graphic Arts (Print Finishing) as an elective.</p> <p>Unit ICPCF243B Set up machine for basic collating or inserting sheet/section</p>	
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	<p>to be added to ICP30705 Cert III in Printing and Graphic Arts (Print Finishing) as an elective.</p> <p>Unit ICPCF244B Produce basic collated (sheet/section) product to be added to ICP30705 Cert III in Printing and Graphic Arts (Print Finishing) as an elective.</p>	
<ul style="list-style-type: none"> Setting ads for newspapers 	<p>It is considered by expert group that Produced Pages ICPP324B/224B already accommodates this requirement.</p>	<p>The Expert Group recommendations were supported during Phase Two national consultations.</p>
<ul style="list-style-type: none"> Combine PDF units as one 	<p>Unit ICPPP226B Produce interactive PDF files and ICPPP227B Produce on line PDF files – combine into one unit. 328B to be updated to meet current workplace practices.</p>	<p>Wide industry and VET Stakeholder support during Phase Two national consultations</p>
<ul style="list-style-type: none"> Now no need for the film unit 	<p>Considered to be in transitional period and should be left in for the time being.</p>	<p>Agreed during Phase Two consultations</p>
<ul style="list-style-type: none"> Manual combining needs work 	<p>Considered to be in transitional period and should be left in for the time being.</p>	<p>Agreed during Phase Two consultations</p>
<ul style="list-style-type: none"> Stencil units should be updated or removed 	<p>To be addressed in the revised screen printing units above.</p>	<p>Agreed during Phase Two consultations</p>
<ul style="list-style-type: none"> Hand stencil needs to be brought up-to-date. 	<p>As above.</p>	<p>As above.</p>
<ul style="list-style-type: none"> Units PR351, 252,451, 352 	<p>Unit ICPPR252B Produce</p>	<p>Wide industry and VET</p>

Relief Printing need to place more emphasis on embellishment on labels to reflect what is truly what is delivered in industry in the relief printing sector.	basic relief printed product , ICPPR351B Set up for basic relief printing ICPPR451B , ICPPR352B to include reference to embellishment skills in the performance, range statement and evidence guide criteria.	stakeholder support during Phase Two national consultations
<ul style="list-style-type: none"> ▪ New competencies need to be written to enable a digital print qualification. 	See section on new Digital qualifications	See digital infrastructure comments at beginning of this Table
<ul style="list-style-type: none"> ▪ Environmental units need to be either written or adapted for use in the training package. 	See section on new Digital qualifications	See digital infrastructure comments at beginning of this table
<ul style="list-style-type: none"> ▪ Basic folding, collating and guillotining needs to be included in Certificate III as electives. 	ICPCF221B Set up and produce basic guillotine product to be added to ICP30705 Cert III in Printing and Graphic Arts (Print Finishing) as an elective.	Wide industry and VET Stakeholder throughout Phase Two consultations

Suggested change	Suggested action	Level of support/comments
Assessment		
Workplace simulation policy to be written for inclusion in the training package.	No such guidelines currently exist. See attached draft proposal.	Wide industry and VET stakeholder support throughout Phase Two National consultations
Assessment guidelines to be evaluated with a view to ensuring language and assessment requirements can be easily understood by workplace supervisors.	Proposed that the IBSA Workplace on-line Assessment tool be mentioned for these purposes in relevant parts of the package and that IBSA facilitate national professional development workshops to maximise outcomes in this regard	Wide industry and VET stakeholder support throughout national Phase Two consultations.

Suggested change	Suggested action	Level of support/comments
Nomenclature		
Case needs to be put for name changes to a variety of Qualifications during Phase Two consultations.	Phase Two consultations to elaborate.	Very limited support from any quarter during Phase Two consultations.

Appendix Two

Agenda VET Stakeholder Expert Advisory Group Meetings



First meeting of the ICPO5 Enhancement Expert Advisory Group

Venue: The Muse
 2ND Level
 Cnr Harris & Mary Ann Streets
 ULTIMO NSW

Agenda – Day One

1. Welcome
2. Overview of findings and recommendation of Phase One Report (Report to be forwarded)
3. Establish agreed Action Plan for the two days
 - a. Who will deal with what – Recommendations
4. Work on respective agreed responsibilities.
5. End of Day One Plenary and Feedback
6. Focus for Day Two

Agenda – Day Two

1. Progress developmental work as agreed at the end of Day One.
2. End of Day Two Summary
 - a. Dates, venue and focus for next meeting.

Appendix Three

Presentation – Phase Two National Consultations

PHASE TWO

ICP05 ENHANCEMENT NATIONAL CONSULTATIONS

The purpose of Phase Two is to take the national industry recommendations from Phase one and convert them into training package product.

This process has been underpinned by the establishment of a National VET Stakeholder Expert Advisory Group to provide subject matter and training package development expertise.

The processes to be adopted involve tabling the proposed enhancements in every state for further input and refinement before submitting to them the IBSA National Training Reference Group.

The key areas for consideration are:

- The establishment of a digital printing production pathway through Levels II to V.
- Refinement across a range of units of competency that better reflect current practice and address content anomalies discovered since the last review.
- The addition of a simulation policy to the Assessment Guidelines to add rigour to the assessment process.
- Improved, clearer instruction for workplace supervisors involved in preparing candidates for on-the-job assessment.
- Consideration of the appropriateness of the current qualification nomenclature.

DIGITAL PRODUCTION PATHWAY (DRAFT)

CERTIFICATE II	CERTIFICATE III	CERTIFICATE IV	DIPLOMA
Compulsory Core Units			
<ul style="list-style-type: none"> Inspect quality against required standards (contextualised) Follow OHS practices and identify environmental hazards OR maintain a safe work environment Communicate in the workplace Environmental sustainability 			
TRADE ASSISTANT EQUIVELANT	TRADE EQUIVELANT	TECHNICAN EQUIVELANT	TECHNO MANAGEMENT
Use Computer Systems (contextualised)	Customer Service	Set-up and Produce Specialised Digital Print	Apply Knowledge and Requirements Information Technology in Digital Printing Sector
Digital Media Consumables	Troubleshoot Digital Media	Operate a Data Base for Digital Printing	Prepare Production Costing Estimates
Introduction to Colour Management	Colour for Digital Production	Use Complex Colour Management Production	Troubleshoot and Optimise the Digital Production Process (Environmental)
Basic Digital Workflow	Develop a Basic Design Concept	Develop a Digital Data Template	Workplace Environmental Management
Set-up and Produce Basic Digital Print	Digital File Management	Prepare Variable Data for Digital Printing	Supervise and Schedule the Work of Others
Finish a Digital Print Product	Apply Software Application to Digital Production	Digitize Images for Digital Production	Manage Continuous Improvement Processes in Digital Print
Understanding Digital Processes	Import and Preflight Complex Images to Digital Devices	Prepare an Imposition Format for Digital Production	Manage Digital Production Work Flow
	Set-up and Produce Complex Digital Print	Apply Advanced Software Applications	Manage Quality Digital Print Customer Service
	Proofing for Digital Production	Develop a Detailed Design Concept for Digital Production	Manage Workplace Relationships

	Prepare the Work Area and Maintain Equipment		
RED - NEW	GOLD - ADAPTED	GREEN - EXISTING	

Simulation Guidelines

OVERVIEW

The overarching principle to be applied to units suitable for simulation is that it should only be undertaken in cases where:

- There is a high risk to the security or safety of the candidate, individuals, key people in their lives and others.
- The opportunity to present evidence from worker -based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates.
- There would otherwise be a breach of confidentiality or privacy.

Whilst given normal circumstances, simulation should not be the primary source of a candidates claim to competence. Fully institutionalised training without a work placement component should clearly satisfy an auditor as having achieved the conditions stipulated below.

CONDITIONS

All evidence from simulated activities must result from activities that have taken place in a realistic working environment which replicates the conditions and circumstances in which the candidate will usually be expected to work and meets the following conditions:

- Working conditions should reflect those found in the workplace and include facilities, equipment and materials used in the workplace for the activities being assessed. Most importantly it should also include relationships, constraints and pressures met in the workplace.
- The activity to which the candidate is required to demonstrate competence must be realistic and reasonable in terms of scale.
- Any assessment conducted under simulated conditions must require the candidate to take into consideration what would be typical ambient conditions encountered in the normal workplace as well as reflect the typical workflow involved.
- Information available to the candidate on the nature of the activity must be consistent with the policies and practices of typical recycling operations.

NATIONAL INDUSTRY ISSUE

- Improved, clearer instruction required for workplace supervisors involved in preparing candidates for on-the-job assessment.

SOLUTION

- Instruction added to the ICP05 Assessment Guidelines that refer assessors and supervisors to the ICP05 Workplace Assessment Tool (IBSA Website)

ICPPP430B Manage Colour (SAMPLE ONLY)

As well as demonstrating the performance criteria, to be assessed as competent, the learner must demonstrate their ability to apply the required knowledge and skills in a range of situations. These are summarized below, as a guide to trainers to ensure they cover the aspects associated with being able to manage colour in digital image capture, manipulation and output in prepress operations, and to ensure colour images on proofs, monitors and final product colour match.

Range Statement

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

- Test charts – 3 and 4-colour neutrals, CMYK colour scales and a range of colour patches
- Monitors – Range of monitors used in the pre-press sector
- Proofing systems – Range of strip reader style devices including Gretag, Macbeth, Xwrite.
- Software – Range of industry colour applications including colour management software (eg Colorsync), spectrophotometry software
- Controlled environment – A controlled environment is one in which temperature and humidity are controlled, the press to be used for the job is known as is, preferably, the printer
- Printing processes – All printing processes
- Degree of autonomy – Working independently with responsibility for others.

Critical Aspects of Evidence

The following critical aspects of evidence are required to demonstrate competency in this unit:

- Managing colour in pre-press operations to ensure that proofs, monitors and final products match.

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

Required Evidence

It must be evident that the learner is able to manage colour in prepress operations on three separate occasions for different briefs in accordance with assessment requirements, job specification, manufacturer's specifications and listed performance criteria. It must also be evident that the learner has the related underpinning knowledge in scanning theory, light and colour theory, densitometry/spectrophotometry, printing processes, colour correction and problem solving techniques in colour management.

Skills and Knowledge

The training conducted for this unit will involve the following topics that relate to the learners ability to perform the tasks required to manage colour in prepress operations to ensure that proofs, monitors and final products colour match:

- OHS
- Light
- Colour theory
- Densitometry / spectrophotometry
- Scanning theory
- Printing processes
- Problem solving
- Information sources

Relationships to Other Units

This unit may be assessed at the same time as: N/A

Assessment Methods

The following assessment methods are recommended:

- Self assessment requires the learner to perform a self-diagnosis on whether they consider that they will be able to manage colour effectively. The attached self assessment guide is to be completed by the learner. On completion of the self assessment the learner would then progress to the first assessment event.
- The skills assessments require the learner to prepare and produce three different jobs relating to the management of colour in a prepress environment as well as consider other variables that are identified in the Range Statement. This may mean various stocks and matching digital proofs on simulated stock off the press are used. Use the Assessment Checklists for each one of the assessments.
- Knowledge assessment will be in the form of written/oral short answer quiz used to gather evidence of the learner's ability to explain the detailed requirements to use design skills and explain the requirements to manage colour. A decision as to when this assessment event is to be conducted should be made in consultation with the learner prior to the commencement of any training. You may decide that the learner completes each of the questions as they progress through the assessment or upon completion of the assessment.

Evidence to be Submitted

The following list identifies the sufficient evidence required for a judgement to be made on a learner's skills and knowledge to manage colour in prepress operations to ensure that proofs, monitors and final products colour match:

- Completed cover sheets
- Training Checklist
- Self Assessment Guide

Assessment Checklists (3)

- Confirmation of Underpinning Knowledge sheet/s
- Any evidence that demonstrates three successful attempts of a competency. This could be any printed test files, digital proofs and any colour control device printout etc.

Appendix Four

Australia Association of Printing Teachers Conference

IBSA/EPIC copy of presentation

ICP05 Enhancement Project

PURPOSE

The Enhancement Project is being carried out under the IBSA Training Package Continuous Development Program.

EPIC Industry Training Board in Victoria under a competitive tender process, was given the contract to carry out the research, analysis and enhanced package development.

METHODOLOGY

The project involves two separate phases requiring national consultation, input, analysis and then development.

PHASE 1

During Phase 1 some 120 personnel across Australia participated, representing the Printing and Graphic Arts business community, key employee and employer bodies, Registered Training Organisations both public and private, State ITAB personnel and in some cases State Training Authorities.

The processes adopted were the same in each state, which were:

- Provision of pre-reading for participants in the form of a Discussion/Information paper.
- Interactive workshops whereby a questionnaire was completed and then the various responses from individuals were shared, clarified and discussed.

The focus for this was:

- Workforce/workplace skill needs issues;
- Qualification issues;
- Competency issues;
- Assessment issues.
- The responses for each state were collated then sent back to each individual participant for validation and additional comment as required.
- Some forty (40) pages of raw data were generated, analysed and then categorized.

RECOMMENDATIONS

- That the existing content of ICP05 be added to so as to include the necessary digital training package infrastructure. This might include a digital pathway and inherent revised competencies, qualifications and assessment guidelines.
- That an appropriately contextualised form of environmental training be drafted in the form of relevant competencies for NPRG consideration.
- That after having drafted the necessary new and revised competencies, that a restructured qualification arrangement be tabled for national consideration.

This includes:

- Qualifications structures/pathways;
- Qualification levels;
- Nomenclature.

Recommended changes to units of competency made during the consultations be consolidated, and drafted for NPRG consideration.

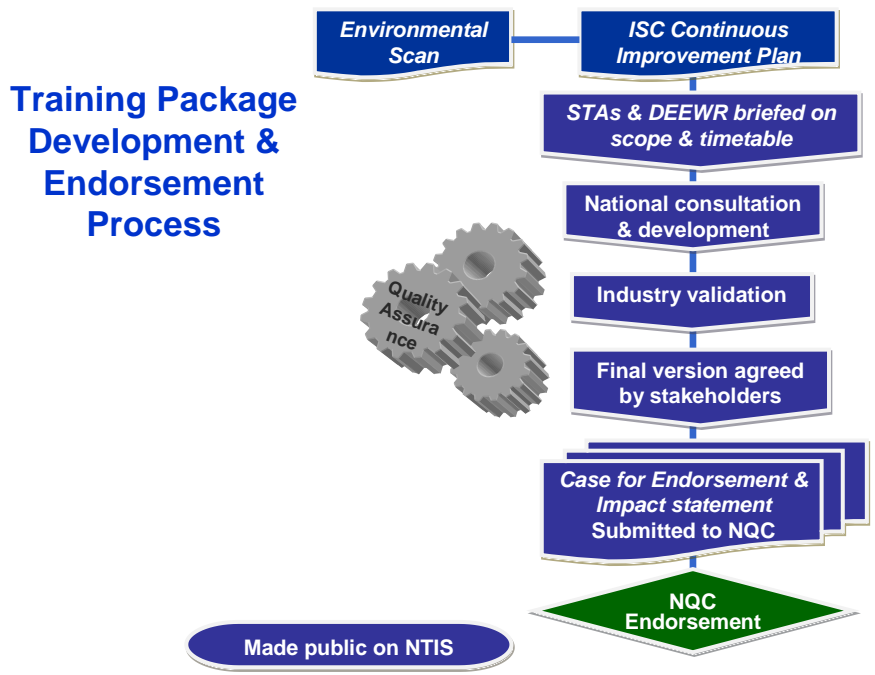
That more rigorous training package workplace simulation guidelines be drafted by which an RTO auditor can clearly determine if workplace production and environment standards are being met by the simulation process.

Secondly, that where necessary the language in assessment guidelines can be made more user friendly for use by workplace supervisors in ensuring candidates are ready for assessment.

PHASE 2

- National expert working group established for the purposes of translating Phase One data and recommendations into Training Package infrastructure.
- The 'Product' of this group then be taken through a round of state by state consultation and input. State Training Authorities be briefed of the outcomes of their states requirements.
- A draft 'enhanced' package be developed for IBSA-NPRG agreement.

- Endorsement process is undertaken (Eddie).



Appendix Five

Briefing Paper for State ITAB's - Phase Two Consultations



ICP05 PRINTING AND GRAPHIC ARTS TRAINING PACKAGE

PHASE TWO NATIONAL CONSULTATIONS

This is to advise State Training Advisory Bodies of the process to be undertaken in relation to State by State Phase Two Consultations.

The National Training Reference Group (Printing) has signed off on the Phase One Report which will have by now been sent to you by IBSA. The report provides the accumulated recommendations made by the national industry at large related to changes and refinements to be made to the ICP05 Printing and Graphic Arts Training Package.

This was followed by the formation of a VET Stakeholders Expert Advisory Group who was charged with translating the industry input from Phase One into training package infrastructure/product.

Also by now, you will have been forwarded a copy by IBSA of the Table of Proposed Changes contributed to by the Expert Group(a copy is also attached).

This table now becomes the tool for the Phase Two Consultations whereby it will be tabled State by State for further input and refinement. State ITAB's will need to provide copies to those they extend invitations to the Phase Two workshops/consultations. The Phase Two Workshop agenda is simply for each state to work through the table and make suggestions and recommendations.

As we are now involved in what is a training package technical development exercise, we have sought the assistance of the colleges in each state in providing themselves as venues

due to that being where the majority of necessary resources, expertise and personnel reside specific to this exercise.

The colleges have agreed to the following dates, times and venues:

South Australia

TAFESA North, Croydon Campus, Goodall Avenue, Croydon Park.

10am, 10 September 2009

Queensland

Southbank Institute of Technology, Morningside Campus, Clearview Terrace, Morningside

10am, 10 August 2009

Western Australia

Central TAFE, Conference Room, 133 Newcastle Street, Perth

10am, 7 September 2009

New South Wales

Hannan Print, 55 Doody St, Alexandria

10am, 24 August 2009

Victoria

RMIT, 25 Dawson Street, Brunswick

10am, 18-21 August 2009

Could each State ITAB please extend invitations to those of their constituents who they determine need to be present, but certainly PIAA and AMWU.

IBSA will extend invitations to State Training Authority representatives. If you have any queries in that regard please contact Eddie Hardman at IBSA.

Looking forward to working with you in ensuring your states needs are met.

Please contact me as need be with regard to any of this.

Bill Roberts

Lead Consultant

email: broberts@epicitb.com

mobile: 0434 020 065

Appendix Six

Phase Two Attendance Lists

VET Stakeholder Expert Advisory Group

Bob Sneddon	ACT (Chairperson)
Terry Hansen	SA TAFE
Alan Wetherell	NSW TAFE
Robert Black	RMIT
Graeme Hall	QLD TAFE
Bob Byrne	Private Provider and Consultant
Matthew Smith	SA TAFE
Bill Roberts	Secretariat Provision

Attendance List – AAPT Conference

Ian Henstock	NSW
Gary Reid	NSW
Danny Hooley	QLD
Sean Dewar	QLD
John Browne	QLD
Chris Dean	SA
Kym Nuske	SA
Matt Smith	SA
Dave Reimann	SA
Brian Farley	NZ
Katrina Henningham	NSW
Craig Henningham	NSW
Kerry Emerson	QLD
Graeme Hall	QLD

Neil Lowton	NZ
David Sinfield	NZ
Robert Wriesnik	NZ
Bernard Houlton	WA
Theo Pabst	WA
Melinda Sandosham	WA
Den Whittington	WA
Danny Symons	SA

Attendance List by State

NEW SOUTH WALES

Roy Tribe

Rick McDonald

Stephen Anderson

Bob Sneddon

Mark Stewart

Alan Wetherell

John Kirk

W McDougall

G Gould

D Luthje

VICTORIA

Trevor Thomas

Ray Hester

Garry Amy

John Nagnir

Robert Black

Bill Roberts

Clive Hellier

John Magnik

QUEENSLAND

Sam Nicolosi

Graeme Hall

Peter Wellings

Kerry Emerson

Danny Hooley

SOUTH AUSTRALIA

Andrew Reynolds

Craig Larner

Matt Smith

Chris Dean

Ian Murdoch

Sandra Neville

Peter Mansfield

Terry Hansen

WESTERN AUSTRALIA

Zoe Nicholson

Ian Smith

Paul Nievnhof

John Raymond

Deb Whittington

Keith Robinson

Craig MacKenzie

Nita Sams

Bernie Houlton

Brad Burrows